



THE JAMAICA EARLY CHILDHOOD CURRICULUM GUIDE

FOR CHILDREN

BIRTH TO **THREE**
IS KEY

The Dudley Grant Memorial Trust in collaboration with the Ministry of Education and the Early Childhood Commission

The Jamaica Early Childhood Curriculum Guide: Birth to Three is Key

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THE CURRICULUM GUIDE FOR CHILDREN BIRTH TO THREE YEARS

INTRODUCTION

Over the past sixty years, advances made by other countries in their provision of early childhood programmes to compensate for deficiencies among children of the poor, have played a significant role in stimulating action-oriented interest in early childhood development in Jamaica.

In 1938 when the first play centre was opened in Jamaica for children from three to seven years, even the younger children at home benefited. The parenting skills learnt, were passed on by these parents to their children at home. So strong was the effect of the early interventions in Jamaica that the Bernard van Leer Foundation started its first project for early childhood education in 1966 to benefit children four to six-year-olds. The first model day care programme for birth to three-year-olds was established at the Regional Preschool Child Development Centre (RPCDC) at the University of the West Indies (UWI), Jamaica in 1974, as a collaborative venture between UNICEF, UWI, and the Ministry of Education. The RPCDC (renamed the Caribbean Child Development Centre - CCDC in 1986) functioned as a model demonstration day care centre, providing training in best practices in early childhood care and education for different levels of early childhood practitioners from the English-speaking Caribbean. The centre also provided leadership in research, curriculum development and parent education.

The RPCDC provided strong support to the National Day Care Programme which was launched by government in 1975 to make day care affordable to the poor working parents of Jamaica. The development of the day care sector did not keep pace with the national goals for early childhood education, consequently a policy decision was taken in 1997 to integrate day care services (then located in the Ministry of Health) into the Early Childhood Unit at the Ministry of Education.

Other project initiatives that have enhanced day care development in Jamaica include:

The Teenage Mothers Project (TMP) in Clarendon, which represented Jamaica's first organized day care centre for teen mothers and their babies. These mothers brought their babies to the project centre where they learnt and practised parenting skills, in addition to receiving training in vocational skills. The Women's Centre programmes subsequently established in Jamaica, were fashioned off the TMP model.

The Roving Caregivers Programme is an offshoot of the TMP. In this programme care-givers are trained to visit homes and guide mothers with young children in the correct procedures for caring and stimulating their children. This programme has received an international

award for innovation in child-care for the underprivileged and it is now being replicated in some Eastern Caribbean countries.

The TMP manual will ideally complement this new day care curriculum, by bridging the gap between children in day care centres and the children at home.

The new day care curriculum is a resource that will provide guidance and support to caregivers in how to provide developmentally appropriate environments for infants and toddlers in group care. It represents a very positive development in the provision of day care in Jamaica, which has traditionally been a very under-served and under- resourced area of service for young children.

SUMMARY OF THE CONCEPTUAL FRAMEWORK FOR THE CURRICULUM

One important aim of early childhood curricula is to help children to achieve the broad developmental goals and outcomes considered desirable within their particular community. In this regard, representatives of 19 Caribbean countries met in Barbados in 2001 to identify desirable learning outcomes for young Caribbean children by the end of the early childhood period. The group identified the following six desirable learning outcomes or qualities for young Caribbean children:

Wellness – a child who is healthy, strong and well adjusted. The child will be physically well developed with good motor coordination and will feel generally good about him/herself.

Effective Communication – a child who is an effective communicator. The child will understand and use language appropriately.

Valuing Culture – a child who values his/her own culture and that of others. The child will appreciate, value and respect the many aspects of his/her own culture as well as that of others.

Intellectual Empowerment – a child who is a critical thinker and an independent learner. The child will be aware of how to gather, process and use information to solve problems and also to understand what happens in the wider environment.

Respect for self, others and the environment – a child who respects self, others and the environment. The child understands the difference between acceptable and unacceptable behaviours; is able to express empathy for others and build positive, respectful relationships with others; the child shows concern for the environment.

Resilience – a child who has coping skills. The child will show persistence with challenging tasks, take risks and use acceptable social skills to cope with difficulties.

Children are likely to achieve the above qualities or learning outcomes by the end of the preschool stage if their environment provides activities

and experiences that support such development over time. The adults who are an important part of the environment, whether at home or school, must be sensitive to the developing needs of the young children for whom they provide care and guidance. In the case of day care, children perhaps spend more of their waking hours within centres than at home. What is even greater concern is that within a 10-12-hour day, each child is cared for by at least two different caregivers. At home, time for interactions with mothers is limited before the children are put to bed. It is the caregivers rather than the parents who are more likely to notice the emerging developmental changes in the child. *This is why it is crucial for caregivers to **observe** each child closely and keep a continuous **record** of his/her progress in the various domains of development.*

This curriculum for infants and toddlers focuses on the development of the skills that children are capable of learning at this stage of their development. It represents a set of interactive activities based on knowledge of child development; that is, observing what the child can do now and knowing what the next step is. Caregivers' strategies should reinforce each child's present level of development and challenge but should not pressure him or her to move toward the next level (appropriate planning will help to take care of this.). The adults' role is to enhance, encourage, nurture and facilitate by taking cues from the child and by providing the appropriate 'match' of materials and experiences to fit his or her various needs, interests and abilities.

HOW INFANTS AND TODDLERS LEARN

Infants and toddlers are learning all the time. In emotional terms, they are learning that the world is either a caring, responsive, and interesting place or an unloving, neglectful, and frightening one. They are beginning to respond in ways to fit their perceptions or how they feel. The **foundations of emotional development** begin at birth and gradually become less intense after age two.

In the physical and cognitive domains, infants and toddlers are highly efficient little 'learning machines' designed to absorb and classify or sort information. Their brain cells are undergoing an amazing process of wiring. As they make the connections, they identify voices, faces, colours, and shapes, long before they can say a word. A toddler can sort objects by colour or shape or size before being able to say what these are. The **foundations of language development become active** at birth and gradually diminish by age six.

As young as these children are, they are powerfully self motivated to explore and learn at their own pace and through their own means. Learning takes place through their intrinsically motivated activity. No one has to tell them to learn, nor prod them into action. Their own choices and desire for autonomy and initiative take care of that. They learn because they want to. Even the youngest infants make simple choices and decisions all day long. They make choices about what they must look at, whether to reach for an object or whether to continue looking at a book or go for a ball.

In practical terms this means that group-care settings will support young children's development if they provide a variety of safe supportive, challenging and accessible materials for children to explore and manipulate. In such settings the caregivers must support children's preferences and attend to their language development.

Toddlers need language to communicate what they know

The desire to explore and to advance their own learning can only be achieved within the context of a trusting relationship with the primary caregiver. It is very important that children be encouraged to form attachments in group settings. Work rosters can be organized to allow children to interact more frequently with one or two special caregivers consistently throughout the week. Each caregiver will need to work at helping children to form these attachments with them by the loving and nurturing ways that they communicate and interact with the children. Caregivers should use appropriate language to communicate with children at all times, for example to explain what is being done at a particular time, or to describe things or events using language that can be understood by the child. "Baby talk" should be avoided at all times.

Routines provide the best opportunity for individualized interaction between caregiver and child

Routines such as diapering, bathing, and feeding should be much more than a quick task to get out of the way. These periods provide opportunities for caregivers to talk and smile with the children. No child should be made to feel ashamed when accidents occur (e.g. wetting him or herself.)

An infant's bath time should not be rushed. Sensory water plays and floating playthings are mainstays of an infant and toddler programme. Water is soothing; water stimulates play; and the splashing and slapping of water produce interesting reactions. There should be floating toys that the infant can manipulate while the caregiver holds a pleasant conversation with the child. Similarly, feeding time should be pleasant as the caregiver sits with the children and talks about the different food items. Playing, singing, music (percussion instruments), movement, jingles, and rhymes, are the hallmark of a good infant and toddler care programme, following the mantra **“Learning must be Fun”**.

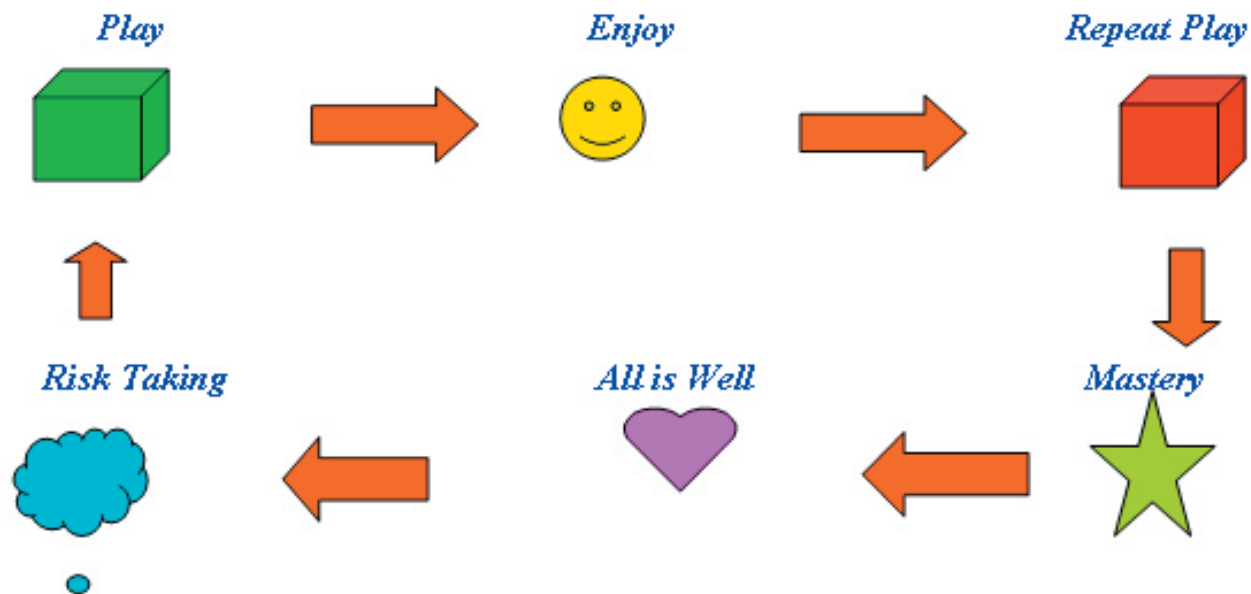
Group activity does not work well for young children

A curriculum for infants and toddlers will naturally take on a unique style, simply because care-giving routines form much of the day's activities. Simply put, every activity throughout the day forms part of the curriculum. The daily schedule should be flexible and organized around the children's physiological schedule. It should focus on the basic activities of sleeping, feeding, toileting and playing. Day care centres tend to organize the daily schedule like schools with short time blocks. This fragments the young children's day, and is not appropriate for infants and toddlers. Young children need simple schedules with large time blocks which fit their developmental needs. In addition each child will have his or her own needs, which will require that the schedule be individualized as far as possible. Whole group activities should be minimized or planned for a few brief minutes only.

Very young children learn best by exploring and manipulating things

Young children have the need to fully explore whatever objects they encounter in their environment. As they focus on a particular object of interest they will “try it out” in a variety of ways – pushing it, feeling it, pulling it, banging it, turning it upside down, tasting it, stacking it. Infants and toddlers learn with their whole body and with all their senses. Children learn through play, repetition and trying out new things, which may be described as risk-taking. Piaget, in his learning theory of child development, describes this as sensory motor activities. Caregivers and teachers of young children must have the patience and wisdom to listen, to watch and wait until the children’s thoughts unfold and become apparent.

The Learning Cycle



The Thematic Curriculum finds full expression in how young children learn

How then can caregivers expose the toddlers to a theme, for example ‘Transportation’? The room should be arranged to reflect the theme in terms of the kind of learning materials provided for the children to have hands-on experiences. Caregivers should not merely “talk about” things related to a theme in a very teacher-centred approach, but should aim instead to ensure that the children can engage in active learning, for example, providing toys with wheels, some with open boxes for the children to put toys in and pull along. Children love toys on wheels because they are easy to manipulate. Caregivers should observe the children’s actions, praise them, and sing songs, for example, “The wheels on the bus”, and introduce words like fast, faster, slow, as the children play with the toy vehicles. The caregivers’ role then is that of facilitator and not that of teacher or director, and they too should enjoy the activities. The curriculum for older toddlers (two- and three-year-olds) is presented in thematic integrated units, similar to the format of the curriculum for four- and five-year-olds.

SOME BASIC GUIDING PRINCIPLES FOR PRACTITIONERS OF INFANTS AND TODDLERS

- Infants and toddlers need to be healthy, well nourished and to have a stimulating environment.
- The first 3 years of life are a critically important stage in child development as this is when the majority of connections in the brain are made. Brain development is promoted when infants and toddlers actively interact with the people and the materials in their environment
- Infants and toddlers need caregivers who understand and value them as individuals and who provide love and attention. This helps them to feel secure and loved and to develop a sense of trust.

- Infants and toddlers need caregivers that are attentive to their needs, their communications and their emerging abilities and skills. They need caregivers to encourage and support them as they interact and explore the social and physical environments
- Infants and toddlers need caregivers who have some knowledge of Child Development.
- Caregivers need to plan to help infants and toddlers learn to help themselves.
- Caregivers and parents should work together in a friendly relationship, and the caregivers should understand that their role is to provide support to families.

When all the guiding principles of this curriculum are practiced – what should young children – Birth to Three years learn? Here are some key experiences that are summarized in High Scope (2006)

- “Developing a sense of self,
- Learning about social relations,
- Learning to hold things in their minds through creative representation,
- Mastering movement and music basic,
- Learning communication and Language Skills,
- Learning about the physical world by exploring objects,
- Learning about quantity and number concepts
- Developing and understanding of space
- Beginning to learn about time”

USING THE CURRICULUM GUIDE FOR BIRTH TO 24 MONTHS

The curriculum for children birth to 24 months emphasizes the development of appropriate skills in the different aspects of a child's development as these relate to the outcomes desired for Caribbean children. Each page of this section of the guide is therefore organized to include:

- › a full column that outlines the developmentally appropriate learning tasks or “**Development Objectives**” for children within a specified age band
- › a full column that suggests “**Practitioner Strategies**” that will promote the emergence and strengthening of a particular skill
- › a small column on “**Preparing for Learning**” to remind the practitioner of how to prepare the learning environment for promoting and enriching the child's learning
- › a small section entitled “**Look, Listen, Note**” with suggestions for how and what to observe in assessing a child's progress
- › a small section entitled “**Involving Parents**” which provides tips for encouraging parents to support their children as well as the day care programme and staff.

The activities and practitioner strategies are arranged in age bands: **birth to 6 months, 6 to 12 months, 12 to 18 months and 18 to 24 months**, with the skills development objectives specified for each of the Learning Outcomes Areas (see page VI). The most important point to note is that the curriculum at this level is very individualized and an infant or toddler can become a part of the learning group at any point along the way. There are no “school term” limitations and boundaries. As the infant or toddler enrolls in a day care programme where this curriculum is in use, caregivers will need to assess at what level of skill development the child is functioning and start the child at the appropriate level that will continue to meet needs and build skills already evident in the various areas of development viz.: physical-motor, language development, intellectual/perceptual, social-emotional.

THE THEMATIC CURRICULUM FORMAT FOR TWO- AND THREE-YEAR-OLDS

The child who is “fully” two years old is introduced to the thematic integrated curriculum format similar to that for the three to five-year-olds’ curriculum guide. Generally, there are two themes to be completed in each term. The suggested duration of a theme is five weeks, based on the standard ten weeks per school term. In the three to five-year-olds’ curriculum guide each theme is further divided into two or more sub-themes with a particular content focus for the time specified. Themes and sub-themes provide developmentally appropriate content related to the thematic focus. The selection of activities is guided by the scope and sequence outlined for the age group and seeks to integrate the development of the relevant skills as children engage in varied experiences and activities. The themes covered for the two- and three- year-olds include:

2-year-olds

Term 1: ME
CELEBRATIONS

Term 2: ANIMALS
FLOWERS

Term 3: BIRDS
WATER

3-year-olds

Term 1: ALL ABOUT ME
CELEBRATIONS

Term 2: FOODS
FAMILY

Term 3: ANIMALS
WATER

The layout of this section of the **Birth to Three is Key** curriculum guide is similar to that of the **Four and Five, Getting Ready for Life** curriculum guide. The layout of the guide is spread across two pages for the practitioner’s easy use at a glance. Each page displays the theme, sub-theme, age cohort and school term. On the left page, arranged in three columns, are **Concepts/Content, Suggested Learning Activities,** and **Vocabulary.** On the right page, also arranged in two columns, are **Practitioner Strategies** which includes **Preparing for Learning** and **Interacting with and Supporting Children.** The second column consists of **Look, Listen, Note** and **Involving Parents.**

The appropriate developmental objectives for each age group as outlined in the Scope and Sequence document, are laid out as an introduction to each school term. They are deliberately not presented within the double-paged layout of the guide so as to avoid any attempt at page by page alignment of objectives with content, concepts, skills and activities. The developmental objectives outlined for a term are consistent with how children develop naturally, as within any term, individual children will achieve the different objectives at different points in time, and participate in a different set of activities from other peers.

It is important to remember that while this curriculum attempts to provide a comprehensive programme for children, it is by no means “all-inclusive”. Indeed, the practitioner is encouraged to make additions and adjustments as she or he becomes more familiar with working with the themes, and consideration is given to factors such as variation in learning environments, availability of materials and resources, parent and community involvement, number of children in the group and so on. The practitioner is therefore encouraged to use this document as a guide for planning and not as the plan itself.

Concepts/Content

This section suggests theme-related content/concepts that are appropriate for the age group. Content/concepts should be focus for a specified period, e.g. one, two or three weeks, is determined by the practitioner while using the subthemes. The practitioner will draw information from this section in working out a weekly plan. The information as presented in the column is **not intended** to be “**taught from top to bottom and from page to page**”. Content information is only provided to ensure that accurate facts are presented to children by the practitioner in learning about different topics. Once the content and related concepts have been introduced to children, practitioners should use every opportunity to repeat and reinforce this information since children learn best when they hear, see and do things over and over again.

Suggested Learning Activities

The activities suggested in this section are specially selected for their potential to expose children to experiences that will help them to learn new concepts and develop a wide range of skills, e.g. motor, cognitive, or social-emotional. Emphasis is placed on early literacy and numeracy activities for which a strong foundation is necessary, given the problems related to these areas in the wider society. In planning weekly activities, practitioners should aim to provide variety in the kinds of experiences children have. They must aim to provide balance in integrating

skills from the intellectual/perceptual, aesthetic/creative, social-emotional and psychomotor areas into the carefully chosen activities included in each planned unit. Practitioners should also be creative in adding appropriate and interesting activities.

Vocabulary

This section simply highlights the new or familiar vocabulary emerging from the themes and sub-themes. Children will be encouraged to learn and use new words which the practitioner will continue to reinforce in daily verbal interactions.

Practitioner Strategies

Preparing for Learning

This section suggests specific tasks and precautions that the practitioner can undertake in order to provide a safe, stimulating and enriching learning environment for the children. It involves being resourceful in making and /or sourcing materials that are needed for a particular thematic unit.

Interacting with and Supporting Children

This section relates mostly to the affective elements of the curriculum. The emphasis is on the ways the practitioner can promote positive self-concept and self-esteem in children and help them to develop positive and pro-social attitudes and values. It requires practitioners to individualize interactions with each child, with particular attention to children's social-emotional and special needs. It is important to note that suggestions in this column might appear only once, but should always apply to every day experiences. This section is intended to foster children's active learning rather than 'teacher-directed' learning.

Look, Listen, Note

In this section, suggestions are provided for what to observe and monitor in assessing children's progress. The assessment suggestions are related to the concepts, content and skills emphasized in each unit plan. Practitioners are encouraged to use a variety of assessment procedures to monitor children's progress, to include checklists, rating scales, observations and recording anecdotal comments

Involving Parents

This section provides suggestions for how practitioners might involve parents in supporting their children's learning both at home and at school. Parents are also provided with simple and useful tips on how to deal with specific issues or promote development of specific skills in their children.

For Birth to 24 Months



BIRTH TO 6 MONTHS

WELLNESS - WELL-ADJUSTED

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Motor Development</p> <p><i>If provided with the appropriate environment young babies will</i></p> <ul style="list-style-type: none"> › rest, feed, sleep well › cry when hungry or uncomfortable › hold up head for a moment › move head from side to side › reach for, grasp objects › extend and kick legs › track moving objects horizontally › roll from back to side › sit with support for a short period 	<ul style="list-style-type: none"> › Provide a routine of activities › Respond to baby's cries › Dangle objects e.g. rattle) before baby and let him reach for it › Shake rattle, move object from side to side of baby's head › Allow baby to kick legs, and splash water during bath time › Support baby's head when he/she is lifted to the upright position, if necessary › Place baby on his/her back, allow room for movement 	<ul style="list-style-type: none"> › Provide a predictable and safe environment in which baby feels safe; the caregiver is directly responsible for helping the infant to feel secure › Plan for and provide periods of special stimulation throughout the day › Recognize that every activity throughout the day forms part of the infant's curriculum › Prepare and provide a variety of rubber toys of various shapes and colours; also objects that make sounds, e.g. shakers and rattles - objects should be of appropriate size › Never leave baby anywhere if he/she can fall › Objects should be made of non-toxic materials and large enough to prevent choking <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note when baby displays a new skill › Keep record of or a file on each baby <p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents to provide appropriate objects of various shapes sizes, and colours for play with baby › Inform parents of baby's new skills

BIRTH TO 6 MONTHS

COMMUNICATION

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Language Development</p> <p><i>If provided with the appropriate environment young babies will</i></p> <ul style="list-style-type: none"> › become aware of own sounds and those of the environment, e.g. mother, dog, motor vehicle › show curiosity and interest in what's going on › make different sounds to indicate their needs › respond to mother's or primary caregiver's tone of voice; enjoy being talked with › smile and make other social contact with familiar others › use their voice to express a range of emotions, e.g. pleasure, fear, anger › begin to show preference for familiar others and fear of strangers › start cooing 	<ul style="list-style-type: none"> › Talk to baby about the sounds and routines in his environment › Listen and respond to sounds that baby makes; imitate his or her vocalizations; appreciate baby's sounds as the beginning of communication › Talk frequently with baby in a pleasant, calm voice; use simple language (not baby talk) › Sing and read to baby › Make frequent eye contact while being responsive to baby's cues; engage in many one-to-one, face-to-face interactions with baby › Be consistent in giving care to baby 	<ul style="list-style-type: none"> › Make sure surroundings are clean, well-ventilated and stimulating to the baby's senses › Greet and receive baby when baby arrives › Adjust programme to special needs babies and give them a lot of attention › Know what to expect of baby as he or she grows and develops
		<p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note reasons for baby's reactions, e.g. crying › Record observations and/or make anecdotal entries
		<p>Involving Parents</p> <ul style="list-style-type: none"> › Record and communicate observations to parents › Meet with parents frequently and talk about how best to support baby's development

BIRTH TO 6 MONTHS

INTELLECTUAL EMPOWERMENT

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Cognitive Development</p> <p><i>If provided with the appropriate environment young babies will</i></p> <ul style="list-style-type: none"> › focus and concentrate on familiar faces and imitate movements of these faces › focus on high-contrast objects, e.g. brightly coloured toys › stretch to reach objects not within reach, e.g. mobiles › react to a variety of sounds, e.g. voices, high-pitched and low-pitched sounds › make associations, e.g. crying brings attention › explore things by tasting them; put all objects in mouth › become interested in mirrors and in looking at themselves 	<ul style="list-style-type: none"> › Look at baby and make eye contact; be animated and talk with expression, raise eyebrows, smile, etc. › Provide colourful objects, visual displays, e.g. mobiles within baby's sight but not within reach › Provide soft music and a variety of other sounds and multi-sensory experiences › Encourage baby when he or she is engaged in a variety of activities › Keep toys and playthings clean › Play and talk with, sing for, read to baby daily › Provide mirrors 	<ul style="list-style-type: none"> › Prepare visually attractive cribs and walls next to cribs; provide colourful objects for exploration and play › Provide mirror nearby so baby can look at him or herself while being changed, having a bath, etc. (unbreakable mirrors, if possible) › Provide mobiles of interesting objects, different shapes, sizes, colours <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note physical challenges and special learning needs <p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents to play and talk a lot with their baby › Listen carefully to parents as they talk about their child-rearing practices

BIRTH TO 6 MONTHS

VALUING CULTURE- AWARENESS OF CULTURAL FORMS

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social Development</p> <p><i>If provided with the appropriate environment young babies will</i></p> <ul style="list-style-type: none"> › gaze at and show preference for faces over all other visual stimulations › respond to various kinds of music › respond and begin to imitate others' actions and behaviours, e.g. playing peek-a-boo, finger-plays › recognize and react to unfamiliar persons 	<ul style="list-style-type: none"> › Display big pictures of the children and their families › Talk with baby about pictures › Make eye contact when talking with or singing for the baby/infant › Smile with baby › Sing, clap hands and move their bodies while playing with children › Read short stories to children › Sing to/with babies, do finger plays, play different kinds of music 	<ul style="list-style-type: none"> › Collect audiocassettes, DVDs, etc. of children's jingles, rhymes, songs and finger plays › Learn children songs, rhymes, etc, especially Caribbean ones › Collect stories
		<p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note each baby's preferences, e.g. for favourite practitioner, song, jingle, etc. › Record baby's changing responses
		<p>Involving Parents</p> <ul style="list-style-type: none"> › Ask parents for family and baby pictures › Invite parents, grandparents, other family members to visit and participate in activities, e.g. singing songs, saying rhymes, sharing songs and lullabies, etc.

BIRTH TO 6 MONTHS

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment young babies will</i></p> <ul style="list-style-type: none"> › use their developing physical skills and other ways to make social contact and gain the attention of others › express pleasure vocally and physically when eye contact is made › show a preference for familiar people › respond to different voice tones › show interest in others around them, particularly children › love attention and affection 	<ul style="list-style-type: none"> › Initiate interactions with baby as often as possible, e.g. make eye contact, hold baby closely, talk and play with baby, carry and rock baby › Provide a stable environment; ensure that every baby is able to form a relationship with a primary practitioner who is able to respond to the temperament, needs and cues of each child › Greet babies and parents warmly each morning on arrival; help each baby to settle down for the day; include opportunities for babies and children of different ages to be together › Respond quickly to baby's need for food and comfort 	<ul style="list-style-type: none"> › Ensure a daily routine which is both flexible and consistent with the children's psychological schedule › Include walks around the surroundings as a part of the routine; allow babies and infants to see and appreciate different aspects of people in their environment <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note each baby's sounds and facial expressions in response to primary caregivers and other practitioners › Observe and note as each baby expresses frustration, anger, anxiety </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Ensure that every parent is aware of the daily routine </div>

BIRTH TO 6 MONTHS

RESILIENCE - KEEPING SAFE AND LEARNING TO COPE

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment young babies will</i></p> <ul style="list-style-type: none"> › make different responses for moods, feelings and needs › use crying to alert adult › comfort self in different ways, e.g. suck a thumb or pacifier › express preference for some people and things over others › respond to being comforted by primary or “preferred/special” practitioner (caregiver) 	<ul style="list-style-type: none"> › Respond promptly and appropriately to baby’s cries and expressions of need, anxiety, discomfort, etc. › Listen keenly, understand and respond to each baby’s different sounds › Talk frequently and comfortingly with babies › Provide opportunities for physical closeness, holding and touching, making eye contact and using voice for early conversations 	<ul style="list-style-type: none"> › Provide an environment that is clean, safe and meets health standards; ensure practice of good hygiene; meet with others to discuss and plan for ways of keeping the environment safe and clean › Provide a variety of toys and soft play materials to encourage interest, as well as for crawling, hiding, peeping
		<p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Check and note each baby’s immunization record › Observe and note each baby’s determination, ways of expressing likes and dislikes, making choices
		<p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage and facilitate mothers to breastfeed their babies › Talk and listen to parents as they share information about baby

6 to 12 MONTHS

WELLNESS - WELL ADJUSTED

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Motor Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › sit unsupported › pull self to stand › crawl › stand and sit on own › walk with support › may take first steps on their own › toss and throw objects › hold objects between finger and thumb › use both hands to clap/bang/hold › turn pages of stiff book; use cloth book › try to feed themselves › kick a big ball 	<ul style="list-style-type: none"> › Encourage baby to move forward from a lying or sitting position; use a favourite toy or something colourful to entice baby to move › Hold baby's hands as he or she practises walking; remove socks and shoes from baby's feet to improve grip and balance › Provide accessible toys, books and materials of various sizes and colours so that baby can choose when he or she needs to begin an activity independently › Provide healthy and nutritious finger foods at snack time for baby to practise feeding self 	<ul style="list-style-type: none"> › Supervise baby at all times; never leave baby alone › Respect and adjust, as much as possible, to baby's individual feeding and sleeping schedules, his or her food preferences and eating styles <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note the ways in which baby indicates what he or she needs, especially help from adults › Note and share with parents observations of baby as he or she manages new skills </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Talk with parents, frequently update on what baby does at home and the learning environment </div>

6 to 12 MONTHS

WELLNESS - WELL ADJUSTED (contd)

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p style="text-align: center;">Motor Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › explore uses of own body; gradually gain control of whole body and make purposeful movements › use both hands to clap/bang/hold › pull objects out of container › let objects go voluntarily › poke with index finger 	<ul style="list-style-type: none"> › Arrange space so that baby can enjoy moments of quiet play by him or herself and have ample space to move freely, sit, roll over, stand, attempt to crawl and move toward interesting objects › Sit a few feet away from baby and encourage baby to move forward towards you, e.g. crawling, skirting, stepping › Supervise babies at all times › Show babies how to be safe, e.g. holding on › Offer simple explanations for things that happen and show by example › Provide a predictable environment in which baby feels safe and able to cope with temporary changes; provide a routine of activities 	<p style="text-align: center;">Preparing for Learning</p> <ul style="list-style-type: none"> › Provide safe, clean areas with cushions and mats to stimulate baby's interest; use lead-free paints on walls and choose floor surfaces that are neutral in colour, easy to clean and not abrasive; remove splinters › Provide a mirror for baby to look at him or herself › Secure doors, windows, stairs, floors, cupboards and potentially dangerous things <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note the different times when babies begin a new skill/activity, e.g. standing, walking › Observe and note when babies cry, fuss, express preferences, etc. </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Involving Parents</p> <ul style="list-style-type: none"> › Inform parents of routines and expectations › Exchange information about each baby's preferences with parents </div>

6 to 12 MONTHS

COMMUNICATION

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Language Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › associate some sounds heard with objects and people seen › listen when spoken to › focus on adult's face, expressions and gestures › respond to simple verbal requests › respond to their name › listen for a few minutes to rhymes and songs › use exclamations such as "Oh! Oh!" › say "Dada" and "Mama" › focus on playing with a toy › try to imitate words 	<ul style="list-style-type: none"> › Engage in many one-to-one, face-to-face interactions with baby › Encourage baby to listen and respond to all kinds of sounds, objects and people; talk in a pleasant, calm voice, using simple language (not baby talk) and eye contact › Respond to sounds baby makes and initiate vocalizations › Use baby's name often › Frequently talk with, sing to, say rhymes with and read to baby; play many interactive games with baby, e.g. 'Peek-a-boo,' 'Round-and-round-the-garden' and 'This little piggy' › Provide an assortment of soft, safe and washable toys 	<ul style="list-style-type: none"> › Practise having facial contact with baby; smile, be animated and expressive (in speech as well) › Be able to sing songs, say rhymes, finger-plays, etc. › Collect tapes of songs, etc. <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note as baby responds to what he or she sees and hears and the sounds he or she makes › Observe and note sound signals baby makes to gain attention, express preferences, etc. </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents to talk with their baby › Ask parents/community to collect and bring in 'trashables' and recycled materials; make soft, safe, baby-friendly toys </div>

6 to 12 MONTHS

COMMUNICATION (contd)

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Language Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › make a variety of sounds › make two or three syllable sounds › imitate speech sounds › enjoy games and finger-plays › enjoy being read to › show more social behaviours; clap hands, say bye-bye, blow a kiss › respond to “No” sometimes › use one word sentence, e.g. ‘ball’ (while holding it) meaning ‘Raymond has a ball’ 	<ul style="list-style-type: none"> › Talk to babies about what they are doing throughout the day so babies can link words with actions; speak clearly; listen to their responses; respond to their sounds, expressions, interests, preferences › Play games, sing songs, repeat finger-plays and rhymes with expression and gestures; pretend play › Ask questions and respond to babies’ sound signals and expressions › Read/relate stories to babies › Repeat social behaviours for babies, e.g. say bye-bye, clap hands 	<p>Preparing for Learning</p> <ul style="list-style-type: none"> › For babies with hearing impairment, use touch, gesture and facial expressions › Provide tapes of sounds, spoken words, rhymes and stories, to encourage babies to listen and/or respond › Provide environment that allows babies to touch, smile, smell, feel, listen, explore, share, etc. <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note how babies make contact, show that they have understood, the differences in how they respond and how they express their moods and needs <p>Involving Parents</p> <ul style="list-style-type: none"> › Share observed responses, interests, concerns and preferences with babies’ parents

6 to 12 MONTHS

INTELLECTUAL EMPOWERMENT

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Cognitive Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › show interest in an increasing range of toys, objects, people, surroundings › study objects intensely; analyse one toy/object at a time and determine what to do with it, e.g. squeezing, banging › become aware that people and things have names › show preferences and signs of decision-making, e.g. playing with a particular toy, liking certain foods › explore objects in many different ways – banging, shaking, dropping, and throwing. › briefly look for objects which have been dropped › find hidden objects › look at correct picture when a common object is named 	<ul style="list-style-type: none"> › Provide clean and safe materials for babies to play with; change the materials around OFTEN › Allow babies opportunities throughout each day to play with the materials that are set out › Observe, talk and play along with babies as they explore play objects and materials; repeat names of people and objects; look at picture-books and pictures with babies › Talk with babies about their choices and preferences and encourage (not force) them to try something else; value and support their decisions › Provide an environment (space, materials, setting, people) to encourage/support babies' movement and exploration › Play many games with babies both inside and outside › Play hide and seek games, e.g. peek-a-boo 	<ul style="list-style-type: none"> › Prepare and provide visually attractive/colourful objects and pictures in environment within babies' line of sight but not reach, e.g. near to cribs, changing area › Provide soft, calm music › Prepare and provide safe toys and playthings suited to babies' interaction, e.g. rattles, balls, stacking/nesting materials, pots and pans, cardboard boxes, soft toys, wooden/plastic blocks <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note baby's response to different materials, activities, people, places <p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents to talk and play with their baby › Talk about baby's preferences with each other

6 to 12 MONTHS

VALUING CULTURE - AWARENESS OF CULTURAL FORMS

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › have a sense of belonging, e.g. to family, daycare centre › know the difference between familiar people and strangers › observe others, especially family members, other children and day care practitioners and workers › become more mobile and familiar with a wider group of toys, objects, activities and people 	<ul style="list-style-type: none"> › Help babies feel safe, loved, special and to have a sense of belonging › Look at and read books and talk about pictures of different people, places, activities and things; sing songs, say rhymes and jingles familiar to babies at home and in the community › Display and talk about pictures of the babies and their families › Help babies become familiar with the different people, areas and routines of the day care centre › Provide opportunities for babies to recognize that they are similar to, separate and different from others 	<ul style="list-style-type: none"> › Collect pictures of the babies and their families › Collect cultural objects and materials used by the babies' families and by people in the community
		<p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note each baby's preference for practitioners, activities, songs, etc. › Observe and note babies' particular interests when looking at objects, books and pictures
		<p>Involving Parents</p> <ul style="list-style-type: none"> › Ask parents to bring in pictures of their babies and families › Invite parents to visit the day care centre and allow babies to see parents as "familiar faces"

6 to 12 MONTHS

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › show growing awareness of self › become aware of influence of self on others › show different emotions, e.g. pleasure, annoyance, anger › initiate interaction with familiar others › know strangers from familiar others; show fear › want to be included in activities › show interest in things around them and in the environment › imitate speech sounds and gestures 	<ul style="list-style-type: none"> › Provide opportunities for different age groups to be together in the same area › Crouch/sit down at the level of babies and establish/maintain contact with eyes, voice or light touch; listen and give full attention when babies communicate; respond to the sounds babies make and the different ways they express their feelings › Playfully help babies recognize that they are similar to, separate and different from others › Provide opportunities for indoor as well as outdoor activities; take babies for daily walks outside; talk to babies throughout the day; help babies to link sounds/words with things and actions 	<ul style="list-style-type: none"> › Provide mirrors in different places to encourage babies as they explore what they look like and who they are › Identify and prepare areas where different age groups can be allowed to be and interact with each other safely; provide adequate supervision › Provide opportunities for music and movement <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note how babies communicate their needs, feelings, preferences and decisions to those around them › Observe and note babies who demand more physical contact than others </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents to include babies in family activities, e.g. eating at the table with others, watching siblings play outside </div>

6 to 12 MONTHS

RESILIENCE – KEEPING SAFE AND LEARNING TO COPE

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › display a sense of security and comfort in the presence of an unfamiliar adult › express likes and dislikes through facial expressions and gestures and crying › continue to explore what they can do on their own and what they can do if given support › love to explore; may venture into unsafe situations 	<ul style="list-style-type: none"> › Provide an environment where babies feel safe and secure; provide familiar settings, routines and people; greet babies and parents warmly each morning on arrival and help each baby to settle down for the day › Develop a relationship with each baby; initiate interaction with each baby through maintaining eye contact, holding closely, stroking, playing, responding comfortingly/calmly › Monitor and supervise babies as they try out new skills and explore different objects, places and activities; pay attention to practices of hygiene and safety; respond promptly to babies' cries and expressions of discomfort and anxiety › Allow each baby to begin to form attachment with a particular practitioner (caregiver) 	<ul style="list-style-type: none"> › Keep a detailed file on each baby with necessary information, e.g. how to contact parents, family doctor, baby's medication › Arrange and keep to a routine of daily activities
		<p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note key adults with whom each baby becomes attached and shows preference › Record observations of each baby's responses, developing skills, etc. in his or her file
		<p>Involving Parents</p> <ul style="list-style-type: none"> › Inform parents of causes for babies' expressed discomfort and anxiety › Encourage and facilitate mothers to breastfeed their babies

12 to 18 MONTHS

WELLNESS - WELL ADJUSTED

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Motor Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › take 1 or 2 steps on own › remove shoes › kick large balls › push and pull objects › carry large objects › walk up steps holding rail › ride toys without pedals › climb rails 	<ul style="list-style-type: none"> › Supervise toddlers at all times; provide help/support when necessary; allow each toddler to try out new skills on his/her own; provide a lot of encouragement › Encourage toddlers to take risks and do things on their own; ensure safety and hygiene; give immediate attention to falls and injuries as necessary › Provide daily opportunities for outdoor play and exploration; supervise closely › Provide a range of everyday objects varying in size, colour, shape, etc. to explore in different ways, e.g. hold, carry, pull, push, stack, kick, throw, dress-up, make sounds, etc › Provide large gadgets, e.g. tyres, boxes, tricycle 	<ul style="list-style-type: none"> › Arrange space so that toddlers can enjoy quiet play by themselves, move freely, roll over, crawl/move toward interesting objects; use lead-free, easy-to-clean paints on walls and provide easy to clean and safe floor surfaces; allow for outdoor activities › Prepare and provide equipment for children to use large muscles in music and movement; check equipment and materials to ensure that they are safe <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note each toddler as he or she tries out and develops new skills, interests and activities › Note difficulties and challenges <p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents to allow their toddlers to practise new skills without restriction of space and unnecessary clothing, e.g. socks and bulky shoes; discourage parents from ‘forcing’ toddlers to walk before they are ready

12 to 18 MONTHS

WELLNESS - WELL ADJUSTED (contd)

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Motor Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › build with large blocks › scribble with large crayons › use large paintbrushes › turn pages of a book › use spoons › do finger-plays › show an increasing desire to do things on their own; begin to display a sense of independence › crave adult reassurance and support › demonstrate preferences 	<ul style="list-style-type: none"> › Plan, provide, supervise daily opportunities for toddlers to carry out exploratory activities including water and sand play, painting and manipulating play dough, using blocks and other stacking materials › Read, look at, talk about books and pictures with toddlers; allow them to turn the pages of books, and point to familiar pictures, etc. › Sing and or clap to songs, jingles; do actions for finger-plays, sway to lullabies › Encourage toddlers to try out new things; allow them to do things for themselves, e.g. feed self, remove shoes; use “do” more than “don’t” › Offer toddlers choices, e.g. objects to play with, activities to do; allow toddlers to demonstrate own right/left handedness 	<ul style="list-style-type: none"> › Provide large blocks, crayons, paintbrushes, water-based markers, play dough, etc. for manipulation, creative and exploratory activities › Collect and provide all kinds of books that are appropriate, eg. cloth, thick card, big, regular books; pictures, posters › Arrange and monitor areas and materials for play very closely
		<p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note as each toddler becomes interested in and tries out new skills/activities; find ways to help him/her do activities on his/her own
		<p>Involving Parents</p> <ul style="list-style-type: none"> › Keep parents updated on their child’s progress › Encourage parents to allow their child to try things on their own, e.g. undress, dress, feed self

12 to 18 MONTHS

COMMUNICATION

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Language Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › understand some frequently-used words › enjoy being read and sung to › enjoy interactive games and activities › continue to use one word sentences e.g. “up” for lift me up › look at books and point to familiar pictures › make long babble sentences › say some simple words clearly › enjoy listening to music, singing and vocalizing; say nursery rhymes › combine sounds and gestures to make wants known › point to and name objects › put short words together, e.g. want juice 	<ul style="list-style-type: none"> › Talk regularly with toddlers throughout each day; speak clearly; listen to their responses; encourage toddlers to talk to each other and adults › Read, look at, talk about books and pictures with toddlers; sing songs, do finger-plays and interactive games and activities with toddlers › Clarify words for toddlers; avoid “baby-talk” › Play different kinds of music, children’s songs, stories, interactive activities › Listen to, look at (make eye contact) and respond to children’s gestures, expressions, wants, words, questions; encourage toddlers to observe, listen, respond; show appreciation and encourage toddlers as they show understanding of new words and phrases › Set the language pattern for toddlers by gently repeating what they say using the correct structure 	<ul style="list-style-type: none"> › Provide everyday objects and situations, indoor and outdoor opportunities for toddlers to explore, investigate, talk about › Provide all kinds of books that are appropriate, pictures, taped music, songs, rhymes, interactive games and activities › Provide things that will excite toddlers’ interest, e.g. bubbles, animals, fire engine, toy car and regular telephones <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note as each toddler tries out new gestures, expressions, words, etc. </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents to talk a lot with their toddlers and to respond to and encourage their gestures, expressions, words </div>

12 to 18 MONTHS

INTELLECTUAL EMPOWERMENT

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Cognitive Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › search for objects › locate hidden objects › explore the effect of their own actions on things, e.g. light switch; repeat activities which have interesting effects › show interest in mechanisms, e.g. flash light › enjoy pretend games, simple puzzles, water/sand play, interactive play › use trial and error to solve problems; e.g. fitting pieces of puzzles › show details in favourite picture books or on objects › favour one hand over the other › try to undress self 	<ul style="list-style-type: none"> › Play variations of ‘hide and seek,’ ‘peek-a-boo,’ and other interactive games › Provide a variety of everyday materials, e.g. pots, pans, wooden/plastic utensils, large carton boxes, containers with lids, flashlights, sand and water play with containers, funnels, objects that sink and float; bubble-blowing; play dough; blocks of different sizes, things that children can stack and tumble over; 2 and 3-piece jigsaw puzzles; dress-up area with clothes, hats, shoes, accessories, mirror › Look at/talk about objects, pictures, posters, books with toddlers everyday › Encourage each toddler’s own hand preference › Allow toddlers to do things for themselves, e.g. feed, undress 	<ul style="list-style-type: none"> › Provide indoor and outdoor space and opportunities for play and exploration › Plan the day so adult plays and interacts with every toddler › Collect, make, provide various materials/resources › Allow for independent play with objects and time for whole group to come together <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note each toddler’s new skills/activities, expressions, words, interests, challenges, achievements <p>Involving Parents</p> <ul style="list-style-type: none"> › Ask parents and members of the community for materials, books, pictures, resources › Invite parents to make toys

12 to 18 MONTHS

VALUING CULTURE - AWARENESS OF CULTURAL FORMS

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › are aware of physical differences › want to be included in family activities › observe and imitate others › play simple imitative games › enjoy listening to and moving their bodies to music 	<ul style="list-style-type: none"> › Talk about pictures of families (especially Jamaican families) › Provide opportunities for dress-up and pretend play; play simple ring-games, e.g. This is the way we wash our clothes..., There's a short girl in the ring › Listen, move and dance to different kinds of music; sing and move to folk songs and rhythms › Set up Learning Centres, Home Centres with simple gadgets that are familiar to the children, e.g. comb, brush, food items etc. Let children use these items in pretend play. › Encourage common courtesies as they play, e.g. please, thank you 	<ul style="list-style-type: none"> › Prepare/provide an area to display pictures of each toddler and his/her family and any pictures they have brought from home to share with the group › Welcome and respond warmly to all toddlers regardless of personal feelings › Collect different kinds of taped music › Provide opportunities that link home and day care <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Note toddlers as they observe, show curiosity and ask questions about differences, e.g. skin colour, hair › Observe and note toddlers as they develop keen sense of rhythm </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Ask parents for pictures of toddlers and family </div>

12 to 18 MONTHS

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › enjoy exploring objects on their own and with others › enjoy imitating and mimicking others › show interest in other toddlers; play beside other children but do not interact with them › display affection, show concern for others' feelings › become attached to preferred toys and other objects › show interest in animals and all other objects in the environment › become assertive; show strong desire to do things on own; show satisfaction with own accomplishments; say "no" often › display attention-seeking behaviour, e.g. tantrums 	<ul style="list-style-type: none"> › Provide daily opportunities for toddlers to explore and talk about things and happenings around them inside and outside › Respond to and interact with each toddler so he or she feels special and valued › Supervise infants and toddlers as they play and get to know each other, ensuring they treat each other gently › Recognize and value each toddler's need for a special toy or object › Take infants and toddlers on walks/rambles within the immediate area of the day care facility and neighbourhood › Focus on 'dos' rather than 'don'ts,' give clear instructions; give reasons why things are done; focus on and encourage good behaviours; be consistent 	<ul style="list-style-type: none"> › Recognize and respect each toddler's differences and preferences › Bring in small animals, plants, fruits, flowers, shells, etc. from the immediate environment for 'look, touch and tell' › Model what you want toddlers to do, e.g. use courtesies, look at a toddler as you speak to him or her; say 'please' and 'thank you' <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note each toddler's preferences and responses to different things and situations; share observations with parents in an attempt to get to know each toddler better <p>Involving Parents</p> <ul style="list-style-type: none"> › Have a special day for mothers, fathers, grandmothers, etc. to visit the day care

12 to 18 MONTHS

RESILIENCE - KEEPING SAFE AND LEARNING TO COPE

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › engage in risky behaviour through curiosity › begin to be aware of choices and their consequences › get adults' attention when in need of help › show a strong sense of territory and possession 	<ul style="list-style-type: none"> › Supervise toddlers at all times; be familiar with first aid practices; ensure toddlers' safety while not discouraging risk-taking; help toddlers to find their 'safe place of comfort' to which they can return › Provide toddlers with choices and options; support toddlers' choices and talk about the consequences, e.g. stories › Respond to toddlers' expressions of anger, frustration, concern, conflict; reassure toddlers › Have flexible routines; identify locations for things used by toddlers, e.g. toys, cubby holes, bags with personal belongings; ensure each toddler has own towel, utensils, mat, soft toy › Keep a watchful eye on the toddler at all times. 	<ul style="list-style-type: none"> › Ensure that surroundings are safe; check equipment and resources daily for 'wear and tear' and damage › Prepare and provide pictures, puppets, etc. for stories and 'talk-about' times › Be aware of up-to-date information about keeping children healthy and safe <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note anything that tells about each toddler's concerns and challenges › Note sounds and facial expressions as toddlers have feelings of anger, frustration, fear, anxiety, etc. › Update each toddler's personal file, e.g. immunization record, accidents </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Inform parents of up-to-date good health and safety practices for both day care and home </div>

18 to 24 MONTHS

WELLNESS - WELL-ADJUSTED

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Motor Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › gradually gain control of whole body and movement › wash own hands › walk steadily › push/pull/drag › throw and bring back objects, steer wheeled toys, run, jump, kick at ball, walk up and down stairs with assistance › become more co-ordinated in the use of their hands, e.g. open/close, play with nesting and stacking toys, undo snaps, build blocks, screw/unscrew, pack sand, pour water, pull zippers, draw pictures › dress and undress self 	<ul style="list-style-type: none"> › Provide equipment and daily opportunities for using whole body, arms and legs for indoor and outdoor activities, e.g. bend and stretch games, Simon says, toss and catch, wheeled and other toys to ride, pedal, push, pull, drag, lift, press, climb, etc. Supervise at all times › Provide support as necessary; avoid forcing children when unwilling or not ready; encourage risk-taking but not unmanageable risks; provide children with sense of adult/support being near and available if needed › Provide materials and activities for children to engage in exploration and creativity; e.g. water, sand, playdough, paints, jumbo markers/crayons, blocks, carton boxes, dress-up, materials etc. 	<ul style="list-style-type: none"> › Make and/or provide materials and resources for use by whole body, legs, arms, hands, fingers, etc. › Continue to provide increasingly challenging materials, i.e. as children master the use of materials, introduce similar materials with more challenge or difficulty › Check materials for damage/safety and hygiene; replace regularly
		<p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note those children who have problems with balance and movement control › Note the ways in which they develop skills in using their hands
		<p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents and community members to make and bring in materials for “busy hands” activities, e.g. clothes with hooks, snaps, zipper, buttons, velcro › Encourage parents to provide similar play opportunities at home

18 to 24 MONTHS

WELLNESS - WELL-ADJUSTED (contd)

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Motor Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › continue to have strong desire to do things on their own, e.g. drink from a cup, dress/undress › enjoy parallel play › need to be prepared for change › continue to display preference for routines › show preference for those around them, e.g. favour attention from particular practitioners 	<ul style="list-style-type: none"> › Provide opportunities for young children to do things for themselves, e.g. feed self using fingers, fork and spoon; avoid doing everything for them, e.g. hold cup to mouth for them to drink only if necessary › Provide areas and resources for different kinds of play › Prepare and provide daily routines, e.g. meet and receive each child from parent as they arrive, set times for wash-up, snack, play › Provide transitions when possible; prepare children for any change(s) of daily routine; let children know what will be done before the time › Continue relationship with children and move from one stage to the next, e.g. from infants to toddlers 	<ul style="list-style-type: none"> › Supervise carefully when mixed age groups are allowed to play in common area in order to avoid accidents and encourage safe interactions › Prepare and plan daily programmes with other practitioners › Prepare for and provide stories, pictures and puppets which allow children to experience and talk about feelings and preferences. Say “sorry” when necessary › Consistently use social words in their correct context, e.g. when requesting an item repeat the request and say “please” <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note as children play by themselves or with others; note how they share, negotiate, and solve different situations <p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents to be patient and allow their child to do things for him or herself › Inform parents of daily routine so they can prepare child for what to expect

18 to 24 MONTHS

COMMUNICATION

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Language Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › show interest in texture, shapes, size, colour of objects › point to and name at least three body parts › know more words, use words to make wants known; make three-word sentences › understand “me,” “you,” › carry out simple instructions › imitate adult tone of voice and speech › enjoy listening to simple stories, especially with repetition › look at and picture-read books › imitate up and down writing strokes 	<ul style="list-style-type: none"> › Look at each children as you talk often with him or her; provide correct words, descriptions and clues; engage children in conversation about things, events and people in the environment, community, inside and outside; provide words and phrases when children point; avoid “baby-talk” › Ask children to help with simple tasks, e.g. put away playthings, help with clean-up; give instructions simply and courteously; listen and respond with expression when each child seeks attention › Use storybooks, pictures, puppets, etc. to tell stories to young children every day › Provide, look at, talk about picture-books, pictures, charts, posters with children › Allow children to scribble and draw, make pictures; use different materials and surfaces 	<ul style="list-style-type: none"> › Collect and provide a variety of interesting materials that will attract children’s attention and curiosity › Provide picture and story-books, pictures, posters, charts, big books, toy telephones, cell-phones, etc. › Change around books and materials from time to time › Provide chalk, paints, jumbo markers and crayons, different kinds of paper, chalkboard, easel › Encourage children and praise them for their efforts <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Listen and note what children say as they begin to use new words, ask questions, make sentences, show understanding › Observe, listen, note as children communicate with others in play </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Encourage parents to talk a lot with their child </div>

18 to 24 MONTHS

INTELLECTUAL EMPOWERMENT

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Cognitive Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › follow two-step directions › use same word for similar objects › match pictures and objects › identify some animal sounds › take things apart and try to put them together › solve simple problems, e.g. climb on chair to reach high object, remove an obstacle out of their way › point to big or little object › sort objects by at least one characteristic, e.g. size, colour, shape, etc. › understand the meaning of '2' › identify, point to, name familiar things such as dog, ball, baby from book being read › become more adventurous in their explorations 	<ul style="list-style-type: none"> › Play interactive activities and games, e.g. Simon says... › Provide frequent opportunities for talking, questioning, etc. › Provide stimulating materials so children can sort, stack, repeat/copy, respond, sequence, build, take apart and put together, classify, categorize, make choices, show preferences › Along with the children, investigate their immediate environments, e.g. when outside, talk about the goats coming into the play area; describe objects, people, events › Use everyday experiences to help children count and focus on patterns, shapes, sizes, colours › Invite children to focus on pictures and meaningful print, e.g. each child's name, words/signs in the environment, observe similarities and differences in symbols and signs 	<ul style="list-style-type: none"> › Create spaces and opportunities for quiet and noisy play alone or with others › Collect and provide a variety of everyday objects, e.g. pots and pans, spoons, cones, containers and lids, boxes, dress-up materials and accessories › Organize activity areas including areas for small-group play (home corner), being alone play (book corner or tabletop area), messy and creative activities (art, water, dress-up and pretend play) <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note as each child explores and interacts with different materials, solves problems, creates new situations › Observe and listen as each child responds to questions and situations <p>Involving Parents</p> <ul style="list-style-type: none"> › Exchange information with parents about what their child is doing

18 to 24 MONTHS

VALUING CULTURE - AWARENESS OF CULTURAL FORMS

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › have a greater awareness of self › enjoy dress-up and pretend play › listen to stories for a short while and do some actions from the story › imitate the actions of those they see around them in activities, including dancing › enjoy music and movement, songs, jingles, rhymes 	<ul style="list-style-type: none"> › Display pictures of the children and their families; read books to children, look at pictures and talk about different families › Provide at least one mirror and opportunities for dressing up in clothes and materials from different cultures › Read stories daily; take the children for walks around the neighbourhood; share and talk about recorded or video-taped cultural activities; participate in music and movement and cultural activities with the children 	<ul style="list-style-type: none"> › Plan with other practitioners and celebrate a Jamaica theme; provide objects of national and cultural importance, e.g. food, flag, pictures of local sites such as seaside, riverside, mountain; objects such as shells, money, etc. › Make collection of songs, jingles, rhymes, local and folk stories
		<p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe, listen, note children's interests and preferences in songs, stories, cultural objects, etc. and family practices
		<p>Involving Parents</p> <ul style="list-style-type: none"> › Invite parents and grandparents into the day care centre to teach the children songs, share stories and show how they prepare local foods, e.g. coconut drops, dip an' fall back, grater cake, stamp an' go › Organize a parents' evening/concerts

18 to 24 MONTHS

RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › show desire to be independent and do things by self › try to comfort others in distress › play by self for increasing period of time › become aware of how others feel about them, e.g. through adult tone, voice, manner, treatment › imitate the behaviours of adults and those around them; role-play family roles › express strong feelings and preferences › enjoy looking at self in mirror 	<ul style="list-style-type: none"> › Provide children with choices; encourage them to do and get things for themselves › Encourage children to treat each other gently and to value what they and others do; show children how to care for and respect each other › Create spaces and opportunities for quiet and noisy play, lone and group activities › Encourage children to participate in making rules › Encourage children to make decisions about who to sit with, which corner to play in, which picture to display, etc. › Provide at least one mirror; allow children to look at self in mirror and identify and name parts of the body, e.g. "These are my two eyes, My two eyes, I see with my eyes, with my little eyes › Provide percussion instruments for children to sing and make music 	<ul style="list-style-type: none"> › Organize learning centres so that children are able to share materials and do their own leaning › Arrange for daily outdoor activities and play; schedule transitions in order to get ready for activities › Provide each area/centre with adequate amount of materials <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note how each child joins in or avoids group play/activity › Note how each child explores, plays, socializes and makes sense of experiences on own or with others </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Make parents feel welcome at their child's day care centre </div>

18 to 24 MONTHS

RESILIENCE - KEEPING SAFE AND LEARNING TO COPE

DEVELOPMENTAL OBJECTIVES	Practitioner Strategies	Preparing for Learning
<p>Social/Emotional Development</p> <p><i>If provided with the appropriate environment babies will</i></p> <ul style="list-style-type: none"> › express preference for some people and things over others › respond to being comforted by primary caregiver › display different responses for moods, feelings and needs › use crying to alert adult › comfort self in different ways, e.g. suck a thumb or pacifier › enjoy skin-to-skin contact 	<ul style="list-style-type: none"> › Provide a predictable environment and routines where children feel safe › Respond to each child with care and talk comfortingly; show understanding of each child's preference for a particular practitioner › Provide stories, pictures and puppets that can allow children to experience and talk about different feelings, moods and needs › Respond promptly and appropriately to young children's cries and vocalizations › Provide opportunities for physical closeness, holding and touching, affection 	<ul style="list-style-type: none"> › Plan and provide a daily schedule › Keep to routines as much as possible and prepare children for changes › Conduct a daily check of the learning environment for resources that need to be repaired, materials to be replaced, areas to be cleaned › Allow preferred practitioner to stay with group of children <div> <p>Look, Listen, Note!</p> <ul style="list-style-type: none"> › Observe and note the way in which each child responds to different people and situations › Note how each child calls attention to self </div> <div> <p>Involving Parents</p> <ul style="list-style-type: none"> › Discuss with parents how their child responds to activities, practitioners and other children </div>

For Two-Year-Olds



2-YEAR-OLDS

Term 1

Developmental Objectives

WELLNESS (Motor Development)	COMMUNICATION (Language Development)	VALUING CULTURE (Social/Emotional Development)
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Co-ordinate gross motor movements, e.g. kick, climb, run, jump, rough and tumble play › Manipulate objects with hands and fingers, e.g. locks, zipper, play dough, crayons › Share play materials 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Identify objects by words or gestures › Name familiar objects, parts of the body; tell own name › Participate with adults in interactive games and songs › Listen attentively for short periods › Speak in short sentences and use plurals › Ask questions, especially “why?” › Follow simple directions › Repeat simple rhymes 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Enjoy make-believe play › Imitate familiar local and cultural experiences, e.g. saying grace before meal › Demonstrate sharing and caring for others › Experience cultural representations, e.g. Christmas time in Jamaica

2-YEAR-OLDS

Term 1

Developmental Objectives

INTELLECTUAL EMPOWERMENT (Cognitive Development)	RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT (Social/Emotional Development)	RESILIENCE (Social/Emotional Development)
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Discriminate between at least two different textures, tastes, sounds, smells, shapes, sizes, colours of objects › Understand numeral and non-numeral concepts, e.g. one, two, up/down, in/out, long/short, round, etc. › Demonstrate an understanding of one-ness and two-ness › Sort shapes, e.g. circle, square › Identify foods with different tastes, e.g. sweet, sour 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Begin to learn how to cope with emotions, e.g. happy, sad › Begin to show interest in and care for others › Begin to respect routines and schedules › Begin to display good health practices 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Demonstrate confidence and take risks if encouraged › Begin to learn to accept change › Begin to identify children who are sad

2-YEAR-OLDS

Term 1

THEME:

ME

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Some children are girls and some are boys › I am a girl/I am a boy › I have a special name; we all have names › Each boy and girl has one body with many parts – big parts and little parts › I have one body <p>One head with a face Two eyes, one nose One mouth, two ears, Two arms, two hands, two legs, two feet, Many fingers and toes</p>	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › identify girls different from boys in the group, in pictures, in books; use girl's only and boy's only groups sometimes in indoor and outdoor activities › play games to tell their own name and learn the names of other children in the group › identify and name some parts of the body › distinguish between one and two body parts, e.g. one nose, two ears; one tongue and one mouth; (fit together a three-piece puzzle of the body) › use legs and feet to do large movements › participate in simple songs, poems and jingles about the human body; share stories about the body, e.g. Here are my two eyes, my two eyes, I see with my eyes, my little eyes. 	<p>girl boy name ears nose leg mouth eyes</p> <p>tongue hands feet one circle</p>

2-YEAR-OLDS

Term 1

THEME:

ME

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Arrange room to reflect the theme › Provide appropriate materials for children's use in free play sessions, e.g. male and female dolls, puzzles, table manipulatives, water and damp sand, housekeeping play items; dress-up clothes, life-size cardboard dolls for dressing, undressing and naming body parts › Provide at least one full-length mirror › Provide pictures, charts, stories, puppets (box or paper bag), songs, poems relevant to the theme 'ME' › Provide materials for gross and fine motor development › Provide materials for sensory experiences using body parts <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Warmly greet each child by name each day and make at least one positive comment about him or her; use name tags for easy recognition of each child; practise using children's given names › Adapt activities as indicated for children with special needs › Conduct daily health checks › Avoid stereotyping of boy/girl activities 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - differentiate girls from boys? - respond to his or her name? - say his or her name? - tell names of at least three other children? - identify and name three or more body parts? - point to a circle on request? - indicate one item? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Greet parents warmly; encourage parents to share as much information as possible about their child; find out if each child has a pet name at home? › Ask parents to reinforce concepts learned at school in activities at home e.g. boy, girl, one ear › Encourage parents to engage boys and girls in similar activities at home and talk with them equally.

2-YEAR-OLDS

Term 1

THEME:

ME

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › My body parts help me to do many things › I see many things with my eyes › I smell with my nose › Things have different smells; I like some smells and I do not like others › I taste with my tongue › Some foods are sweet and some are sour › I talk with my mouth 	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › interact with objects of different colours, shapes and sizes; place emphasis on big and little › use jumbo crayons or paint brushes freely to make their own representations/creations of “ME” › experience and talk about the smell of different things › differentiate between sweet tastes and sour tastes › learn to say a short grace before meals › ask and answer questions and talk freely about things they see, hear, taste and smell 	<p>big little</p> <p>hear see talk sweet sour</p>

2-YEAR-OLDS

Term 1

THEME:

ME

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Have all necessary learning materials ready ahead of time › Choose activities that are short and consider children's short attention span › Provide materials to produce different sounds, e.g. loud sound and soft sound › Provide a variety of objects for children to sort and interact with during free and guided play times to reinforce the concepts being learned › Arrange room to reflect theme <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Be patient with children and listen to them › Respond to each child with respectful and caring attitude › Adapt activities appropriately for children with special needs › Encourage children to taste new and different foods, and reinforce saying grace before meals › Keep children busy – an activity period followed by a quiet period › Demonstrate due care in a tasting activity 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify big and little? - identify smells they like or don't like? - identify sweet from other tastes? <ul style="list-style-type: none"> › Children can collect a bag of the things they like to smell or taste <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to collect and supply some of the required teaching aids, e.g. things of different colours, sizes, shapes; small plastic jars for different scents › Ask parents to provide a few snacks that are sweet and some that are sour › Ask parents about foods their child may be allergic to

2-YEAR-OLDS

Term 1

THEME:

ME

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › I hear sounds with my ears › Some sounds are loud and some are soft › I touch and feel things with my fingers › Some things feel rough and some feel smooth 	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> › share pleasant experiences with one another › listen to stories based on the self › listen to and identify different sounds in the environment, e.g. animals, motor vehicles, people's voices, music, etc › listen to and identify loud and soft sounds › feel and identify surfaces that are rough or smooth › explore differences in the feel of various sensory materials e.g. finger-paint, playdough, sand, water 	<p>soft touch feel fingers sand water</p>

2-YEAR-OLDS

Term 1

THEME:

ME

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Plan brief outdoor trips for children to hear different sounds in the environment › Provide two textured materials with wide differences for children to explore with hands and fingers – emphasis on rough/smooth objects. Using the sand and water areas should be supervised at all times › Provide sounds (natural or taped) that are familiar and are frequently heard and as well as some unusual sounds <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage but do not force children who are hesitant about touching and feeling different textures or messing up hands; make materials easily available for child to explore when ready › Observe children keenly for visual or auditory impairments; adapt activities as indicated for children with special needs 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - Identify some sounds in the environment, e.g. animals, vehicles, etc? - Identify big and little objects? - Identify rough and smooth textures? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Encourage parents to spend even short periods with children, exploring the sensory materials, e.g. during meal preparation, feel the difference between cornmeal and flour › Encourage parents to question children at home to reinforce all concepts – big, little, rough, smooth, loud, soft, etc › Encourage parents to look for early signs of mastery or non-mastery in children's visual and auditory skills

2-YEAR-OLDS

Term 1

THEME:

ME

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › My legs and feet help me to move about › I can walk, run, climb, jump up and down, dance in and out › I can use my arms and hands to push and pull things and to hug other people › I use my hands to pull my clothes up and down, I use my fingers to button my clothes 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › demonstrate a range of outdoor, gross motor movements using arms and legs; move body, arms and legs up and down › dance to music moving legs in and out › push and pull wheeled toys and other objects › demonstrate and talk about how a hug can make someone happy › participate in make-believe, play with dolls, stuffed toys › manipulate different kinds of clothes fasteners, e.g. large buttons, zippers, snaps, Velcro, etc. when playing with dolls or other specially made teaching aids; dress and undress dolls 	<p>walk jump run hug up down in out push pull buttons doll</p>

2-YEAR-OLDS

Term 1

THEME:

ME

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide appropriate outdoor equipment to encourage children to take risks safely › Ensure that play area and play equipment are clean and safe; have first aid kit available; if falls occur, check children carefully › Provide gadgets, clothes, on which children can practise using fingers to manipulate locks and fasteners; dress and undress dolls › Prepare supervision roster to monitor outdoor activities at all times <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children by being present, to try new skills, e.g. jumping, climbing from or to greater heights › Praise and hug children appropriately for their efforts. Encourage children to be caring toward each other especially during freeplay, e.g. give a hug to a crying child › Adapt activities as indicated for children with special needs › Give children adequate notice of transition from outdoor to indoor activity 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - demonstrate age appropriate gross motor skills, e.g. run, jump, kick, climb dance, push, pull with confidence? - show affection towards adults and peers, e.g. give hugs? - demonstrate age appropriate fine motor skills, e.g., zip, fasten etc <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Talk with parents about their children's progress and special abilities › Encourage parents to reinforce at home, concepts children are learning › Encourage parents to allow children to engage in free play at home

2-YEAR-OLDS

Term 1

THEME:

ME

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We must wash our hands after using the toilet › We must wash our hands before eating our food › Dirty hands carry germs that make us sick 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › practise using soap and water to wash hands and dry with paper or towel before eating and after using toilet › listen to stories and participate in songs, poems, jingles about keeping healthy, etc. 	<p>wash hands dirty sick</p>

2-YEAR-OLDS

Term 1

THEME:

ME

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Equip bathrooms with soap, paper, towels that children can access by themselves with supervision › Make provision to take care of wet floors promptly <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Remind children constantly of the importance of having clean hands; using soap to wash hands before eating and after toileting › Adapt activities, the environment as indicated for children with special needs 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - follow directions and participate in group activity? - wash hands adequately without assistance? - listen to and participate in a short story? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Encourage parents who can volunteer time to come and read stories, sing songs with the children › Remind parents of the importance of constantly reinforcing new concepts children are learning › Remind parents to reinforce hand washing at home, as well as keeping children's nails cut short

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We celebrate when we are happy about something special › Birthdays are special. They help us to remember when we were born › We celebrate birthdays with our families and friends › At birthday parties, we eat and drink and do fun things; some foods taste sweet and some taste sour 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › identify happy and sad facial expressions › learn about what makes people happy or sad › listen to short birthday stories › sing birthday songs including children's names and their age › participate in make-believe play about a birthday party including dolls, dress-up clothes and other props › taste and identify sweet and sour party snacks. › identify and drink juices coloured red or yellow 	<p>birthday friends parties red drink food fun please thank you</p>

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide various books and pictures about celebrating birthdays › Provide appropriate props to encourage make-believe play about birthday celebrations › Provide appropriate aids to stimulate children's verbalizing of experiences <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Engage children in "listening" experiences for sheer enjoyment › Help children to learn words to describe feelings by saying, "John is angry because Peter hit him" › Use the appropriate opportunity to repeat social graces, e.g. Please, Thank You; also saying grace before meals › Involve special needs children fully in group activities. 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - talk about being happy, sad? - say his or her age? - participate in play related to birthday parties? - identify snacks that are salty and sweet? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Invite parents if they can, to supply a cake on their child's birthday for a class party. Parents who are able, can spend some time helping with the party › Ask parents to help children to create simple decorations for the class party › Invite parents who are able to provide special entertainment for the class party, e.g. singing, playing music, dancing, telling stories, leading games etc.

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We put up special decorations for birthdays › We dress up in party hats › We have a special cake with candles on it › The number of candles on the cake tells how old we are, e.g. one candle = 1 year old, two candles = 2 years old › Birthday cakes come in different shapes and sizes › Some are big and some are small (little) › Some are round like a plate O, or square like a box □. Cakes are decorated in different colours, e.g. red, yellow › Some candles are long and some are short 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › create own simple party decorations, party hats › create representations of cakes during free manipulation of play dough › count cakes, candles to show age of birthday girl or boy › sort, “cakes” by shapes, e.g. circle, square › sort, “cakes” by sizes, e.g. big, little › distinguish a red coloured drink from another, e.g. yellow › Sort candles by sizes, e.g. long, short 	<p>party hats cake candle round square long short</p>

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Collect a wide variety of safe discards for children to use in creating gifts, cards, party hats and decorations › Provide materials that allow children to sort things with large differences › Provide concrete objects for children to count and understand numbers 1 and 2 › Create a birthday setting for any child who is celebrating his or her birthday <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Provide verbal encouragement to individuals as they engage in different learning tasks 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - model a cake from playdough? - demonstrate understanding of one or two objects, e.g. cakes, candles? - identify a circle, a square? - identify sizes, e.g. big and little/small objects? - identify long and short objects? - point to red objects or yellow objects? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to volunteer to participate in “class party” for birthday celebrations; › Do activities, e.g. singing, dancing with children to local popular and traditional folk music, etc.

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We receive gifts at birthday parties › We thank those who give us gifts › We play a lot with friends and we run about and dance to music › We have fun with long and short balloons › A birthday party is a time to share and feel happy 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › make simple gifts and ‘Thank You’ cards to give to friends, family › participate in gross motor activities outdoors › move to different kinds of music, e.g. lullabies and marching rhythms › run, walk with balloons attached to strings › play with puzzles, table-top activities that reinforce concepts › play simple birthday party games involving other age groups › engage in make-believe play indoors and outdoors 	<p>dance music balloons share cards</p>

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Arrange the room to reflect the theme › Provide a variety of safe discards for children to create and wrap birthday gifts › Provide pre-folded paper for children to complete as cards with own scribbles, drawings or paste-on items › Provide appropriate materials to encourage make-believe and manipulative play <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Revise concepts and activities during indoor and outdoor play › Encourage but do not force children to participate in an activity › Observe non-participating children and try ways of gradually getting them involved › Encourage children to be loving and caring towards each other and to use social graces 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - complete making a simple card, gift? - participate with enthusiasm and joy in most gross motor activities? - engage in make-believe play about birthday celebrations? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Remind parents to reinforce use of social graces: Please, Thank you, etc. › Ask parents to provide a snack for the class to celebrate different children's birthdays

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Christmas is a special time when many persons celebrate the birthday of a special baby boy named Jesus, who was born a very long time ago. › At Christmas, we spend time with family and do special activities together › We decorate our homes with pretty lights › We decorate a special tree with shiny bells, balls, bows and other ornaments to make a Christmas tree › We sing special Christmas songs and carols 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › listen to short stories about the Christmas Baby; Engage in play with dolls, dress up clothes, stuffed animals, dolls' beds etc. › look at large pictures of families at Christmas time and identify people and what they are doing › make simple decorations of different shapes and colours. Emphasize round and square shapes; red and yellow colours › hang Christmas decorations on a small tree › learn a verse of a Christmas song, e.g. "De Virgin Mary had a Baby Boy" and participate in singing traditional carols, e.g. "Baby Jesus sweetly sleep", "Away in a manger", "Once in Royal David's city" › move to music while singing carols; use percussion instruments; identify loud singing and soft singing 	<p>christmas baby jesus bells balls bows christmas tree carols</p>

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Arrange the room so it reflects the joy of Christmas › Collect old Christmas cards and decorations and other materials for children to use to create their own cards and ornaments › Select children's Christmas songs and carols – make music › Select a few carols to sing with children › Provide tape-recorded Christmas music <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Help children to cope with activity changes by giving adequate notice and engaging them in transition activities › Adapt activities as indicated for special needs children › Accept whatever the children produce in making gifts, cards, ornaments; display these prominently with the children's name on them; praise the effort › Do not make the items for the children 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify a classmate who is sad or happy? - identify and talk about people and activities seen in pictures? - produce their own cards and decorations? - identify a circle, a square, the colours red and yellow - participate in singing carols? - differentiate loud singing from soft singing? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to contribute cards, lights, tree and decorations for the class room › Remind parents to show appreciation and thanks for children's "gift" and "card" efforts › Encourage parents to attend Christmas activities of the group

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We make special foods, a special drink – sorrel, and a special fruit cake at Christmas › We give and receive gifts and cards at Christmas › We share with others who need our help 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › taste Christmas foods and identify sweet and sour › talk about foods and drinks that are popular at Christmas › make Christmas cookies from playdough › make simple Christmas cards and gifts using a variety of safe discarded materials; talk about what was made › listen to short stories about caring for and sharing with others › take Christmas cards and decorations home for the family and friends. › use plurals, e.g. one card, two cards 	<p>sorrel fruit cake give receive share need help cards cookies</p>

2-YEAR-OLDS

Term 1

THEME:

CELEBRATIONS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Decorate the classroom with children's help › Play Christmas music and carols to create a spirit of Christmas and the excitement it brings <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Talk with children about what makes them feel happy at Christmas › Show children happy and sad faces; talk about what makes some children happy at Christmas time and why some children are sad › Praise children's efforts to make cards and decorations for sharing with others at Christmas › Adapt activities as indicated for children with special needs › Children who do not wish to participate should not be forced to do so 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify favourite food and drink at Christmas? - uses plurals, e.g. one cake, two cakes? - demonstrate understanding of one cake, two cakes? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to volunteer to participate in "class party" celebrations › Ask parents to talk with their children about the importance of giving and sharing at Christmas and that gifts do not have to be bought at the shops but can be made by them › Remind parents to show appreciation and commend efforts of children to make or do something special for someone else at Christmas

2-YEAR-OLDS

Term 2

Developmental Objectives

WELLNESS (Motor Development)	COMMUNICATION (Language Development)	VALUING CULTURE (Social/Emotional Development)
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Improve in gross motor coordination, e.g. walk on tip-toes, jump on/off and run around objects, catch large balls, climb stairs › Improve fine motor coordination, fit puzzle pieces together, string large beads, fasten large buttons, hold pencils/crayons with adult grip; snip paper with scissors › Demonstrate more independence and self-help skills, e.g. use toilet 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Identify relationships between objects, e.g. television/remote; plate/cutlery › Enjoy more complex word games, rhymes, songs and interactive games with adults › Enjoy listening to and participating in stories › Understand and use ‘I’, “my”, “mine” › Ask “why?” frequently › Use simple sentences, e.g. My name is... › Continue to expand vocabulary in speech › Follow more than one direction in sequence 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Begin to show interest in other children and their similarities and differences

2-YEAR-OLDS

Term 2

Developmental Objectives

INTELLECTUAL EMPOWERMENT (Cognitive Development)	RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT (Social/Emotional Development)	RESILIENCE (Social/Emotional Development)
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Show improved eye-hand coordination › Choose between two things or options › Show basic awareness of shape, form and texture › Discriminate some smells, textures, shapes, sizes, colours from others › Repeat one or two nursery rhymes, jingles, poems, finger plays from memory › State own first name clearly › Show preference for one hand › Draw horizontal and vertical lines › Participate in creative activities such as drawing, construction, painting, etc. › Enjoy looking at a favourite book repeatedly 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Show pride in developing independence and self-help skills, e.g. hand washing, dressing and undressing, etc. › Participate in associative play with familiar play partners › Begin to recognize own limits; will follow one to two simple rules › Develop awareness of different ways of expressing feelings 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Follow routines and schedules › Respond to having adequate preparation for change › Begin to anticipate what might happen when actions are taken (cause and effect) › Follow simple rules › Make choices between two things or options

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Animals are like people (us) in many ways › Animals have eyes, ears, mouth, nose, tongue, a body › Animals eat, play, and sleep › Animals show their feelings, they can be happy, sad or angry › Some animals are tame › Some animals are wild › There are many kinds of animals, e.g. cats, dogs, cows and goats, › Some animals are our pets and our friends 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › look at pictures of animals and identify body parts – eyes, ears, mouth, nose, etc › fit puzzles of large animals and small animals › talk about animals they know, e.g. dogs, cats, cows › sing and play percussion instruments (using found materials), e.g. “Had a little dog by the kitchen door and that little dog went bow-wow, wow” › sort animal picture cards by type, e.g. cats, dogs; or by size, e.g. big, small, long, short; do animal puzzles 	<p>animals people sleep tame wild pets cats dogs cows goats</p>

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Arrange the classroom to reflect the theme › Have children bring their pets to the class for interaction and discussion › Display pictures of different animals in the learning environment, for children to touch and show the different body parts › Provide toy replicas of different animals for children to interact with and talk about › Provide animal puzzles › Provide materials to make percussion instruments so children can make music about animals <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage all children to observe and talk about the pictures of animals › Talk with children reassuringly to reduce any fear they may have of animals › Talk about what makes people (us) happy and what makes animals happy 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - name animals they know? - sort animal cut-outs by size? - fit animal puzzles together accurately? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › have children take their pets to their class › help to provide cut-outs of animals and toy animals › speak reassuringly to their children who show any fear of animals

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › All animals do not look the same; some have no legs, e.g. fish; some have two legs, e.g. birds; most animals have four legs, e.g. cats, dogs › Some animals have long tails and some have short tails; some have no tails › We can make our own animal pictures from different coloured paper › We can make animals from playdough › We can share our own stories about animals › Animals have different skin covers 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › observe real or toy animals or their pictures and count how many eyes, ears, noses, mouths, legs, they have › imitate animal movements, e.g. hopping like a bird › make big and small playdough animals (red, blue, yellow) › participate in songs, rhymes, finger plays, story sharing, puppet shows about animals › observe, manipulate and feel the textures of different animal skin covers in the Discovery Centre, e.g. feathers, scales, hair (all washed clean); talk about what they feel 	<p>leg fish long short tail picture skin cover</p>

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Prepare all materials before-hand › Source materials such as toy animals, animal pictures and cards, puzzles for fitting parts of animals together; picture books of animals › Provide playdough, paper shapes (circle, square) of different colours and size; different items that children can count and make groups of 1,2, or 3, items <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage and help children to be observant and curious about all aspects of animals › Help children to experience success in carrying out tasks, e.g. fitting puzzles; commend their efforts › Frequently question and encourage children, especially shy ones to share their experiences about animals › Allow children to choose their activities 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - show awareness of numbers up to three? - answer questions asked about animals? - discriminate between big and small, long and short animals? - participate willingly in music and movement, puppetry, story sharing activities? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to help to make materials for children's use, e.g. sock, paper bag puppets, puppet theatre, puzzles, matching cards, etc. › Demonstrate to parents how they can assist children with various tasks, e.g. doing increasingly challenging puzzles, etc. › Remind parents to read books with their children about animals

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Animals move in different ways › Fish swim in water; birds fly in the air; dogs, cats, walk or run; rabbits hop; frogs jump; and lizards crawl › Animals can move at different speeds, e.g. fast, slow › We can pretend to be animals and move like them › Create opportunities for children to talk about the movement of animals 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › observe animals outdoors and indoors, show how they move, e.g. jump, fly, swim, walk, run, crawl; watch videotapes of different animals moving; engage in animal puppet shows › move bodies like animals at different pace in response to music e.g. fast, slow › repeat and memorize simple animal action songs, jingles, finger plays, nursery rhymes 	<p>air swim fly crawl hop jump lizards frogs rabbits speed move fast slow</p>

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Arrange pictures of moving animals for children to touch and imitate their movement › Ensure that outdoor play areas are clean and safe for children to explore › Increase repertoire of relevant action songs, poems, finger plays etc › Set up environment to support involvement of all children <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Help children to verbalize actions they are imitating, e.g. jumping, crawling, flying, up/down, › Encourage but do not force children to attempt actions they are fearful of, e.g. jumping on and off places, crawling in and out of barrel tunnels etc. › Make appropriate adaptations to the environment to encourage participation of children with special needs 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - imitate at least two different animal movement, e.g. jump, crawl, run? - move to the music at different pace? - repeat at least one animal action song? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to volunteer to bring pictures of moving animals or other interesting items, e.g. a bird's nest to school for show and tell time › Encourage parent to talk and interact with the children about animals › Encourage parents to bring children's pets for children to interact with and talk about

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Different animals make different sound: cows moo; dogs bark; cats meow; chickens cluck; donkeys bray › We can make many different animal sounds with our voices › We can make loud or soft animal sounds 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › participate in dramatic stories and songs, and in pretend play about animals, imitate several animal sounds and movements, listen to real animals, listen to recordings and tell which animal makes what sound › follow directions to make loud or soft animal sounds; make fast or slow animal movements › have two sets of children making different animal sounds of their choice, e.g. rooster crowing and donkey braying › sing farm yard songs – “Had a rooster by the farmyard gate”; “Old McDonald had a farm” 	<p>moo bark meow cluck bray chicken donkey voice rooster farm</p>

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Establish an animal sound corner › Prepare or source tape recordings of different animal sounds › Provide various props, costumes to enrich animal pretend play › Create an animal orchestra using children to make different sounds <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage boys and girls equally to participate in pretend play activities › Model enjoyment of play activities to encourage unwilling children to participate › Encourage children to express themselves freely in doing art work 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - participate willingly in pretend play activities? - identify and imitate sounds made by different animals? - make loud and soft sounds on request? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › reinforce concepts of loud, soft with children at home › speak to children in soft, moderate tones rather than loud or shouting tones › encourage children to make animal sounds of their choice

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Some animals eat the same kind of food that people eat and some eat foods that people do not eat: <ul style="list-style-type: none"> - some eat meat and fish (cats, dogs) - some eat grass (cow, donkey) - some eat carrots (rabbits) - some eat flies (lizards) - some eat plants (fish) - some eat corn (chickens) › Animals must be fed and given clean water to drink everyday; we too must drink clean water every day › We must clean all dirty animal feeding trays everyday; we must wash our hands after playing with and feeding animals 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › engage in watching animals outdoors › observe the amount of food eaten by animals › help to feed and water animals › engage in water play and talk about how water keeps people and animals healthy › observe, manipulate wet/dry items; practise hand washing after feeding and playing with animals; tell why this is important 	<p>meat food grass carrots flies plants corn rabbit lizard</p>

2-YEAR-OLDS

Term 2

THEME:

ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Collect and display a variety of foods that real animals eat › Collect in small, clear plastic jars, small insects, e.g. flies, ants, moths, etc. as samples of foods that people do not eat but some animals eat. › Display pictorial schedule including pet feeding times <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Ask children many questions to stimulate their interest in animals and what they eat; model pleasant attitudes to animals › Demonstrate respect for the environment indoors and outdoors, e.g. disposing of garbage appropriately 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify food eaten by at least two animals? - engage willingly in art and water play activities? - wash hands without help? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Invite a parent or someone who works on a farm or pet shop to come and play with children and create some animals scenes about feeding and caring for an animal › Ask parents to remind children to practise hand washing and good hygiene practices at home

2-YEAR-OLDS

Term 2

THEME:

FLOWERS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Flowers are in gardens › Flowers are by the roadside › Flowers are in forests (in the bushes) › Flowers are beautiful; they have different colours – red, yellow, blue, white etc. › Flowers are natural (real) › Flowers are artificial (pretend), pretend flowers are made from different coloured materials, e.g. paper, plastic › Some flowers have a nice smell › Flowers have different shapes 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › Explore the flowers which are displayed in the classroom, talk about their colour and shape › Go for nature ramble to search for flowers in the immediate environment. › Sort flowers found in the environment into natural (real) and artificial (pretend) › Listen to short stories about Jamaican flowers › Fit flower puzzles of three to five pieces and name the flowers they have put together › Experience and talk about the different smells (fragrances) of flowers 	<p>flowers garden roadside forrest bushes beautiful natural artificial paper plastic</p>

2-YEAR-OLDS

Term 2

THEME:

FLOWERS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Prepare the classroom for the new theme › Provide appropriate materials, which will be needed for theme on ‘flowers’, e.g. pictures, charts, stories, e.g. make up short stories on Jamaican flowers › Identify in the Resource Book the relevant songs, jingles, rhymes etc. › Stir the curiosity of the children by bringing beautiful natural and artificial flowers to the classroom for children to see, and talk about › Observe children’s reaction and interest as they interact with the flowers › Provide materials for the development of the motor skills, e.g. strings to make garlands from flowers, cutouts for flower puzzles <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Allow children to choose the materials › Use gentle persuasion to get all the children involved in the activities › Pay special attention to the ‘shy child’ and special needs children › Encourage children to talk about their activities and set the ‘Language Structure’ for them 	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify real flowers differently from artificial flowers? - name at least two colours of the flowers they collected? - sort flowers into real and artificial? - fit three to five-piece puzzles made from flowers? - talk about the nature ramble? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Discuss theme with parents and seek their support › Ask parents to talk with children about the different flowers they see around › Ask parents to talk with their children about the dangers of smelling some flowers

2-YEAR-OLDS

Term 2

THEME:

FLOWERS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Flowers open from buds that grow on plants › Real flowers grow in gardens; many homes have flower gardens › Some plants are tall and some plants are short › Some flowers are tiny (small) › Some tall trees that bear fruits have tiny flowers, e.g. mango tree › Some short plants that grow in gardens at our homes produce big flowers, e.g. sunflower › Flowers have different names, e.g. roses, sunflower, marigold, Easter lily › Flowers are made up of small parts (petals) 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › explore the immediate or nearby environment in search of buds on plants › collect flower buds for examination › have fun with flowers › sing the song “This is the way we open the buds” as they play with them › guess the colour of the flower each bud will open up to be › collect flower seeds to sow in their garden › select the site and prepare the soil to set up their garden › touch and talk about the pictures of flowers displayed in the classroom › separate the petals of flowers and put them together again; say what they are doing using ‘I’ › press selected petals for future examination › recognize and say the names of at least two familiar flowers › observe the flowers on tall trees › play the game ‘Ring-a-Ring-a-Roses’. › learn to care for the flowers they have in their gardens 	<p>buds tiny trees bear mamgo sunflower marigold roses easter lily</p>

2-YEAR-OLDS

Term 2

THEME:

FLOWERS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Ensure that the classroom begins to reflect the theme › Ask parents to send flowers to add to the collection › Plan to start a garden in the yard if there is none; if there is one, care for what is there or set up an indoor garden › Search for relevant materials on flower gardens, e.g. pictures of beautiful parks and gardens; display these › Identify in the Resource Book stimulation materials that can be used with the theme › Set the scene for children to listen to short stories and ask questions › Encourage children to use ‘my’ and ‘mine’ when talking about the flowers they took to the class › Help children to develop the right disposition towards flowers <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to talk as they examine the flowers ensuring that they know the ones seen often e.g. roses, sunflower, hibiscus. › Listen to children as they express themselves and praise them for their efforts › Adapt activities appropriately for children with special needs › Demonstrate due care in the smelling of flowers 	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify from the collection in the classroom a flower that they know? - answer simple questions based on pictures observed? - take part in establishing a flower garden? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to provide seeds or bedding plants for the garden › Involve parents in the class activities, e.g. assisting with the setting the garden and/or other class activities such as separating petals, pressing petals

2-YEAR-OLDS

Term 2

THEME:

FLOWERS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Flowers grow by the wayside and in forests (in bushes) › Flowers that grow in the bushes (forests) are wild flowers › Wild flowers make their surroundings beautiful and smell good › Wild flowers have names › Some wild flowers are bright and some are dull › Children should pick only flowers that mummy and daddy or practitioner tell them are safe 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › talk about flowers that bloom on the roadside › sort flowers into natural, artificial › observe video/dvd and identify flowers that they know › Look for flowers that bloom on trees in immediate environment › Draw and colour trees in bloom › Sing and beat the rhythm of songs they know about flowers, e.g. “The bees and the birds and the flowers on the trees” › Express their feelings as they play with and enjoy flowers with their friends 	<p>wild safe bloom roadside pick</p>

2-YEAR-OLDS

Term 2

THEME:

FLOWERS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › The learning environment should now be fully reflecting the theme › Invite parents to bring some flowers that grow wild to the room › Have all the necessary materials ready ahead of time › Revise some of the stories on flowers already taken › Provide video/dvd on forests and parks for children to enjoy <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Interact and talk with children as they identify natural and artificial flowers › Encourage children to listen for instructions as they remove and replace materials they may have used 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - sort flowers into two categories? - say the names of and identify two or three familiar flowers? - express their feelings as they interact and play with the flowers? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Invite parents to bring flowers to the class for "Show and Tell" › Read short stories to children › Remind parents of the importance of checking with practitioner to see what their children are doing so they can continue with the activity at home

2-YEAR-OLDS

Term 2

THEME:

FLOWERS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › A beautiful garden with lots of flowers can make people happy › Birds, bees, and butterflies love to fly among pretty flowers. They look happy as they fly above and below the flowers › Bees suck a sweet juice from some flowers, They use the juice to make honey › We give flowers to someone to cheer them up › We give flowers to those we love, e.g. mummy, daddy, teacher (caregiver) › We put flowers in many places to help to make people happy <ul style="list-style-type: none"> - in our homes - in churches - in our classroom 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › pretend they are butterflies or birds and fly among the flowers › sing “Pretty painted butterfly what do you do all day” as they fly among the flowers and trees in the yard. › taste honey which is made from the sweet juice of some flowers › make flowers to give to their friends and to take home › talk about the many places they see flowers used to cheer people, e.g. our homes, classroom etc. › sort and name colours, e.g. red, yellow, white, blue as they play with flowers › match identical flowers › draw straight line to represent the fence post in the garden › draw circles for flowers; colour them and put sticks (straight lines) to represent the stem of the flowers › listen and carry out one or two instructions › volunteer to water flowers in the garden 	<p>bees butterflies above below honey cheer love</p>

2-YEAR-OLDS

Term 2

THEME:

FLOWERS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Collect the different stimulation materials to motivate the children into action › Divide flowers into natural and artificial for the learning centres › Identify in Resource Book the relevant jingles, rhymes, poems, songs, etc. Make up some if none can be found › Create a learning environment to stimulate happiness › Pay attention to the Developmental Objectives, e.g. scribbles to develop fine motor skills <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Provide safe outdoor environment for children to fly like birds and butterflies › Provide equal opportunities for all to participate; pay attention to the individual child › Help children to express their feelings 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - draw circles and straight lines to represent flowers on stems? - sort and name colours as they play with real and artificial flowers? - talk about the taste of honey? - display an interest in flowers by voluntarily watering the flowers in their garden? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to participate in their children's activities by taking them to a park or public garden and talk with them about the plants and flowers seen › Encourage parents to talk with their children about brightly coloured pictures of flowers › Remind parents to listen when the children are expressing their views

2-YEAR-OLDS

Term 3

Developmental Objectives

WELLNESS (Motor Development)	COMMUNICATION (Language Development)	VALUING CULTURE (Social/Emotional Development)
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Catch and throw large balls, climb ladders; use slide and other outdoor equipment; ride a tricycle; climb stairs › Assemble simple large puzzles more confidently › Copy simple shapes › Begin to practise safety habits 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Continue to express self in short sentences › Know and use own names › Enjoy fantasy and nonsense or funny words › Begin to use pronouns, e.g. I, you, me › Use plurals and some adjectives, e.g. pretty birds › Begin to enjoy more interactive play with other children › Enjoy read-along stories, rhyme games and songs › Continue to ask many questions 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Respond with greater coordination to different musical beats and rhythms; imitate songs and music played by the media › Begin to imitate behaviour related to religious and cultural practices, e.g. say prayers › Indulge in role play and pretend play

2-YEAR-OLDS

Term 3

Developmental Objectives

INTELLECTUAL EMPOWERMENT (Cognitive Development)	RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT (Social/Emotional Development)	RESILIENCE (Social/Emotional Development)
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Repeat newly learnt words and names related to birds › Begin to make demands using the concept ‘now’ › Manipulate different media with greater awareness of shapes, form and texture › Demonstrate greater hand eye coordination, e.g. copy simple shapes, make block constructions, assemble puzzles of more than 3 pieces › Talk about differences in smells, textures, shapes, sizes › Sort objects according to shape, size › Discriminate primary colours › Develop longer attention span › Enjoy creative activities, e.g. draw, paint, construct › Repeat nursery rhymes, jingles, poems from memory › Ask “why” questions repeatedly 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Model how to treat others by observing those familiar to them › Explore a wider range of play themes based on new experiences › Begin to anticipate what might happen when actions are taken 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Continue to follow routines and schedules › Demonstrate increasing self-control › Recognize own limits › Co-operate and share with others but still with some difficulty

2-YEAR-OLDS

Term 3

THEME:

BIRDS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Birds are alive › Birds can move, eat, sleep, breathe › Birds have feathers, wings, beaks, tails, legs, eyes, › Most birds can fly; some birds can walk, run or hop; some birds can swim › Birds make loud or soft sounds 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › display pictures or cut-outs of birds in the learning centre › watch birds indoors and outdoors; describe what they see the birds doing, e.g. eating, drinking water, flying, walking, hopping, swimming › do bird puzzles –fit different parts of the bird together; examine pictures of birds created from shapes e.g. triangle, circle, square; match triangular and circular cut-out shapes to large pictures of bird beaks and eyes; throw and catch bird-shaped beanbags › dress up in bird masks and imitate bird movements, e.g. flying, walking, running › listen to bird sounds on tape or outdoors; imitate sounds in loud and soft voices; say and do finger plays, sing songs e.g. “Two Little Blackbirds” 	<p>alive breathe feathers wings beaks tails hopping swimming drinking flying mask</p>

2-YEAR-OLDS

Term 3

THEME:

BIRDS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Prepare the room to reflect the theme, using</p> <ul style="list-style-type: none"> - large, colourful pictures of different birds, bird mobiles, videos/DVDs of birds flying, eating, swimming etc - bird puzzles –3 to 5 pieces, to be assembled into whole bird; cut out circle and triangle shapes for matching with beaks and eyes - bird-shaped bean bags for throwing and catching - props, e.g. bird masks with beaks, eyes, bird wings, tails (construction paper or other appropriate materials) - tape recorded bird sounds –loud and soft - tape recorded finger plays, rhymes, songs about birds - pet bird(s) in a cage for observation <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Model SJE language patterns for children to imitate in speech › Show patience in allowing children to express themselves and to respond to and ask questions about birds › Acknowledge each child's contribution to discussions 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - talk freely about birds they know? - contribute to discussions about birds? - fit a bird puzzle together without help? - match shape cut-outs to birds' eyes and beaks? - throw/catch a bird bean bag? - demonstrate how birds move? - imitate soft and loud bird sounds? - join in songs and rhymes about birds? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Seek parents' help to <ul style="list-style-type: none"> - collect pictures, make mobiles, puzzles, beanbags of birds, cut out circle, triangle shapes, bird masks, wings, tails for dressing up props - lend one or more pet birds for the duration of the theme - encourage parents to bird watch with their children at home and stimulate children's interest in talking about birds' appearance and activities, etc

2-YEAR-OLDS

Term 3

THEME:

BIRDS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › There are many kinds of birds, e.g. chickens, ducks, parrots, pigeons, › Some birds are big, and some birds are small › Birds have different colours such as red, blue, yellow, › Some birds have one colour, e.g. yellow › Some bird feathers have more than one colour, e.g. blue and yellow 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › select large pictures of birds from books in the room › look at the large, colourful pictures of birds; point out the different parts of the bird; use singular and plural forms, e.g. one bird, two birds, arrange toy birds or pictures of birds according to size of birds, large to small › listen to read-along stories about birds › identify and name colours of birds they see in pictures, in cages, outdoors; point out birds with one colour and birds with more than one colour. › observe the number of birds in cages, in trees, in the yard; sort picture cards of birds by their colour; colour bird pictures 	<p>chickens ducks parrots pigeon doctor bird</p>

2-YEAR-OLDS

Term 3

THEME:

BIRDS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Provide:</p> <ul style="list-style-type: none"> - real bird in a cage - large, colourful pictures and picture books of birds, picture cards showing birds of different sizes - crayons, paints, markers of a variety of colours, paper <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Use verbal and non-verbal strategies such as appropriate voice tone and volume, eye contact, facial expression, body language to encourage children's willingness to participate › Record observations of individual children's progress or delay in order to respond and plan appropriately to support their developing skills › Allow children to interact with materials and do their own learning 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - use singular and plural forms in speech e.g. one bird, two birds? - identify and name at least three colours accurately? - discriminate between long and short objects? <p>INVOLVING PARENTS</p> <p>Ask parents to</p> <ul style="list-style-type: none"> › take photographs of flamingo at the zoo to facilitate making of bird posters › lend pet birds in cages › help to make picture cards and lacing cards <p>Encourage parents to</p> <ul style="list-style-type: none"> › help children to overcome any fear of birds by exposing them to birds and engaging in bird-watching with them

2-YEAR-OLDS

Term 3

THEME:

BIRDS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Birds live in different places, e.g. nests, trees, cages, water › Ducks live in water most of the time › Look at pictures and share stories of birds that live in water › We keep some birds as pets; pet birds live in cages › Cages are shaped like a circle or a square › Many birds live and make their nests in trees; birds' nests are made from grass and twigs; some bird's nests are big and some are small 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › interact with the materials using their sensory motor skills › listen to stories about birds and their homes; wear teacher-made beaks, wings and tails and imitate birds living in a cage (made from large cardboard box) › examine the shapes of bird cages; use finger to trace around sandpaper circles, squares, › help practitioner with class project to create a large "pretend" bird nest from clean, dry grass cuttings; set large papier-mâché bird (made by practitioner and parents) in the nest › use magnifying glass to observe a real bird nest in the discovery centre 	<p>nest cage grass twigs</p>

2-YEAR-OLDS

Term 3

THEME:

BIRDS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Arrange room to reflect the theme, using</p> <ul style="list-style-type: none"> - pictures of bird homes, e.g. tree, cage, nest, container with water - real cage, cuckoo clock (if available), real nest - dramatic play props for bird play: masks with beak, tail, wings - sandpaper shapes-circle, square - large cardboard box cut to look like a bird cage - stories about birds that live in water - clean, dried grass, colourful papier-mache' bird <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children who are “solitary” players to engage in more cooperative play with others, e.g. in preparing the bird nest project › Encourage children to interact with the materials provided 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - listen attentively to a short “bird” story? - trace around sandpaper cut-out shapes and identify the shapes, e.g. circle, square? - contribute to making the large bird nest? <p>INVOLVING PARENTS</p> <p>Ask parents' help to</p> <ul style="list-style-type: none"> - find a cuckoo clock, a bird cage, a bird's nest - make props for dramatic play, e.g. bird masks, etc - make sandpaper circles, squares - prepare the cardboard bird cage - source clean, dried grass to make large nest - make a large papier-mache' bird for the 'Nest' project

2-YEAR-OLDS

Term 3

THEME:

BIRDS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Birds eat seeds, crumbs, fruits, e.g. berries, mangoes, corn and rice grains › Birds also eat worms and small insects such as bugs › Birds use their beaks to pick up their food 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › use plastic clothespins to pick up small objects, imitating a bird's beak picking up food; release objects into a container › observe birds eating in their cage or outdoors; look closely at sealed display of food that birds eat, e.g. bugs, worms, seeds, corn, rice, berries etc.; touch each item › help to make bird feeders to hang outside and watch birds feed ; sing songs, say poems, e.g. "Little birdie in the tree, please come down and eat with me" › use playdough to make "worm" shapes; count number of worms made; add to Nest Project; give one playdough worm to each of five toy birds or pictures of birds › observe glass jar with insects and worms that birds eat › use finger paints, crayons to make own drawings of birds and things birds eat 	<p>crumbs fruits berries mangoes corn grains worms bugs</p>

2-YEAR-OLDS

Term 3

THEME:

BIRDS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p><i>Provide the following materials for children to see, touch and explore</i></p> <ul style="list-style-type: none"> - plastic clothespins, small containers with small items for picking up and dropping - sealed display of objects that birds eat - collection of songs, rhymes, finger plays - glass jar with worms, insects that birds eat - items to make a bird feeder - playdough, finger paints, crayons <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Have fun with children as they explore the materials in the room › Stimulate children's curiosity and observation skills by talking with children as they interact with the materials 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - manipulate plastic clothespin to pick up and release small items into a container? - contribute to making a bird feeder? - sing songs, say simple rhymes and verses? - make playdough worms ? - create a bird picture with finger paints or crayons? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> - contribute to collecting plastic clothespins for children's use at school - give their children clothespins at home to practise their fine motor skills - help to make the bird food display panel

2-YEAR-OLDS

Term 3

THEME:

WATER

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Rain gives us water › Water can be found in many places › Clean water is clear › Playing in water is fun › We must not play in dirty water › Water makes dirty things clean; we use water to bathe ourselves making us clean 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › look at pictures, videos of bodies of water; assemble 3- to 5 piece puzzles showing water › Have children pour water in various shaped containers. Use the word clear to describe the appearance of clean water › wash toys, identify when the water is dirty and needs changing › bathe dolls; provide them with real items such as a wash rag, a towel and a comb › mix water with different materials, e.g. flour, sugar › paint with coloured water using spray bottles, brushes 	<p>water rain clean clear pour</p>

2-YEAR-OLDS

Term 3

THEME:

WATER

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Display large pictures of different water scenes › Provide a range of outside water activities for children to engage in › Provide a variety of water toys, equipment and containers for children to use in water play <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Ensure children are properly supervised › Encourage those who are afraid of water; reassure where necessary and never force a child to take part in an activity with which he or she is not comfortable 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - follow instructions? - take part in the activities freely? - assemble puzzles with or without help? - demonstrate how to properly wash objects, and bathe a doll? - pour water from various containers? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › create opportunities at home to involve children in water play › provide a variety of containers and equipment for outdoor water play

2-YEAR-OLDS

Term 3

THEME:

WATER

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Some animals love playing in water › Most animals drink water › People and animals need water to live › We use water to make drinks of different colours and tastes, e.g. lemonade, fruit juices › Water put on stove in a pot will get hot › Hot water can burn you 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › listen to and do action songs, jingles and finger plays about water; where possible use familiar tune to make up songs › encourage children to identify animals that love to play in water. › taste different drinks made with water › listen to stories about water 	<p>drink live lemonade hot burn</p>

2-YEAR-OLDS

Term 3

THEME:

WATER

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Prepare the learning environment to reflect the theme › Provide plastic basins for water, plastic dolls, dolls' clothing, rags, water for drinking, food colouring, fruit-flavoured drinks › Provide a variety of water toys, equipment, pictures and containers for children to explore <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to hold toy in the water as they talk about water › Constantly use the correct language structures while interacting with the children › Provide a range of activities for children to do their own learning about water 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - follow simple instructions? - join in the songs, jingles? - talk freely about water? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › Encourage parents to use the appropriate language structure children should be using when dealing with them at home › Encourage parents to provide a variety of opportunities for children to explore and experience the joys of water

2-YEAR-OLDS

Term 3

THEME:

WATER

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Water makes things move › Some things float in water and some things sink › We can pour water from one container to another › We can have fun in water › River water 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › examine objects that are placed in a basin of water; name objects that float and those that sink › pour water from one container to another; use the words full and empty › listen to the story “A day at the beach” 	<p>float sink pour river full empty</p>

2-YEAR-OLDS

Term 3

THEME:

WATER

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide a wide range of pictures and storybooks about water for children to observe and talk about › Provide materials that can float or sink in water › Provide props for role playing of ‘A day at the beach’ › Provide containers for pouring water <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Listen to and respond to the children’s questions › Give them enough time to express themselves › Encourage them to use their names when referring to themselves › Allow children to interact with materials and make their own discovery 	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - use the words sink and float appropriately? - identify objects that sink and those that float? - fill and empty a container independently? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › provide child with towel and the necessary items needed to role play ‘A day at the beach’ › provide children with the opportunity to practise concepts such as full and empty as they play

2-YEAR-OLDS

Term 3

THEME:

WATER

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Water can drip › Water can flow › Rain will make water flow on the roads › Rain comes from the clouds in the sky › Rain helps to make plants grow › Rain makes the place clean; it washes away the dirt and dust 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › listen to the story of Noah and the Ark on tape (simple version); show pairs of animals going into the ark (improvised) › have cut-outs of animals › play the game “jump over the river”, by jumping from red paper on one side, over blue paper in the middle to yellow paper on the other side › join in and do action songs on rain › talk about why we need rain; say “Thank you, God, thanks for rain” › use crayons, paints, markers to draw and represent rain on paper › water the plants with containers 	<p>flow drip clouds sky grow</p>

2-YEAR-OLDS

Term 3

THEME:

WATER

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Have the story and the props needed for presenting the story › Select a variety of poems /jingles about rain to use with the children › Identify where the game will be played; ensure there is adequate space for children to jump › Provide paints, markers, crayons, paper <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Give children the necessary encouragement needed to play with animals and put them in twos › Provide help as needed to play the game 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - show cut-outs of two animals? - take part in the game? - repeat poems/jingles taught? - tell one good thing that rain does? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › read /tell stories on a regular basis to children › help children to identify and count small number of objects › teach children poems, jingles, songs about water

2-YEAR-OLDS

Term 3

THEME:

WATER

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We cannot live without water › Water comes from rain, rivers, sea › Some animals live in water, e.g. fish, crabs, frogs › We must not waste water e.g. leave the tap running after use › Rain is precious; we like the feel of rain, the smell of rain › We like the sound of rain- ‘Pitta patta go the rain drops’ › Bubbles are made from soap and water 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › take part in a medley of rhymes about water, e.g. Down by the bay; Doctor Foster; Five little speckled frogs; It’s raining, it’s pouring; Whether the weather; The ants go marching › play group game while singing Row, row, row your boat (one child holds a large or medium sized plastic boat while moving like a water animal; at the end of the song the boat is passed on to another child who will move like another animal) › talk about turning off taps after use › tell stories about experiences with rain; describe the feel and sound of rain › pretend to make rain by passing water through colanders and strainers; use percussion instruments to effect sound. › watch and listen to the rain; play hide and seek during this period of time › jump around and pop bubbles as teacher blows bubbles › blow their own bubbles 	<p>river sea fish crabs bubbles soap</p>

2-YEAR-OLDS

Term 3

THEME:

WATER

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Select and tape the set of rhymes, poems › Prepare the solution and materials needed for bubble blowing › Prepare all the materials needed for the children to “make rain” (putting rice in the lid of a carton box can give the sound of rain when you tilt the lid from side to side) › Posters, pictures, picture cards, books with water animals and water scenes <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to take part in the medley of poems, songs › Show children how to keep a steady beat with the percussion instruments › Encourage children to find the matching animal pictures 	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - join in the medley? - Blow and pop bubbles? - take turns? - use percussion instruments? - participate in the game? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › reinforce concepts taught › involve children in water play › take children on family trips to see various water bodies › help children solve puzzles

For Three-Year-Olds



3-YEAR-OLDS

Term 1

Developmental Objectives

WELLNESS	COMMUNICATION	VALUING CULTURE
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Co-ordinate movements of the upper and lower limbs and whole body with growing awareness of up/down directions and starting/stopping movements › Improve co-ordination of gross motor skills, e.g. run, jump, kick, climb, push/pull, balance › Respond spontaneously to rhythm, music, other sounds with gestures and movements › Manipulate objects and materials with hands and fingers, e.g. tear, free-paste, playdough, string jumbo beads, build/stack blocks, use peg-boards, sand/water play, etc. › Establish hand preference › Sequence concrete objects › Recognize differences between boy and girl › Talk about their bodies, functions of some body parts, “body rules” and ways of caring for themselves › Begin to display self-regulation and on-task behaviours › Begin to talk about feelings and match them with facial expressions › Begin to explain how things they say or do can have different results 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Hear and understand nearly everything that is said to them (hearing difficulties may become evident at this stage) › Respond when called by name › Recognize common everyday sounds and begin to use understandable speech; use six or more words in a sentence › Follow a simple instruction › Enjoy singing songs, listening to stories and repeating simple rhymes, jingles and fingerplays › Listen and respond to environmental sounds, music, and tape-recorded sounds › Discriminate between different kinds of sounds › Understand that pictures and symbols can represent real objects › Recognize that print has meaning; enjoy looking at books with pictures 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › State general facts about self › Begin to talk about own interests and hobbies › Begin to imitate behaviours related to religious, cultural and national practices › Enjoy expressive activities, singing and dancing › Express interest in similarities and differences between self and others

3-YEAR-OLDS

Term 1

Developmental Objectives

INTELLECTUAL EMPOWERMENT	RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT	RESILIENCE
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Manipulate, sort and sequence objects using different characteristics › Understand basic concepts of number, size, space/distance, relationship, simple 2-D shapes › Begin to show awareness of time concepts and sequence, and associate these with events › Learn by doing and through the senses › Enjoy music and movement activities › Enjoy using a variety of materials, textures, colours, surfaces through art and craft experiences › Begin to participate in group activities and productions 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Begin to develop a sense of trust in the learning/school environment › Use courtesies and polite expressions › Begin to develop an awareness that others are “real” and have feelings. Begin to have a sense of helping rather than hurting others and show emotion when others are in pain or discomfort › Begin to display emergent negotiation skills › Begin to be aware of and obey rules of the classroom/learning environment and school › Explore and show appreciation for nature/the environment 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Learn to exercise care in the learning/school environment › Seek/call for help in an emergency or when in danger

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHO AM I ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › I have a name; everyone has a name; some names are long and some are short; some names are the same and some are different; we know each other by our names › My name can be written; everybody's name can be written; my name begins with a special sound › My birthday is special because it is the day when I was born; I was born in _____ [month]; I can count some of the children who were born in my special month. I can count the candles on my birthday cake › When I was a baby I was small (little); now I am a big boy/girl › Each child has one body with many parts including: one head, nose, mouth, tongue, face, neck; two eyes, ears; ten fingers, toes; hair; many teeth › Boys and girls are different in some ways: a boy has a penis like his daddy, a girl has a vagina like her mommy 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › respond to their name orally; tell own name; learn the names of other children › recognize similar sounds in names; recognize similarities and differences between names › identify own written name, distinguish between own written name and those of others, distinguish between the beginning sound of own name and those of others › participate in activities, songs, dances, games and imaginative stories that highlight each child's birthday and month › identify colours (red, blue, green) of balloons, party hats, clothes › count children born in each month; identify and represent these children in different ways, using building blocks and picture graphs (pictographs) › share and talk about themselves as a baby and caring for babies using pictures/stories/books; create a class album of baby pictures; sing baby lullabies and songs. › identify, name, count parts of the body; paste pictures of the eyes, nose, mouth, ears on an outline of the face and other parts on an outline of the body › tell differences between boys and girls 	<p>boy girl name long short same different sound birthday count small little big one two penis vagina ears nose mouth tongue face neck feet fingers toes hair teeth</p>

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHO AM I ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Prepare/provide more than adequate materials for everyone in the group; be sure there is a name card/tag/label for each child; print letters/names accurately/properly and large enough to be seen by the children › Provide many opportunities for learning songs, jingles, rhymes, poems, dances and for music and movement; provide big books › Provide male/female dolls, paper dolls, and masks in the free activity corners <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Warmly greet each child by name each day and make at least one positive comment about him/her; prepare and make use of name cards, labels, etc. in various activities › Learn to say each child's name correctly; avoid making jokes about any child's name and its pronunciation › Remember to draw attention to and celebrate each child's birthday › Model using the correct names for all parts of the body › Do not force children to use their right hand 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - respond to his/her name? - identify the names of at least three others in the group? - recognize the beginning sound of his/her name? - suggest similarities/differences between his/her name and those of others? - identify and name some parts of the body? - appropriately place facial features on an outline of the face? - appropriately place other parts of the body on an outline of the body? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Share with parents the themes/sub-themes/areas being done in class by the children › Encourage parents to use correct names for all parts of the body › Invite parents to celebrate birthdays in class with the children

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHAT CAN I DO ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › I can do many things using different parts of my body › I can see with my eyes. Things are same/or different; big/small, tall /short; things are in different places, up/down, inside/outside, near/far; things are of different colours (e.g. red, blue, yellow) and shapes (e.g. circle, square, triangle) › I can talk/shout/sing/whisper and make loud or soft sounds with my mouth › I can also taste with my tongue, bite and chew with my teeth and eat with my mouth; some things are sweet/ sour/salty. I like things that taste good to me; I do not like the taste of other things. › I can breathe and smell with my nose. Some things smell good; some things smell bad; I like to smell some things; I do not like to smell others 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › use the different senses to see, taste, smell, touch/feel, hear, and do › compare similarities and differences in sizes, colours, shapes, tastes, sounds, textures › identify portions of objects and people › observe and create patterns and sequences of up to two attributes (e.g. colours, shapes, sizes, musical beats); practise left to right orientation › practise eye-hand coordination › express themselves through free talk, stories, poems, songs, jingles, rhymes, finger-plays, discussions, role-play, questions and answers. › learn to say a short grace before meals › express preferences, e.g. favourite colour, shape, activity and things I like to eat, taste, smell, hear, do, etc. 	<p>eyes different/same big/small tall/short up/down inside outside near/far talk shout sing whisper loud soft mouth taste tongue bite chew teeth salty sweet sour breathe nose</p>

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHAT CAN I DO ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide opportunities and materials for the children to observe/see, touch/feel, smell, hear, and taste › Be mindful of children's short attention span and plan activities accordingly › Be sure to provide at least one mirror and telephone and/or cellular phones in the Home/Dress-up Area › Introduce "body rules" as caring for the body, e.g. not poking at others' eyes › Invite resource persons to share/spend some time with the children, e.g. nurse, dentist, beautician, dietician, dancer, athlete, "eye doctor," etc. › Provide tape recorder to allow children to listen to themselves <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Adapt activities and the learning environment appropriately for children with special needs and challenges › Avoid stereotyping boy/girl activities › Use correct words/terms for each body part; provide children with correct expressions and vocabulary to describe/talk about things 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Observe carefully and note individual children who experience difficulty with seeing, hearing, speaking/expressing self, balance/coordination and relating well with others</p> <p>Were children able to</p> <ul style="list-style-type: none"> - observe and carry out patterns and sequences? - demonstrate left to right orientation, relationships and hand/eye coordination? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Communicate regularly with parents, to build mutual understanding and ensure that children's learning and developmental needs are met both at home and school › Invite parents/family members to visit the class/learning environment when resource persons are expected › Inform parents/family members when their children experiences repeated difficulty/challenge; invite parents to share information about particular challenges being experienced by their children › Ask parents to collect recycled/trashable, indigenous and other materials to make/use as teaching aids

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHAT CAN I DO ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › I can listen and hear different sounds inside and outside. Some sounds are soft and some are loud. I like some sounds; I do not like others. Different things make different sounds; I can make some of these sounds › I can touch and feel things with my fingers and hands. Some things feel rough/smooth, wet/dry, soapy, sticky. I like the feel of some things; I do not like the feel of others › I can move about with my legs and feet. I can walk, run, climb, jump, tip-toe, dance and kick a ball. I can stop and start. I can go slowly and I can go fast; I can move to rhythm and keep my balance › I can push and pull, lift and put down, press, wave, hug, open and close, hold and release (let go) with my hands 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › identify and describe a variety of sounds from the environment (e.g. animals, vehicles, machines), inside and outside, natural and recorded; reproduce and identify sources of some of these sounds › describe and distinguish among the feel and texture of various materials and surfaces. Explore differences in the feel of various sensory materials, e.g. fingerpaint, playdough, wet/dry sand, soapy water, fabrics › engage in movements/activities using the lower limbs and body indoor and outdoor; perform individually and in groups; follow simple instructions › participate in ring games; do simple dances and activities in music and movement showing stop and start, fast and slow, rhythm and balance › demonstrate push and pull, pick up/lift and put down, press, open and close, hold and let go, stretch out and pull in, up and down 	<p>inside outside soft loud rough smooth wet/dry soapy sticky stop start fast slow push pull lift put down wave hug open/close hold/let go hands</p>

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHAT CAN I DO ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide simple, clearly-stated directions and instructions › Make a collection of recorded sounds from the environment both inside and outside; take the children out on nature walks › Some activities can be distracting; encourage children to be mindful/considerate of others; take children outside or to another area, if activities will be noisy › Supervise and monitor outdoor activities at all times. Prepare a supervision roster for morning and lunch breaks <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to express their preferences; respect these and avoid forcing your preferences on to the children; encourage the children to respect the preferences of others › Encourage children to close their eyes as they concentrate on sounds, tastes, textures 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify, describe, distinguish among or make/repeat a variety of sounds from the indoor and outdoor environments? - follow simple instruction(s)? - demonstrate movements using the upper and lower limbs and body indoor/outdoor, individually and in groups? <ul style="list-style-type: none"> › Make a big scrap/picture book of Things I Can See, Smell, Hear, Taste, Touch and Do <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to collect and bring in pictures, magazines with pictures, calendars, newspaper, etc. › Encourage parents/family members to talk a lot with their children about what they see, hear, smell, touch, taste, eat and like, generally › Encourage parents to allow children to play at home and encourage parents to play with their children › Encourage parents to allow children to express preferences in food, clothing, activities

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHAT CAN I DO ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<p>I can:</p> <ul style="list-style-type: none"> › Care for my body with help › Breathe fresh air › Bathe, brush my teeth and comb my hair everyday, with help › Eat foods that are good for me, drink water and juices › Wear clean clothes › Keep my nails short and clean › Play and exercise with others everyday › Take rest and sleep everyday 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › demonstrate ways of taking care of their body, e.g. while playing with dolls, in the Home Corner, etc. › practise breathing in/out deeply › identify, name, describe different clothing and demonstrate use of materials that help to keep us clean › recognize similar and different sounds in the names of objects used to care for themselves › identify, describe and express preference for different tastes of foods; taste different kinds of food › identify and describe different clothing and indicate preferences; demonstrate how to dress and to keep clothes clean › demonstrate preferences for play and keeping fit › demonstrate when they are at rest and how they can relax › sing songs, say rhymes, jingles, listen to stories about caring for the body 	<p>breathe fresh air rag soap towel nails shirt clean rest</p>

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHAT CAN I DO ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Equip bathrooms with soap, paper, towels that children can access by themselves › Include a Health Corner for free activity; encourage pretend play, e.g. washing dolls' clothes › Make provision to take care of wet floor; reinforce rules about taking care when the floor is wet or when there is danger in the learning area, both outside and inside › Provide all necessary teaching/learning aids ahead of time and make sure there is an adequate amount of materials for each child to see or manipulate <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage the children to respect and care for the learning environment and materials, put away materials after use, and take responsibility for care of the learning environment and materials › Respond to each child with respectful and caring attitude 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - demonstrate ways of taking care of his or her body? - identify, name, describe and demonstrate use of the materials that help to keep us clean? - identify, describe and express preference for different tastes of foods. <ul style="list-style-type: none"> › Were all the children willing to participate in a group activity, to share, to cooperate, to appreciate leading/following, to ask for help? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents/family members to donate materials for the Health Corner › Be tactful when approaching parents about their child who needs some attention in carrying out good health and hygiene practices

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHAT CAN I DO ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<p>I can be at home</p> <ul style="list-style-type: none"> › At home I can eat, rest and sleep; bathe and tidy myself, play with my sisters and brothers, cousins and friends and have fun by myself or with my family, e.g. helping in the kitchen › I can be at school › I know the name of my school. I come to school on Monday, Tuesday, Wednesday, Thursday, Friday › I listen to and show respect to my teachers, classmates and others › I do my work, learn many things and play with friends › I do many activities that help me learn to be helpful, share and take turns › I can be at other places such as church, the shop/supermarket, clinic/doctor's office, etc. I do different things at these places 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › demonstrate what they do at home when taking care of themselves. › identify/name different areas of their home; demonstrate chores and responsibilities done at home to help us in taking care of our bodies › manipulate various objects to count, stack and match › use a picture schedule to indicate what is done on each day of the week › learn to use the materials provided in the learning environment in appropriate ways; caring for the classroom by helping to keep the classroom clean › demonstrate many of the skills done at school individually and in groups, e.g. sing, dance, say poems/rhymes/jingles, listen to stories, look at books/pictures, use paints, playdough, crayons › talk about, ask/answer questions and engage in role play about the places to which they go regularly 	<p>home school church shop/supermarket clinic/doctor's office different things</p>

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHAT CAN I DO ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Prepare the indoor/outdoor environment appropriately for movement/physical activity and safe risk-taking › Set up the Home Corner and provide a lot of materials found in the home, which may be familiar to the children › Take the children on a tour of the school until they are more familiar with their surroundings › Prepare picture schedules of daily activities and use them › Label areas and objects in the classroom <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Create a supportive, nurturing, caring learning environment where children feel accepted, liked, respected, protected and don't feel threatened › Avoid showing preferences among the children (teacher's pets) in any group › Invite the children to participate in decision-making › Give adequate notice of transition from one activity to the next 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - demonstrate what he/she does at home when taking care of him/herself? - identify/name/describe different areas of their home and some of the kinds of activities that are carried out there? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents/family members to collect and bring in materials which may be added to the Home Corner › Make an inventory of parents/family members and where they work. Contact parents/family members who are carpenters, cabinet makers, dressmakers, those who work in various factories and printeries and seek their assistance in making the Home and other Corners most appealing and appropriate for the children

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHO AM I WITH ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › I can be with people I know such as my family; mommy, daddy, sister(s), brother(s), grandma, grandpa, auntie, uncle, cousin, friend, neighbour, teacher, other people at home/school/church/the shop, etc › I can also be among people I don't know, such as people on the road, in the bus, in the taxi, at the shop/supermarket/market › These people are strangers. I can show good manners to strangers BUT I must not go with strangers all by myself › If a stranger talks to me or starts to walk with me and holds on to me I must call out or go to my mommy or daddy or someone I know quickly 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › identify, name and talk about all the various people they know (using photographs and pictures) › talk about members of their own family – by name and relationship › take photographs of and talk about the people who are seen at school and help at their school › listen to and share stories about people they know and people they don't know; listen to can compare sounds of family members' name › role play family and school activities with dolls and/or playmates › demonstrate use of the social graces: Please, Thank You, etc › demonstrate what to do when in danger and in need of help, e.g. role-play 	<p>family other people strangers people mother father mommy daddy brother sister grandparents grandmother grandfather cousin aunt uncle playmates neighbour stranger</p>

3-YEAR-OLDS

Term 1

THEME: ALL ABOUT ME

SUB THEME:

WHO AM I WITH ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Ensure that the play area, play equipment, learning materials and the learning environment, are clean and safe. First Aid Kit must be well-equipped and available › Arrive early, be in the learning environment before the first child arrives. Use the time to get to know each of the children in the group › Adapt stories about strangers appropriately for children, e.g. Berenstein Bears › Provide labels to identify family members <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Reinforce social graces, e.g. Good morning, How are you? I am fine, thank you; Please; Thank you; Excuse me, etc. › Avoid using any form of corporal punishment › Make opportunities for talking with and listening to the children; be available for them to come and see you when they need to 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify, name and talk about some of the various people they know a home and at school? - talk about and demonstrate what to do when in danger and in need of help? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Encourage parents/family members (grandparents in particular!) who can volunteer time to come into the learning environment to share/read stories, sing songs and participate in activities such as nature walks, field trips, visits from resource persons, etc › Encourage parents to talk regularly with their children about how to be have toward strangers

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING BIRTHDAYS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › My birthday is special because it is the day when I was born › We celebrate a birthday every year as we grow taller and bigger › We celebrate our birthdays in different ways – some children have a party at home › Some children have a party at school › Some children do not have a party at all 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › engage in show and tell activity using baby pictures of themselves › use SJE speech patterns; e.g. My name is › tell their name and their birth month › listen to and recognize beginning sounds in words, names of other children and objects, e.g. b sound in book, ball, bag, balloon, banana, baby, Bob, Babsy › use non-standard measure to see how tall they are; identify pictures of babies from among pictures of older children and adults › talk about experiences with birthday parties at home or at school › look at picture and story books about birthday parties › listen to and share in story telling about birthday parties › repeat and learn fingerplays, jingles, rhymes about birthdays 	<p>name birthday baby party book</p>

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING BIRTHDAYS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Be aware that for health, religious and cultural reasons some children do not celebrate birthdays › Prepare a chart with children's pictures and birth months › Have children's individual name cards clearly displayed on tables › Ensure that many objects and pictures of objects beginning with the /b/ sound are evident in room › Provide several story books and pictures of birthday celebrations › Provide appropriate items for children's use in non-standard measurement activities <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Always call children by their proper names; avoid using terms like "darling", "sweetheart" › Encourage individual children to participate in discussion about birthday experiences › Emphasize that each child is unique and special › Demonstrate warmth to children, e.g. voice tone, eye contact, body language, hugs › Provide verbal encouragement through praise 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - tell something about his/her baby picture? - identify a name or object beginning with the /b/ sound? - actively participate in story sharing activities? - identify pictures of babies from among pictures of other people? - distinguish different environmental sounds? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to mount baby photos of their children on a square of cardboard for children to bring to school › Encourage parents to help children find and cut out pictures of objects with beginning /b/ sound › Encourage parents to talk with their children about birthday parties

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING BIRTHDAYS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › At birthday parties we have a lot of fun and feel happy › We dress up in special boy and girl party clothes and hats, glasses, bags › We dance to music, we can move our bodies in and out, over, under and around places › We play games and run about; we can run in and out of places and jump up and down and on and off objects › We eat delicious food and healthy snacks; some are sweet, some are sour, some are salty › We sing “Happy Birthday” songs, we can sing with loud or soft voices; we can hear many other sounds at a birthday party, e.g. noisemakers (fee-fee) 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › engage in exciting and enjoyable activities, e.g. games, dressing up, pretend play about parties › make party masks, hats, decorations from recycled or trashable materials, emphasizing colours red, yellow, blue, green › demonstrate happy or sad feelings through facial expressions and body movements; listen to and tell appropriate stories about happy or sad feelings › participate in individual and group movement, dance and ring games emphasizing movements in space, e.g. in/out, over/under › participate in making simple cakes and cookies › have tasting experiences with different foods allowing for discrimination between sweet/sour/ salty › engage in musical experiences singing birthday songs; tapping simple rhythms with musical instruments; experiment with loud, soft music 	<p>hat happy sad in out over under around up down on off sweet sour salty cake loud soft</p>

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING BIRTHDAYS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide materials to promote free play opportunities at individual and group level to encourage discovery learning and reinforce concepts › Provide a box of trashables that children can use to create art/craft party items › Provide wall charts displaying range of emotions through facial expressions e.g. happy, sad › Collect simple recipes to involve children in baking and cooking activities; prepare containers with items for tasting; be mindful of children's allergies › Provide various kinds of songs and instruments for children's use › Plan for children whose birthdays fall during holidays <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to play together in dramatic play periods; support their verbal interactions by suggesting ways to express their feelings eg. "I am feeling sad", "I am feeling happy" › Celebrate each child's birthday › Encourage children to enjoy experiences with different foods; however respect each child's desire to taste or not to taste › Encourage but avoid forcing children to try new foods 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - participate in socio-dramatic free play activities? - participate in musical activities? - make at least one art/craft item from trashables? - participate in movement activities - demonstrate understanding of concepts in/out, over/under, around, on/off, up/down? - take part in cooking and tasting activities? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Discuss with parents how a simple birthday party can boost a child's self-esteem and self-worth › Invite parents to make an effort to provide a cake for their child's "class" birthday party and to participate if able › Encourage parents to spend time with their children collecting recycled/trashable materials and making party items from them

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING BIRTHDAYS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We count the candles on the cake and blow out the lights; at 3 years old, we count one, two, three candles › Some cakes are big and some are small or little › Some cakes are round like a circle, some are square, some are like a rectangle › Cakes are decorated in different colours like red, yellow, blue, green, pink › There are different kinds of cakes, e.g chocolate, plain, etc › My favorite cake is _____ 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › rote count up to ten items, e.g. candles, cakes, gifts, children; gain understanding of oneness, twoness, threeness › follow instructions to make one, two, three cakes or candles and big or small cakes of different shapes using plastic and playdough › demonstrate one-to-one correspondence up to three items, e.g. matching three plates to three cakes ; colour pictures of cakes › identify and talk about different colours on cakes (pictures or models); match colours on cakes to other objects in classroom › match pictures or real items by association, e.g. hat/head; cake/candle; dress/girl; pants/boy › arrange pictures or objects in logical sequence, e.g. (1)bowl with ingredients --->(2)whole baked cake ---> (3)slices of cake 	<p>one two three big small/little circle square rectangle red yellow blue green</p>

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING BIRTHDAYS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide a range of table-top and manipulative materials that allow for counting, matching, sorting one-to-one correspondence, matching by association, sequencing, related to the theme › Ensure that all necessary materials are prepared ahead of time and are adequate for the number of children › Ensure that materials are clean, safe and attractive; discard dirty, torn or broken materials <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Provide verbal encouragement through praise, but assist children if task seems too difficult for them; do not do the task for the child › Display children's work at their eye level with their names clearly visible › Encourage children to talk about the task they are engaged with › Ensure that all things being shared are equally distributed among children 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - rote count up to at least 10? - follow instructions to make the stated number of cakes (1, 2, 3)? - demonstrate understanding of one-to-one correspondence? - match objects by association? - arrange pictures in sequence? - match items of the same colour in the classroom? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parent to collect and contribute used items such as phone cards, bottle covers, thread spools, plastic tubs, jars for use in number activities › Show parents how to make and use materials for associative matching and sequencing activities with their children

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING BIRTHDAYS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Sometimes our family and friends give us presents or gifts; we must thank persons who give us gifts › We are usually happy about a birthday › Sometimes we might feel angry or sad at a party 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › tell stories, talk about and demonstrate ways (e.g. role play) of showing kindness to others; make simple gifts to give to others for birthdays and for other reasons; use “Thank You” appropriately › listen to stories about different feelings we can have at a party › think about and answer questions, e.g. What makes you happy, sad, angry, at a party? › make faces and sounds to demonstrate different feelings › begin to understand how to work out problems between friends, e.g. talking instead of hitting or biting; listen to stories about friends resolving conflicts peacefully › make small “goody” bags of different textures (pasting cut pieces together), e.g. crocus bag (rough), plastic or paper (smooth), paste or glue (sticky) › make guesses about what can be put in the bags, e.g. sweets, cookies › participate in a class birthday party; identify objects with beginning sound /p/, e.g. party, pants, paper, paste, pink, popcorn 	<p>happy angry sad friend thanks please party pants paper paste</p>

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING BIRTHDAYS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Prepare all materials required for activities beforehand › Arrange physical environment to minimize conflict › Position self in the room to be able to monitor children's needs, be haviour and safety; be sure to move around frequently › Provide pictures, books, stories about different emotions, e.g. happy, sad, angry › Provide for individual, small group and large group activities › Model use of social graces, e.g. Please, Thank you <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Help children learn to verbalize their feelings by acknowledging and labeling their feelings in simple language, e.g. "You feel sad because Kevin burst your balloon" › When children behave well or poorly, avoid saying "Good boy/girl" or "Bad boy/girl". Instead comment on the behaviour, e.g. "Biting hurts others and makes them feel sad/unhappy." 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify different emotions by facial expressions? - talk about their own experience at a party when they were happy or sad or angry? - make a small gift for someone? - identify the feel of rough or smooth, sticky textures? - use 'Please' and 'thank you' appropriately? <p>INVOLVING PARENTS</p> <p>Ask parents to make and contribute different kinds of puppets (paper bag or hand) that children can use in stories about feelings and emotions</p> <p>Encourage parents to collect objects of different texture and talk with children about them</p> <p>Talk to parents about ways they can help their children express their feelings appropriately</p>

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING CHRISTMAS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We can say Thank you to our family and friends for being kind to us › We can say Thank you by telling someone in words › We can make and send Thank you cards › We sometimes give gifts to persons we want to thank for being kind › We can use things that we often throw away to make useful items 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › express thanks in different ways › apply art and craft skills, e.g. lacing, colouring, painting, pasting, cutting, tearing, etc. to create simple gifts, tokens from trashable materials › make simple cards with patterns, e.g. pasting shapes in a patterned sequence on paper to make a card <div data-bbox="982 841 1453 1078"> </div> <ul style="list-style-type: none"> › learn how some discarded items can be used to make useful objects rather than thrown away to make the environment dirty 	<p>card gift present plastic paper</p>

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING CHRISTMAS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide containers labeled Plastic, Paper to encourage children to sort throw-away items appropriately › Provide containers with clean trashables that children can use to make gift items, e.g. toilet paper rolls, old cards, small plastic bottles, small boxes, etc › Provide small child-sized brooms to encourage children to keep the classroom clean › Provide a pictorial duty roster <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Help children to understand the meaning of clean and dirty; reinforce good health practices › Emphasize and help children learn good handwashing practices › Give all children opportunities to be helpful; assign them tasks in pairs › Make necessary adjustments for children with disabilities 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - create at least one craft item? - place discarded items in the appropriate container for plastic or paper? - help with classroom clean-up at least once? - demonstrate ability to wash own hands satisfactorily? - talk about when to say thanks? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Encourage parents to talk to their children about good health practices and model these behaviours at home for children's benefit › Encourage parents to model saying "Thank You" to their children at home

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING CHRISTMAS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Christmas is a special time › Many, many years ago, a special baby boy named Jesus was born at Christmas time › His mother's name was Mary and his father's name was Joseph; there were three persons in baby Jesus' family › Many Jamaican families go to church to celebrate Jesus' birthday › Some families do not celebrate Christmas › At Christmas, our families do many things together › We clean and tidy our homes to make them pretty › We clean our classrooms for Christmas 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › look at different pictures of Christmastime activities › listen to and participate in the story of Mary and Joseph › dress up and engage in pretend play about Mary, Joseph, baby Jesus › recall each other's names and names of some family members; My name is...; her name is, his name is etc; › identify church buildings from pictures or from walks through their community › talk about going to church and Sunday school/ Sabbath School › sing simple Christmas songs and repeat poems › talk about activities to prepare homes and classrooms for Christmas › pretend play involving water play – washing toys for doll house, wiping table tops, etc. 	<p>three christmas church celebrate sunday saturday sabbath</p>

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING CHRISTMAS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide materials children can use to make Christmas decorations, e.g. glue, pine cones, colourful shiny paper, toilet rolls, paper cups, etc. › Provide dress-up clothes and flannel board with story characters for children to interact with › Provide large, relevant pictures for discussion <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage every child to contribute to decorating classroom › Have children work in small groups and learn to take turns and to say Please and Thank you › Praise children for their efforts and participation in all activities › Adapt activities appropriately for special needs children 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - make a statement about Christmastime? - participate in make-believe play about Mary and Joseph and Baby Jesus? - tell the name of some children in the class? - contribute to discussion about Christmas activities - going to church, tidying house? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to collect and contribute old Christmas cards, wrapping paper, old decorations (safe ones) to the school › Ask parents to assist in planning a short end of term Christmas concert/party › Encourage parents to attend and to play lead roles

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING CHRISTMAS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Some families hang many different bright, pretty lights inside and outside their homes; we can count the different coloured lights › We turn lights on at night and turn them off in the day › Other decorations we see are shiny bells, balls, bows › Some families make their own decorations and ornaments from things they find inside and outside the home › We hang the ornaments on a special Christmas tree that looks like a big triangle › There are different kinds of Christmas trees › Decorations have different colours, shapes, sizes, textures 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › use flashlights in a puppet theatre to create day and night effects; identify, describe Christmas lights according to size, shape and colour › Look at books and pictures of nighttime and daytime activities; identify which belong to day and which to night › listen for, identify and make the sound at the beginning of many words, e.g. bells, balls, basket › find clean discards to make Christmas ornaments; link the creative use of discards, e.g. paper roles, pine cones, old cards to a clean, healthy environment › talk about, then hang own ornaments on tree inside or outside of the classroom; observe the shape of the tree › take photographs of different Christmas trees at home and use for show and tell › sort Christmas ornaments according to size, shape, colour, texture 	<p>inside outside night day bells balls bows big triangle basket ornament decoration photograph</p>

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING CHRISTMAS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide a puppet theatre with puppets, flash lights, covering to create night effects; collect story books about night and day time activities › Provide an appropriate, small Christmas tree for classroom; collect tree ornaments – both commercial and those made at school › Remember that personal religious beliefs should not be imposed on the curriculum so that children are denied participation in some activities <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Be patient with children, especially those with special needs › Allow children to make what items they desire; accept whatever it is and praise them for the effort › Encourage self-help, e.g. hang their own ornaments on tree; use bathroom by themselves 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify night different from day activities? - recognize the beginning sound in names of persons and objects? - participate in making Christmas decorations? - hang at least one ornament on the Christmas tree? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Invite parents to participate in and contribute to all classroom Christmas activities › Ask parents to contribute decorations, etc. for the class Christmas tree

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING CHRISTMAS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We sing Christmas carols at church, home and school › We have special foods like sorrel and fruit cake at Christmas › Christmas is a time to share with others who are poor 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › learn to sing verses of popular local and other Christmas carols; tap rhythms, e.g. Little Drummer Boy carol › talk about and experience the smell and taste of different Christmas foods; use appropriate words to describe tastes (sweet, sour, salty) › listen to stories about sharing and being kind to others at Christmas; contribute to a gift box for the poor › sort gift boxes according to size 	<p>sorrel cake sweet sour salty gift share kind smell taste</p>

3-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME:

CELEBRATING CHRISTMAS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide boxes for children to use to sort Christmas decorations by colour or shape or size; ensure that ornaments used are not the fragile, breakable kind › Plan with parents and children in preparing the gift box for the poor <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Bring children's attention to others who are different from them, e.g. handicapped in some way › Encourage children to be kind and caring to others especially those who are different › Demonstrate warmth and love to each child › Have the children participate in a gift giving event, e.g. giving the class gift box to a needy family or institution 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - sort Christmas ornaments by at least one characteristic? - participate in Christmas carol sing along? - tap or move rhythmically to a rhythm while singing? - describe foods as sweet, sour, salty? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Invite parents or other persons with musical skills, to visit and lead a carol singing session › Invite different families to contribute a traditional Christmas food for a class Christmas party › Ask parents to make a contribution to the gift box for the poor

3-YEAR-OLDS

Term 2

Developmental Objectives

WELLNESS	COMMUNICATION	VALUING CULTURE
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Carry out movements of the upper and lower limbs and whole body with increasing balance and coordination especially in climbing, catching, throwing, digging changing directions › Perform simple movement sequences › Carry out movements with awareness of space and position, e.g. in, on, out, inside, outside, up, down, beside, around › Continue to strengthen muscles in fingers and hands and develop greater eye-hand coordination, e.g. using pencils, markers, paints, paintbrushes, templates, beads, blocks, puzzles, lids, playdough, sand, water, glue, paper › Sequence concrete objects, shapes, pictures, symbols › Begin to show great curiosity and interest in themselves and others › Continue to talk about “body rules” and caring for themselves and their environment both at home and school › Show interest in exploring and expressing preferences, e.g. how things look, smell, sound, feel, taste › Follow instructions and begin to do as others in a group › Become more adjusted to school 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Increase vocabulary; recognize and name additional objects, people and places in their environment › Ask, understand and respond to simple “who,” “what” and “where” questions › Continue to enjoy singing, listening to stories (repeatedly) and repeating simple rhymes, jingles, finger-plays and poems › Begin to describe pictures and simple functions of objects › Relate simple stories from pictures and/or books › Participate in visual and auditory recall activities; identify likenesses and differences in pictures, objects, shapes, symbols, letters, sounds, words › Recognize print in various settings and contexts › Read and interpret environmental print 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Continue to enjoy expressive activities, e.g. role-playing, singing, dancing, puppetry › Show interest in own family and that of others; talk about family members and activities › Express preferences in foods, music, songs › Continue to imitate behaviours related to religious and cultural practices, e.g. saying prayers, singing songs, saying poems

3-YEAR-OLDS

Term 2

Developmental Objectives

INTELLECTUAL EMPOWERMENT	RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT	RESILIENCE
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Begin to accept suggestions and follow simple directions › Begin to understand that pictures and symbols can represent real objects › Begin to develop logical thinking › Match objects one-to-one (one-to-one correspondence) and members of one set with members of another set › Express curiosity about objects, people, places and events › Observe, talk about and sort things that are the same and different › Continue to show interest in different sounds, smells, tastes, textures › Continue to understand basic concepts of time and time sequence, number, size, space, distance › Estimate and use non-standard measurements › Distinguish among quantities such as “many (plenty), few (some), none” › Draw and talk about a circle › Distinguish, match and name colours in the environment › Talk about self, family and others; identify and name family members › Sing songs, share in stories about spiritual leaders such as Jesus as a friend of children › Enjoy participating in music and movement activities 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Carry out simple responsibilities and duties, e.g. dress self, put away toys and materials, help to clear the table and clean up the learning environment › Identify and differentiate between good and bad emotions in self and others › Recognize and appreciate family › Begin to develop an awareness of and respect for other children’s feelings, their wishes and what they have to say › Begin to practise showing feelings of kindness, affection and love in appropriate and socially acceptable ways › Continue using courtesies and polite expressions › Begin to understand being a member of a group, e.g. waiting turns and sharing materials › Continue to develop awareness of and obey rules of the learning environment and school › Continue to express interest in, explore and show appreciation for nature and the environment 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Begin to use and express self through a variety of media in music, art/crafts, games, dramatic/role play › Begin to learn how to cope with frustration, anger, rejection, grief, disappointment, etc. in socially acceptable ways › Begin to link actions with consequences › Recognize when another child is feeling unwell and demonstrate sensitivity

3-YEAR-OLDS

Term 2

THEME: FOOD

SUB THEME:

HEALTHY FOODS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Food is the name we call things that we can eat › We eat food to make us healthy and strong › We eat food when we are hungry › There are many different kinds of foods › We get foods from the market, supermarket, farm, shop › We can grow foods at home in the backyard or in containers like old tyres, boxes, pans, etc. › We can grow some foods at school, in a small garden patch or in containers, e.g. callaloo, cucumbers, pumpkin etc. › Some foods give us energy; energy is the power we have inside us that helps us to move about and be active › Energy helps us to walk, run, climb in different directions, e.g. in/out, up/down, etc. 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › engage in activities to discriminate between food and non-food items, e.g. sorting, labelling, games › practise SJE structures to ask and answer questions about when, why, what, how we eat; listen to and share songs, rhymes, stories about foods, e.g. The Very Hungry Caterpillar; In the Night Kitchen › count different food items › visit places where food can be bought e.g. farm, market, vendor stall, supermarkets, shop; record experiences by cutting and pasting pictures of foods portfolio or journal; engage in pretend play about buying /selling food; › identify foods with similar beginning sounds, e.g. pumpkin, pepper, bun, banana › visit a garden or farm to see different ways foods are grown, e.g., various containers, small garden patch, large farm, etc › help to establish and maintain a small garden patch or containerized garden at school › demonstrate how “energy” helps them move in different ways, e.g. walk, run; dig, catch, throw, climb in/out, around, up/down etc. 	<p>food healthy strong hungry energy when why what warden farm container supermarket market shop groceries</p>

3-YEAR-OLDS

Term 2

THEME: FOOD

SUB THEME:

HEALTHY FOODS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Cut out pictures of food and non-food items; mount on cardboard for children to use as sorting cards; mount a small display of real food and non-food items for observation › Provide labels for food and non-food items › Set up shop or market centre and provide many props, e.g. empty, clean food packages, plastic or papier mache food replicas, pretend money, baskets, etc › Provide pictures, charts, stories, puppets (box or paper bag), songs, poems about foods, eating well, etc › Prepare a large “Energy” chart with pictures of people engaged in high energy activities –including persons with physical disabilities <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to talk freely about their preferences and feelings about different foods, e.g. foods they like/do not like › Emphasize the importance of respecting personal choices, e.g. nothing is wrong if some people do not eat meats for food or do not like certain foods; people are different › Emphasize the importance of taking care of one’s body by eating healthy foods 	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - discriminate between food and non-food items? - identify and match food picture cards? - understand when, why, what? - respond confidently to when, why, what questions? - participate in story sharing, songs, action rhymes? - talk about any aspect of a field trip? - help in establishing and /or maintaining a small school gardening project? - demonstrate understanding of the meaning of the word “energy”? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › engage their children at home in cutting out pictures of food and non-food items from magazines and newspapers; create a small scrapbook of each set of items › point out the food names on labels for children at home, in the supermarket, etc, e.g. bun, eggs, rice, flour, etc, to help them match similar food pictures, sort food with similar beginning sounds › provide healthy foods for children to eat at home, e.g. fruits and vegetables, talk with children about foods that are unhealthy, e.g. cheese trix, sweets, sodas, etc › play outdoors with their children › monitor the watching of television programmes

3-YEAR-OLDS

Term 2

THEME: FOOD

SUB THEME:

HEALTHY FOODS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Foods give us energy and make us feel strong › If we do not eat we will not have much energy and may feel weak or tired › We must eat a variety of healthy foods to make our bodies grow strong and healthy › Foods have different colours, shapes, textures, tastes and sizes. Some foods are big and some are small; foods can be sweet, salty, sour › Some foods are long, some are short; some feel rough (Yam), or bumpy (breadfruit); others feel smooth › When we are strong and healthy we can do many activities 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › identify, and name different foods using real foods/picture card › listen to stories and talk about children being weak and ill because they do not eat healthy foods › draw, make playdough foods, e.g. dumplings, cut out food shapes from magazines using safety scissors; do food puzzles, lace cardboard food shapes; trace along dotted lines of different food shapes etc › manipulate different foods and compare their size, various shapes, textures, colours; trace around the interesting shapes of foods, e.g. yam, potato etc.; colour the tracings › practise rhyming words, e.g. yam, jam, ham › examine and discuss the difference in the outside and the inside of some foods e.g. yam (brown/yellow), pumpkin (green, orange) › compare heavy/light food items, create simple pictographs of foods children in the group like/do not like to eat; › count food items; create and match sets of two and three food items; › practise one-to-one correspondence, e.g. sharing 3 potatoes among 3 children › have a “Show Me How” party to demonstrate strength and energy, e.g. lift things, run, jump, etc 	<p>bread dumpling yam rice potato breadfruit macaroni weak tired rough bumpy smooth heavy light outside inside yellow green orange brown</p>

3-YEAR-OLDS

Term 2

THEME: FOOD

SUB THEME:

HEALTHY FOODS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Make available for children's manipulation, playdough, a variety of real or replicas of foods; provide name labels for foods › Provide picture cards of different foods for children to match, sort, lace, trace along lines etc; provide food puzzles of varying difficulty › Provide texture chart to help children identify and compare skin textures of different foods, e.g. yam, breadfruit, irish potato etc, (rough, bumpy, smooth) › Provide safety scissors, magazines for cutting and tearing; make simple balance scales for comparing weight of foods › Make available several items for children to practise counting, making sets of (1,2, 3, 4) items and one-to-one correspondence <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › As children interact in play, help them to strengthen their social skills and good manners, e.g. courtesy toward each other; being helpful towards each other › Make necessary adjustments to activities to assist children with special learning needs, e.g. visual, hearing impairment, physical handicaps › Commend children's participation in various activities 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify and name at least two healthy foods and two "junk" foods? - complete a food puzzle?; lace a food card; follow dotted lines along a food shape? - discriminate between small and large objects? - identify and name colours, e.g. orange, brown, green, yellow among others? - create sets of 1 to 4 items? - demonstrate ability to carry out one-to-one correspondence? - give a word that rhymes with another, e.g. rice/nice? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to help to make food puzzles, lacing cards, papier- mache' models of foods for children's use › Encourage parents to provide balanced meals at home › Encourage parents to tell stories to children about how 'go foods' give them energy and make them healthy and strong

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CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> Some food look and feel different after cooking, e.g. hard or soft. Some foods that are cooked before eating are, yam, potato, pumpkin, breadfruit, green bananas, dumplings Sometimes we mash foods after cooking, e.g. potatoes, yams, bananas Mashed potatoes is a very popular dish Where do some foods grow? They can grow on trees, e.g. breadfruit, banana; on vines, e.g. pumpkin, in the soil, e.g. potatoes, yams We have to wash all our foods very well before we prepare them Before we prepare to cook or eat foods we must wash our hands very carefully with soap, to remove germs 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> observe cooking activities, e.g. boiling potato or yam to make a dish; i.e. change from hard to soft potato talk about what was observed in the cooking activity; use picture cards to show sequence of stages, e.g. raw/ cooked/mashed, tell the sequence of preparing a potato for eating work in small groups and take turns mashing cooked foods in a small bowl; serve each other while tasting the mashed potato or yam follow simple instructions to prepare a jam sandwich enjoy sharing foods and display courtesies to each other during meal times. talk about and practice good hygiene when handling and eating food; i.e. washing hands with soap and drying with clean cloth or paper towel. enjoy food stories, make and use paper bag puppets (Mr. Yam, Miss Bread etc); engage in songs and dances, dramatic play activities about foods. Use food pictures to play Bingo and matching games etc sing action songs about foods create instruments from safe discarded materials 	<p>hard soft before after first next last raw cooked mashed vine soil tree germs</p>

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Term 2

THEME: FOOD

SUB THEME:

HEALTHY FOODS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide variety of objects with hard/soft textures › Prepare adequately for cooking activity to make mashed potatoes, bananas or yams › Use digital camera to take pictures of foods growing, e.g. tree, vine, soil, etc. › Use camera to take photos and prepare sequencing pictures, e.g. banana on tree, banana boiling in a pot, cooked whole bananas, dish of mashed bananas › Provide props to enhance dramatic play about eating meals; create food games, e.g. bingo, puppets › Ensure bathrooms have clean water, soap and towels for children's use <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Talk with children in small groups about how to be kind and courteous to each other; model courteous behaviour and good hygiene practices for children to see and imitate › Ask children many open-ended questions about the cooking and other activities to build their critical thinking skills › Allow children freedom to freely express their thoughts and feelings about foods and eating › Commend children's efforts to do things for themselves e.g. mash foods with a fork, prepare a sandwich, and show kindness and courtesy to others, etc. 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - distinguish between hard and soft objects? - state what happens to some foods after cooking? - assist in making a simple food dish? - contribute to developing a food story book/scrap book? - tell where at least one food is grown? - tell why it is important to wash hands with soap before handling or eating food? - demonstrate social courtesies towards each other? - willingly participate in creative activities such as dancing, singing, puppetry etc? - tell the sequence for preparing a simple dish? <p>INVOLVING PARENTS</p> <p>Ask parents to</p> <ul style="list-style-type: none"> › contribute food and other items that allow children to experience a range of textures › involve their children in cooking activities at home; talk to children about the different foods while in the kitchen › reinforce healthy habits at home, e.g. hand washing with soap before handling or eating foods

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THEME: FOOD

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HEALTHY FOODS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Foods help us to grow bigger and taller. › Some foods that help us grow are meat (beef, pork), chicken, fish, sausages, peas, beans and nuts, cheese, milk › Foods help to keep us healthy and well. If we get ill foods can help us get better › Some people do not eat meat from animals; they eat mainly foods from plants like beans and nuts; these people are called vegetarians › Some people eat meats and some do not, for different reasons 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › view pictures of foods; observe, touch, manipulate real foods and talk about their texture, weight, colour, size etc; use non-standard units to measure each other and compare sizes, e.g. who is taller, bigger › create a simple pictograph of children's preferences for foods, e.g. stewed peas, hotdogs, barbecued, jerked or curried chicken, roast beef etc; pretend play going to market ; choose food that meat eaters and vegetarians would buy; count the number of items they buy; create sets of 1-4 of different items › use SJE structures to talk about their grow foods preferences, e.g. I like to eat _____; I do not like to eat _____; pronounce new words, e.g. vegetarian, accurately; identify different foods using picture/word cards; say poems/rhymes about foods › exercise choice in selecting and using materials, e.g. colouring, painting, drawing, lacing, puzzles › learn to respect others' right to choose 	<p>bigger taller meat beef pork chicken cheese milk fish eggs sausages peas beans nuts vegetarian</p>

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Term 2

THEME: FOOD

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HEALTHY FOODS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide pictures and samples of foods for children to manipulate › Provide materials for children to practise non-standard measuring and comparing their sizes › Provide appropriate props to enrich children's pretend play "going to the market". Provide adequate real or plastic items for children to count, create different number sets, to share among each other in one-to-one correspondence activities › Provide opportunities for children to talk about food preferences › Provide a range of art and craft materials <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to exercise their right to choose and defend their choice, e.g. I want to colour my banana red because red is my favourite colour › Show respect for and encourage children in peer groups to respect each others' choices › Discourage children from stereotyping "girl" different from "boy" activities; emphasize the fact that girls and boys are free to choose the same activities if they like 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - describe texture, weight, colour, size of at least one 'grow' food? - use non-standard units to measure own or peer's height? - identify foods that make us grow? - create/manipulate sets of 1-4 items? - assemble a food puzzle on own? - create a craft item using various media? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Talk with parents about allowing children to exercise choice when appropriate to do so, e.g. what to wear, what book to select etc. › Ask a vegetarian parent to visit and talk with children about what s/he eats; make and share a vegetarian dish with children › Encourage parents to talk with children about respecting people who are different and have different food preferences

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THEME: FOOD

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HEALTHY FOODS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We should give God thanks for giving us animals and plants that provide food for us › We eat some foods, e.g. meat, nuts, beans; and drink some foods, e.g. milk. We can drink soya milk which comes from soya beans or milk which comes from cows › We can eat or drink foods hot or cold › We must keep the food we eat clean and safe by covering it from flies and by putting foods that spoil quickly in the refrigerator e.g. milk, cheese, meat › If we eat foods that are spoiled or rotten, or that insects or rodents crawl on we can become very sick 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › practise saying simple graces at meal times; practise the social graces, sharing and being kind to each other › create art and craft and musical items with peas, beans, seeds, etc; apply skills of cutting with safety scissors, pasting, tearing, pasting, molding, painting, etc; make foods masks, puppets, etc. › visit a farm to observe animals that provide foods, observe or watch a video of a cow being milked; talk about milk alternatives, e.g. soya › distinguish between hot/cold, big/little, long/short, rough/smooth, hard/soft in relation to foods; full/empty, e.g. milk bottles › engage in story sharing activities about food that help us to grow, repeat, learn and sing songs about foods; practice SJE structures in speech; learn words, e.g. mouldy › observe foods that are spoiled, e.g. mouldy cheese, spoiled milk, talk about the appearance and smells and what practices can keep foods safe to eat, e.g. refrigeration, covering from insects etc 	<p>grow foods meat nuts beans milk soya milk cow's milk hot cold cheese mouldy full empty long short</p>

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PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Make and post charts with simple graces › Provide large charts with animals and plants that provide us with foods that help us grow › Put different peas, beans in small sealed plastic bags for children to manipulate (for safety reasons) › Provide variety of art/collage materials to make craft items/masks, etc. › Plan field trip to dairy and/or food farm › Provide a variety of different-sized plastic milk/juice bottles for filling and emptying › Provide small samples of spoiled food for children to see, smell <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to be self-reliant, e.g. pouring juice /milk from jug to cup or glass, for self and peers › Make special provisions/adaptations for physically challenged children to encourage self-help skills › Model healthy habits for children to imitate, e.g. covering food, hand washing › Identify children with food allergies early 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - repeat a simple grace from memory? - create own craft item from art/collage materials? - participate willingly in field trip? - tell which milk he/she drinks, (soya or cows)? - demonstrate knowledge of various concepts, e.g. hot/cold, big/little, long/short, rough/smooth, hard/soft, full/empty? - distinguish between good vs. spoiled food? - describe at least one food safety practice? <p>INVOLVING PARENTS</p> <p>Ask parents to</p> <ul style="list-style-type: none"> › contribute materials to art/collage box › talk with children at home about foods that help us grow; involve them in unpacking market and shopping bags and identifying, naming and describing different foods › demonstrate, talk with children about, and reinforce safe food practices, e.g. covering food, washing hands before handling or eating food

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CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › We get some foods from plants e.g. peas and beans and nuts; some grow in the soil, e.g. peanuts; some grow on vines, e.g. red peas, beans; some grow on small trees, e.g. gungo peas › Most plants need soil, water and sunlight to grow well › We get some foods from animals; different meats come from different farm animals, e.g. pigs/pork; cows/beef; goats/mutton; chickens/chicken; and fish/fish from the sea or river › We can buy foods from farms, markets, supermarkets, shops › We should eat regular meals, breakfast (morning), lunch and dinner(evening) times 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › observe pictures or real plants that provide foods; describe where some foods grow, on vines or on trees › help to set peas to germinate in jam jars; observe the growth of peas; use non-standard units to measure growth of pea plants; help to transfer growing pea plant to a garden box with soil; use mathematical terms such as: more, less, plenty, some, a little, a lot to identify different quantities of peas in small jars › talk about what plants need to grow; share responsibility for watering growing pea plants; sing songs about plants › listen to stories about growing plants, e.g. Jack and the Beanstalk › engage in pretend play about buying meat and plant and foods at the market; engage in puppet play and story dramatization of different animals; imitate sounds and movements of the different animals; use playdough to make models of animals › identify and talk about routines they do in the morning, and evening at home /school 	<p>grow foods peas beans nuts soil water sunlight pork beef mutton chicken fish go foods breakfast lunch dinner break/snack morning evening</p>

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HEALTHY FOODS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Make a variety of food posters/charts available for children to observe › Provide pictures or real samples of growing plants with pea or bean pods intact › Prepare baby food jars with different quantities of large pea grains for children to compare and describe in mathematical terms (more, less etc) › Provide planter box with soil; plastic containers for use in watering plants › Provide props to enrich pretend play; books, puppets, props to support story dramatizations › Prepare picture schedule to show activities for morning, evening times at school or home <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Help children to develop good team spirit while working in small groups; take turns, be courteous to each other, be helpful to each other › Use appropriate conflict resolution techniques to resolve conflicts that may arise in the small groups as well as the large groups › Help children communicate with words rather than by physical force (hitting) › Read stories to children regularly 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - name at least one food that comes from animals or plants? - cooperate as team member of a small group? - share group responsibility for watering and caring for a germinating pea plant? - describe different quantities of peas accurately? - willingly engage in pretend play and story dramatizations? - imitate sounds of at least two animals correctly? - describe activities that they do at school or home at different times in the day, e.g. morning, evening? <p>INVOLVING PARENTS</p> <p>Share with parents pointers on</p> <ul style="list-style-type: none"> › ways to help children have experiences with quantity at home and learn to apply mathematical terms accurately, e.g. a little, a lot, etc. › ways to involve children in simple gardening tasks at home, e.g. helping to water a special plant › helping children increase awareness of different times of the day and what routines fit into morning, and evening times

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CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> Some foods make our hair and skin healthy These foods are fruits and vegetables Some examples of vegetables are lettuce, cucumber, callaloo Some examples of fruits are apples, bananas, oranges, mangoes, limes Fruits have different sizes, shapes, colours, tastes and textures Some fruits are sweet while some are sour Fruits may be ripe or green; most fruits are hard when green and soft when ripe Many fruits have big or small seeds Some fruits are big and heavy (watermelon) and some fruits are small and light (cherry) The skin of some fruits is bumpy or rough (soursop, sweetsop) while others are smooth (mango, melon) 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> look at pictures and or examine real fruits and vegetables; match picture cards to real fruits and vegetables identify foods that belong to fruits category and vegetables category; engage in fruits and vegetables matching and sorting activities; talk about favourite fruits and vegetables. talk about the importance of fruits and vegetables to keeping healthy engage in activities involving tracing, lacing, cutting out pictures, making playdough fruits and vegetables, colouring, painting, drawing fruit shapes; doing fruit puzzles; zipping, buttoning fruit basket covers; engaging in gross motor activities. identify beginning sounds of fruits and vegetables; practise the correct pronunciation of fruit and vegetable names engage in cooking activities, e.g. making and pouring fruit juice; cutting own soft fruits to make own fruit salad; identify different fruit tastes (sweet/sour) Examine, feel, talk about difference in texture between green and ripe fruits, use sequence cards of fruit and vegetable, e.g. fruit on tree, fruit in basket, fruit being eaten 	<p>hair skin fruit vegetable apples banana orange mango size shapes colour taste texture sweet ripe green healthy limes</p>

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PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Make the following available for children's use</p> <ul style="list-style-type: none"> › Real or replica fruits and vegetables with picture/name labels for matching › Picture cards of fruits and vegetables for matching and sorting activities; fruits and vegetable puzzles › Wide range of art/craft materials including glow food items, e.g. seeds, vegetable and printing stamps › Washed fruits and vegetables for children to use in making fruits and vegetable salads and juices; plastic forks and plates › Labeled charts or place mats of fruits and vegetables › Samples of green and ripe fruits › Picture cards for sequencing activities › Soap and towels for hand washing <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Help children develop positive attitudes to fruits and vegetables by being positive and saying good things about fruits and vegetables; model enjoyment in eating fruits and vegetables for children to see (many young children are not naturally inclined to eating fruits and vegetables) › Talk with children about how fruits and vegetables make hair, skin and nails healthy and help them to grow tall and strong 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - match one or more picture cards to real fruits and vegetables? - sort picture cards into categories of fruits and vegetables? - create at least one art/craft item relating to glow foods? - cut with safety scissors, manipulate playdough, zip, button, cut soft fruit with plastic knife, pick up vegetable pieces with plastic fork? - make own fruit salad? - discriminate between sweet, sour, bitter tastes? - distinguish between a green and a ripe fruit? - describe texture of different fruit skins? - complete sequencing cards accurately? <p>INVOLVING PARENTS</p> <p>Ask parents to</p> <ul style="list-style-type: none"> › contribute fruit and vegetable items for use in making salads and juices › help to make various picture cards for manipulative activities › model positive attitudes toward fruits and vegetables, e.g. pack a fruit snack in lunch kit, eat fruits and vegetables with children/family

3-YEAR-OLDS

Term 2

THEME: FOOD

SUB THEME:

HEALTHY FOODS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> Some examples of vegetables are callaloo, cabbage, pumpkin, tomato, turnip Vegetables have different colours, e.g.. callaloo is green, cabbage can be purple, white or green, carrots are orange, tomatoes are red, corns are yellow Vegetables have different sizes and shapes; a pumpkin is big and heavy, a turnip is small and light Vegetables have different tastes; some vegetables taste bitter, e.g. mustard We can eat vegetables raw or cooked or use them to make juices All fruits and vegetables come from plants We should eat lots of fruits and vegetables everyday 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> examine, manipulate, name different vegetables; participate in a class vegetable salad making or vegetable stir/fry cooking activity; practise washing hands carefully before handling food; use plastic forks to pick up washed and cut up vegetables to make own salad; plan own "healthy" lunch use balance scales in comparing weight of different vegetables; compare and sequence vegetables according to size, e.g. small, medium, big participate in making different vegetable juices; talk about the different tastes and colours of juices; pour and serve each other juices; taste different cooked vegetables; identify what is a bitter taste (e.g. cooked susumber, aloe vera) compared to a sweet or sour taste participate in creative activities with fruits and vegetables, e.g. painting, drawing, puppet show, dances, ring games, music and songs, story sharing and dramatizations; pretend play, etc. listen to stories or jingles with repeated phrases or letter sounds, say poems and jingles with rhymes play various food games, e.g. *fruits match game; *fruit basket turn over 	<p>callaloo cabbage pumpkin tomato turnip colour big heavy small light bitter juice plants carrot</p>

3-YEAR-OLDS

Term 2

THEME: FOOD

SUB THEME:

HEALTHY FOODS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Make the following available for children's use</p> <ul style="list-style-type: none"> › real or replica fruits and vegetables with picture cards for matching › Picture cards of fruits and vegetables for matching and sorting activities › different coloured paints and crayons for children to use in drawing/colouring vegetables and making vegetable prints › washed vegetables for children to use in making vegetable salads and juices; plastic forks and plates, blender › materials for making vegetable stir fry › materials/props for dramatic play; gross motor and musical activities › materials for games, e.g. grab bag, fishing game etc › soap and towels for hand washing › commercial or teacher-made books <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to try new foods – fruits and vegetables; model eating vegetables with pleasure for children to see › Reinforce the importance of hand washing before eating or handling food 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - match picture cards to replicas of fruits and vegetables? - sort picture cards into categories of fruits and vegetables? - create at least one art/craft item relative to fruits and vegetables? - cut paper with safety scissors, manipulate playdough, zip, button, cut fruit with plastic knife, pick up cut soft vegetable pieces with plastic fork? - identify large, medium, small items? - distinguish heavy from light objects? - identify different tastes, e.g. sweet, sour, bitter? - willingly participate in games, musical activities, pretend play? <p>INVOLVING PARENTS</p> <p>Ask parents to</p> <ul style="list-style-type: none"> › contribute fruit and vegetable items for use in salad and juice making › help to make various picture cards for manipulative activities › model positive attitudes toward fruits and vegetables for children to imitate

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHO IS IN MY FAMILY ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Families can be large or small › A large family has many people › A small family has few people › I can count the number of people in my family. › I can count the boys and girls in my family › People in my family are: mother, father, sister, brother, grandmother, grandfather, aunt, uncle, cousin and me › Some family members live together › The words 'Family' and 'father' begin with the /f/ sound; some other words that begin with the /f/ sound are feather, fan, face, fence, etc 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › collect and display photographs of their family members › tear pictures of different families from magazines, newspaper, calendars, etc. › distinguish between large and small families › observe and talk about large and small families draw/paint pictures and make models of families › listen to stories, songs, poems about families › count members of different families; compare number of family members; count and compare number of boys and girls in different families; practise one-to-one correspondence › identify numerals 1 to 5 › form family sets from 1 to 3 › dress up and role play about different family members sing the alphabet song › review and reinforce /f/ as beginning sound. › highlight children whose names begin with /f/ sound 	<p>family large small few many count boy girl mother father sister brother grandmother grandfather aunt uncle cousin</p>

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHO IS IN MY FAMILY ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Collect pictures and photographs of children's family members for display, charts, discussions and activities; collect used magazines › Make available objects and pictures for creating large and small sets, e.g. plastic/metal bottle caps, shells, large beads, cotton reels, etc. › Provide number cards, charts, small building blocks › Create a print-rich environment with individual, group or class-made books, pictures, photographs, models, dioramas, panoramas, charts, word cards, labels <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to understand that there are many different kinds of families of different sizes › Be open to all familiar words/terms used by the children for different family members, e.g. Granny, Gran-Gran, Mama, Mammy for grandmother 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - distinguish between many and few? - count to 5? - identify and recognize numerals 1 to 5? - identify and talk about the different members of their family? - make and compare large and small sets? - identify, recognize and make the /f/ sound at the beginning of words? - sing portions of the alphabet song? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Encourage parents/guardians to collect and send in pictures of families and photographs of their child's family › Encourage parents to read/tell stories about family to their children › Encourage parents/guardians to talk about family photographs with their children, so that each child is able to identify individuals in the family photographs

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHO IS IN MY FAMILY ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Families can be large or small › A large family has many people › A small family has few people › I can count the number of people in my family. › I can count the boys and girls in my family › People in my family are: mother, father, sister, brother, grandmother, grandfather, aunt, uncle, cousin and me › Some family members live together › The words 'Family' and 'father' begin with the /f/ sound; some other words that begin with the /f/ sound are feather, fan, face, fence, etc 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › collect and display photographs of their family members › tear pictures of different families from magazines, newspaper, calendars, etc. › distinguish between large and small families › observe and talk about large and small families draw/paint pictures and make models of families › listen to stories, songs, poems about families › count members of different families; compare number of family members; count and compare number of boys and girls in different families; practise one-to-one correspondence › identify numerals 1 to 5 › form family sets from 1 to 3 › dress up and role play about different family members sing the alphabet song › review and reinforce /f/ as beginning sound. › highlight children whose names begin with /f/ sound 	<p>family large small few many count boy girl mother father sister brother grandmother grandfather aunt uncle cousin</p>

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHO IS IN MY FAMILY ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Collect pictures and photographs of children's family members for display, charts, discussions and activities; collect used magazines › Make available objects and pictures for creating large and small sets, e.g. plastic/metal bottle caps, shells, large beads, cotton reels, etc. › Provide number cards, charts, small building blocks › Create a print-rich environment with individual, group or class-made books, pictures, photographs, models, dioramas, panoramas, charts, word cards, labels <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to understand that there are many different kinds of families of different sizes › Be open to all familiar words/terms used by the children for different family members, e.g. Granny, Gran-Gran, Mama, Mammy for grandmother 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - distinguish between many and few? - count to 5? - identify and recognize numerals 1 to 5? - identify and talk about the different members of their family? - make and compare large and small sets? - identify, recognize and make the /f/ sound at the beginning of words? - sing portions of the alphabet song? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Encourage parents/guardians to collect and send in pictures of families and photographs of their child's family › Encourage parents to read/tell stories about family to their children › Encourage parents/guardians to talk about family photographs with their children, so that each child is able to identify individuals in the family photographs

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHO IS IN MY FAMILY ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › I have a big or little sister and a little or big brother. I am bigger/smaller than my brother/sister and shorter/taller than my sister/brother › I have no sister or brother › My mother, father, grandmother, aunt, etc. are big people (adults); my sister, brother, cousin and I are children. I can count the adults and children in my family › Mothers and fathers are our parents; my mother and my father are my parents; I am their child; I am their son or daughter › My brothers and sisters are children of my parents too › Grandmothers and grandfathers are the parents of my mother and father › Aunts and uncles are sisters and brothers of my parents; my cousins are their children 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › sort clothes and shoes in the dress-up area for adults and children. › use words such as tall/taller; short/shorter; big/bigger; big/small to describe family members and items of clothing › fit simple puzzles of family scenes › create pictures, posters, collages, use playdough to make family members › talk about and make sentences about the members of their own family, e.g. I have a brother and a sister. I live with my Mummy and Granny › make a class Big Book of the children and their families › share, stories, poems, rhymes, finger-plays, songs about family › play family ring games and other activities; make and use puppets and masks for stories about different families › engage in dramatic play about family activities 	<p>little/small big/large bigger/smaller shorter/taller adult children parents father mother son daughter grandmother grandfather aunt uncle cousin</p>

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHO IS IN MY FAMILY ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Picture-word cards family words, e.g. brother, sister, mother, father › Provide a variety of art/craft materials for children's use in creative activities, e.g. paper/card, jumbo crayons and markers, coloured paint, playdough, Plasticene › Set up a dress-up corner; ensure that clothes are washed regularly › Collect children's stories, poems, rhymes, etc. about family › Provide additional books, pictures, charts, matching activities, etc. about family in the Book/Reading Corner <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage each child to talk about their family › Be sensitive to the differences among the children's families › Encourage and be a model for showing respect for others, e.g. listening attentively when others speak, not laughing at others because their family is different, etc. › Display samples of work/effort by all children 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - participate in class activities and discussions? - use appropriate words, in discussions about the size and height of members of their family? - identify, name, talk about members of their own family? - count the number of members in their own family and that of others? - recognize numerals 1 to 5? - make simple oral sentences about own family? - participate in finger-plays, jingles, songs, rhymes, story-sharing? - make an art/craft items as picture? - contribute to class Big Book on Our Families? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Celebrate different family days, e.g. invite grandparents to meet and spend time with the group on grandparents' day

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHERE DOES MY FAMILY LIVE ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Family members have names › Everyone has a first or Christian name and a last or surname › My first name is _____ › My last name is _____ › Some names are short, e.g. Chad, Rose, John, and some are long e.g. Elizabeth, Jennifer, Shaunakay, Nickolai › I can identify my name › I can identify the names of some of my friends; I know the names that begin with the same sound as my name 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › use SJE sentence structures to tell their names and family members names › my name is _____, my mother's name is _____, my father's name is _____, my brother's name is _____, my sister's name is _____ › clap, tap, stomp, move and create rhymes to names › sort and match name cards by length of names › identify/recognize/find own written name, e.g. on flash cards, charts, art and craft work, pictures, jigsaw puzzles, chalk board, for games, etc. › trace around paper letters › practise own formation of random letters › address each other by name and play name games › sing songs including the alphabet songs › role play different family scenes, e.g. mealtimes, going to church or going shopping 	<p>short long one two more first last christian name surname</p>

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHERE DOES MY FAMILY LIVE ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Be familiar with the family size, structure, etc. typical of the children in the group › Prepare name cards of different lengths for matching and sorting › Provide chalk, chalkboard, white board, erasable markers, jumbo pencils, paper for children to do individual practice and play with writing › Prepare name cards of each child; make name cards available for children's use › Practise proper penmanship <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Remember the importance of knowing each child's name and responding to each child with the use of his/her name; show respect for each child and his/her name; avoid expressing any preference for particular names; encourage each child to be proud of his/her name › Say each child's name correctly; confirm the pronunciation with parents; encourage others in the group to say each child's name correctly › Do not force children to read and write their names › Discourage the use of "pet" names 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - provide/say the names of parents, siblings and other members of their immediate family? - sort and match name cards according to length? - recognize and respond to the rhythm in words? - recognize own name and that of some others in the group? - participate in activities requiring use of small and large muscles? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Confirm the proper pronunciation and appearance (written form) of each child's name with parents or family members › Encourage parents and family members to assist children in identifying their names › Confirm names of children's family members with each child's parents

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHERE DOES MY FAMILY LIVE ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › I live with my family at my home › I know where I live with my family › I have a telephone at home › Telephone begins with the /t/ sound; some other words that begin with the /t/ sound are townhouse, taxi, tummy, television, tail, etc › Our homes do not always look the same; they can be large or small; they can be rectangular or square; they can be painted or unpainted; they can be wooden or concrete › Our homes can be found in different places – on a hill or in a valley 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › go on a field trip in their school community to observe different types of houses › talk about the similarities and differences of different houses in which families live › use different materials and ‘trashables’ to make models of homes; draw and paint homes › practise answering the telephone › review and reinforce/t/ as beginning sound › use geometric shapes (triangle, rectangle, square) to make a drawing of a house › arrange 3 pictures of houses according to size › listen to and retell stories about houses › contribute to making a Big Book of family homes 	<p>home live large small rectangular square painted unpainted wooden concrete hill country city sea valley house</p>

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHERE DOES MY FAMILY LIVE ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Make arrangements for field trip › Collect telephone number and address for each child in order to help them become familiar with the information › Encourage children to participate in preparing class Big Book on Where Our Families Live › Provide varied indoor and outdoor activities to use and reinforce positional words, e.g. up, down, on, in, by, beside, near, far › Collect and provide additional books, pictures, charts, games, etc. on different homes around the world › Collect stories about different homes of children around the world › Make charts with pictures of items beginning with the /t/ sound <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Provide appropriate vocabulary and speech patterns as children participate in oral activities › Encourage all children to participate in activities and discussions › Encourage and model showing respect to each child as he/she speaks › Encourage and guide children to respond to questions (who, what, where) and comments appropriately › Encourage children to express preferences; show respect for their preferences 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - recognize and talk about similarities and differences among different kinds of homes? - participate in discussions and group activities? - identify the /t/ sound at the beginning and end of words? - name the community where he/she lives? - use appropriate words and speech patterns to describe different homes? - sequence pictures, and parts of stories? - use positional words correctly? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Invite parents/guardians to confirm their child's address and telephone number and label child's belongings with these particulars › Encourage parents/guardians to talk about the journey between home and school as they and their child make their way to school and home › Encourage parents/guardians to talk about places and things in their community and especially those near their home › Encourage parents/guardians to teach their children the name of their community

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHERE DOES MY FAMILY LIVE ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › My house has different rooms › I can sleep in the bedroom › I can watch television in the living room › I can bathe in the bathroom › “Bedroom”, “bathroom”, “bathe”, begin with the /b/ sound › We cook in the kitchen 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › sort pictures and objects according to where they’re found in the home › play in the Home Corner; use household items to demonstrate positional concepts, e.g. on, under, beside, into › follow directions in folding rags, pillow cases, etc.; practise making the doll’s bed in the Home Corner – changing pillow cases, spreading sheet › examine, sort and talk about objects used for keeping our bodies clean, e.g. bathing, shampoo, toothpaste for keeping hair and teeth clean › review and reinforce /b/ as beginning sound of words › prepare simple drinks and foods, e.g. fruit salad, bun and cheese, jello, etc. › taste foods prepared › practise table setting to learn one-to-one correspondence and self-help skills 	<p>house bedroom living room bathroom kitchen hair teeth tag on under beside into table chair bed stove television</p>

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHERE DOES MY FAMILY LIVE ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Collect objects found in the home › Collect pictures of objects found in the home › Provide additional materials in the Home Corner › Prepare a display of the objects used for keeping clean so children can examine each individually › Prepare riddles to reinforce children's awareness and discrimination of each sound › Collect all ingredients for food and drink preparation so all children can be involved; exercise safety in use of cooking utensils and practise other kitchen safety rules <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children as they participate in all activities › Avoid the influence of own biases and preferences as children express theirs › Avoid doing things for the children instead of allowing them to try › Confirm (check with others) how to do things before showing the children, e.g. brushing the teeth properly › Remember that the children are from very different homes and Home is a very special place for each child 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - sort and classify pictures and objects? - participate in role-playing and creative activities? - follow directions when preparing food and drink? - identify the /b/ sound at the beginning of words? - participate in discussions and activities related to keeping clean? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Ask parents to contribute items such as shampoo, toothpaste, toothbrushes, wash rags, towels, basins for display › Encourage parents/guardians to collect and bring in objects for the Home Corner, e.g. pots and pans, cushions, discarded telephones, mini furniture, for the Home Corner

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHAT DOES MY FAMILY DO ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<p>My family does many activities together</p> <ul style="list-style-type: none"> › At home we can eat together and have fun together › We can watch television together › We can read and tell stories to each other › We can prepare meals together › We can do chores together › We can play indoor and outdoor games 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › Sort pictures of different foods eaten for breakfast and dinner; share prayers at home with others › Watch appropriate video shows/movies › Listen to story of Goldilocks and the Three Bears and role play portions of the story from memory › Pretend to prepare and serve porridge or soup to each other in the Home Corner › Play hide and seek games outdoors; run, walk, jump, throw, catch and kick a ball › Mix and taste own lemonade › Distinguish between inside and outside; participate in and talk about things done inside and outside and reasons for doing so 	<p>indoor outdoor outside breakfast dinner together television chores</p>

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHAT DOES MY FAMILY DO ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Collect pictures, books, calendars, etc. about indoor and outdoor activities and make them available for children's use; make selection and addition to the Book Corner › Use new words related to the theme frequently and allow children to use them correctly during discussions, story-sharing, news-telling, etc. › Provide appropriate movies and story books <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage each child to participate in discussions and story-sharing; model good listening skills › Guide children in asking questions and making comments appropriately › Model Standard Jamaican English for children to hear › Be aware of children's use of books, e.g. position and directionality as they turn pages 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - talk about, role-play or create pictures of activities done inside their home? - share own preferences in food for breakfast and dinner, television programmes, or movies? - use new words in discussions and stories correctly? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Encourage parents to establish routines at home › Encourage parents to take their children to community libraries to get more familiar with and develop interest in books

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHAT DOES MY FAMILY DO ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<p>Concepts for emphasis noted in italics</p> <ul style="list-style-type: none"> › Many families are at home on Saturdays and Sundays › When I am at home <i>I can help</i> to do many things <ul style="list-style-type: none"> - I can help to keep my home <i>clean</i>, e.g. sweep and dust - I can help to look after the animals and pets - I can help to do things for myself, e.g. dress myself, fold my clothes, comb and brush my hair, put away my shoes › I am safe at home when I remember <ul style="list-style-type: none"> - not to run, slide, climb, swing inside my home - not to talk to strangers and let them into my home - not to play with matches or fire or things on the stove - to dial 119 when in danger - to put away my toys when I have finished playing › Saturday and Sunday begin with the /s/ sound; some other words that begin with /s/ are sun, sand, sing 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › talk and share stories about their families weekend activities › talk about how to keep their homes clean › practise sweeping the floor, clearing up and putting away lunch things, toys, and materials after use › participate in show and tell about a family pet › practise dressing self, e.g. taking off and putting on shoes and socks, buttoning and unbuttoning, undoing snaps, pulling down and pulling up underwear/pants to use the toilet, etc › talk about, look at pictures, listen to stories about safety at home › colour pictures about safety at home › engage in dramatic play about firemen on the job 	<p>saturday sunday dirty clean sweep dust pets animals button unbutton shoes</p>

3-YEAR-OLDS

Term 2

THEME: MY FAMILY

SUB THEME:

WHAT DOES MY FAMILY DO ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Prepare a roster for class helpers; always supervise and monitor as children help with cleaning up; encourage children as they help others › If possible, invite members of the emergency services (policeman, fireman, paramedic, etc.) to visit the children and share safety practices with them › Research information about children and safety at home › Prepare mobiles with pictures of items with beginning /s/ sound <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage and guide children as they participate in “I can do things for myself” activities; avoid doing the things for the children; break down the activities and instructions into manageable tasks that can be done by the children, e.g. tying laces, folding clothes, etc. › Be careful not to frighten children about the possible dangers that can happen at home, rather, guide them in the proper use of playthings and objects; reinforce careful and proper use of objects and safe practices 	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - talk about helping others at home and at school? - distinguish between clean and dirty? - clean up eating or work area and put away materials? - participate in discussions about caring for animals and pets at home? - tell the emergency number 119? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Make arrangements for and invite parents and guardians to talk or have a presentation by emergency services on the topic “Safety at Home” › Encourage parents/guardians to allow their child to help with home chores and activities, and to dress themselves › Encourage parents/guardians to help their child remember their telephone number and address

3-YEAR-OLDS

Term 3

Developmental Objectives

WELLNESS	COMMUNICATION	VALUING CULTURE
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Demonstrate greater control and increased confidence in carrying out movements of the upper and lower limbs and whole body, e.g. climbing, jumping, catching, throwing › Start, stop, change directions and respond to signals while carrying out movements with increased awareness of space and position › Continue to perform simple movement sequences and respond spontaneously to rhythm, music and other sounds › Continue to strengthen muscles in fingers and hands and develop greater hand-eye coordination, e.g. using pencils, markers, paints, paintbrushes, templates, beads, blocks, puzzles, lids, pegs, playdough, sand, water, glue, paper, spoon and fork › Continue a sequence of concrete objects, pictures, shapes and symbols in a variety of combinations › Identify, tear and paste simple shapes and patterns › Display individuality and make choices; like to be independent; do things for themselves; help with simple tasks › Begin to talk about keeping safe, e.g. at home, in school, when around water › Continue to practise basic personal hygiene › Play well with others › Exercise greater self-control but still need adult help/support 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Use appropriate vocabulary most of the time › Describe simple pictures (including ones they have drawn), objects, shapes, events › Use SJE for comparatives, e.g. “bigger” and to indicate plural and past tense › Make eye contact with a speaker › Continue to relate stories and experiences › Enjoy using new and unusual words › Continue to enjoy singing songs; listening to stories and repeating simple rhymes, jingles and finger-plays, especially those with silly or nonsense words › Demonstrate left to right orientation › Continue to show preference for particular stories and books › Recognize print in various settings and contexts › Continue to read and interpret environmental print › Build listening and oral vocabulary of words and sounds 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Recognize and appreciate others in their class and school; anticipate routines and talk about activities associated with school › Continue to enjoy expressive activities › Continue to imitate behaviors related to religious and cultural practices such as saying prayers, singing songs, etc.

3-YEAR-OLDS

Term 3

Developmental Objectives

INTELLECTUAL EMPOWERMENT	RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT	RESILIENCE
<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Begin to recognize patterns among objects such as round things, soft things, animals, things found in the water, etc. › Count the number of objects in a given set › Recognize numerals/number symbols up to 9 › Understand time concepts “now,” “soon,” “later.” Explore passing of time during daily activities › Begin to make comparisons among objects, pictures and symbols that have been observed › Continue to show curiosity and interest in different sounds, smells, tastes, textures › Demonstrate awareness of aspects of the weather › Identify a circle, a square and a triangle › Perform with increasing confidence in activities that involve estimating and using non-standard measurements › Participate in activities that develop basic concepts of quantity, space, time and non-numeral concepts such as more, many, plenty, some, none, etc. › Demonstrate awareness of sounds in the environment; recognize and respond to slow and fast rhythms and tempo › Begin to use a variety of media to draw, paint, print, model, make collages, etc. › Participate in role-playing and improvisation › Continue to recognize and distinguish among colours in the environment and begin to show preference for specific colour(s) 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Demonstrate being a member of a group, e.g. helping to clean up, waiting turns, sharing materials, obeying rules and carrying out individual duties › Continue to practise ways of showing respect for others’ feelings, their wishes and what they have to say › Continue to practise ways of showing feelings of kindness and consideration for others › Begin to find sharing a bit easier and begin to negotiate terms › Continue to display a growing sense of trust and confidence in the learning environment › Continue to show curiosity and interest in nature and exploring their environment; especially in the unique features of and caring for different animals › Enjoy experiencing nature in various ways; develop awareness of caring for their environment 	<p><i>If provided with the appropriate opportunities children will</i></p> <ul style="list-style-type: none"> › Begin to express and indicate fear, anger, joy, sadness, affection, excitement, enthusiasm and disappointment in socially acceptable ways › Make their own preferences known; make personal choices to reflect sense of self › Display sense of trust in the learning environment and recognize that adults in this environment can be helpful and available when in need › Understand “Who is a stranger?” Talk about the dangers of going off with strangers › Continue to develop awareness of consequences of own actions › Talk about and begin to practise “body rules” in caring for self

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

OUR WORLD OF ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › There are many different types of animals in the world › Animals are found on land, in water, in trees, in the air › Animals are alike in some ways and different in some ways; some are large and some are small › Some animals have no legs, some have two legs, some have four legs, some have six legs; some have many legs <ul style="list-style-type: none"> - a bird has two legs - a dog has four legs - an insect, e.g. a butterfly has six legs - a spider has eight legs - a centipede has many legs - a worm has no legs 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › Talk about and share what they already know about animals; look at labeled pictures and identify by name different animals from Jamaica and other parts of the world, e.g. lion, bear; observe and match pictures of animals that are the same › Observe animals outdoors and indoors; name and group animals found in the air, in water, in trees, on land; count number of animals in each group, practise forming different number sets of animals up to five › Compare different animals, e.g. size, number of legs, shape of eyes, ears, mouth, etc.; do animal puzzles fitting different parts of an animal together; make animals, e.g. bird, dog, butterfly from different paper shapes, e.g. circle, triangle, square, rectangle, oval › Observe different animals and count number of legs, etc; identify the corresponding numerals; use magnifying glass to examine small animals, e.g. insects; use words such as more than, less than, many, none; listen to animal stories 	<p>many land water trees air alike different large small bird dog insect butterfly spider worm donkey bear cow horse duck chicken</p>

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

OUR WORLD OF ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Prepare and/or collect</p> <ul style="list-style-type: none"> › charts, picture cards, name labels of a variety of domestic and wild animals from Jamaica and other countries › plastic toy animals, stuffed teddy bears, animal puzzles, paper cut outs of shapes, e.g circle, square, rectangle, triangle, oval for display and children's use › magnifying glass, collection of insects properly secured for display and observation › different sized containers and a variety of different objects for manipulating quantities more, less etc. <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Build children's confidence in sharing views, facts, feelings, opinions and expressing themselves freely › Continually model SJE language structures for children who use mainly their home language; encourage them to respond in SJE speech patterns; this approach is more desirable than trying to "correct" children's speech openly as this reduces their self confidence and willingness to speak at all 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - tell at least one fact about animals? - identify animals seen in pictures by name? - match similar animal picture cards? - name an animal found in the air, on land, in water, in trees? - describe an animal by size, number of legs, appearance of, ears, mouth and tail - fit an animal puzzle together? - create an animal picture from different shapes? - count objects and identify the corresponding numeral? - use terms more than, less than appropriately? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › spend time outdoors with their children observing different animals closely and talking about different features of the animals › encourage their children to practise their counting skills and language skills using terms such as more than, less than, etc. › collect pictures of animals › read stories about animals to children, e.g. Animal legs contest

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

OUR WORLD OF ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Animals move their bodies in different ways, e.g. crawl, walk, run, jump, swim, fly, › Animals make different sounds, some make loud sounds and some make soft squeaky sounds: cows moo, donkeys bray, ducks quack, chickens cluck, etc › Animals have different body coverings; fish have scales, birds have feathers, dogs have hair, sheep have wool › Some animals can live in very cold countries e.g. polar bears, and some must live in warm places, e.g. crocodiles › There are many interesting stories about animals that we can share with each other 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › colour animal face-masks; use masks to pretend play being animals; moving their bodies like animals to different musical rhythms e.g. fast, slow; play ‘Animal Turn over’ similar to “Fruit Basket Turnover” › identify animals that make loud sounds, e.g. cow, lion, and those that make soft, squeaky sounds, e.g. rat, mouse; have fun imitating different animal sounds in soft and loud voices › engage in art and craft activities, e.g. covering appropriate paper animal cut-outs with the appropriate items, e.g. scales, feathers, hair cotton etc; or colouring paper animal cut-outs with paint or crayons; feel and describe the texture of different animal body coverings › listen to and retell stories about animals, e.g. ‘The Bear Hunt, Three Billy Goats Gruff › identify the beginning /a/ sound in words such as animal, ant, apple 	<p>crawl walk run jump swim fly sound loud soft moo bray quack cluck scales feathers hair fur cold warm</p>

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

OUR WORLD OF ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Provide</p> <ul style="list-style-type: none"> - musical instruments and taped music - materials to make animal face masks - taped animal sounds - cut -out animal shapes - collage items e.g. feathers, hair, cotton, fish scales, crayons, paints etc. - collection of appropriate songs, jingles, poems, regular and big books about animals <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Ensure that the outdoor environment is clean and safe › Encourage children to explore and be curious about the various animals in their “backyards” (home and school) › Give children magnifying glasses to observe lizards, ants, butterflies and other insects up close › Encourage children to be kind to animals and to say prayers of thanks to God for his creatures 	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - imitate the movements of an animal? - imitate the sound of an animal? - demonstrate fast vs. slow movements? - demonstrate a loud vs. soft sound? - tell difference in textures? - differentiate cold vs. warm? - select the appropriate skin cover for animal shape cut-outs? - willingly participate in singing songs, doing action rhymes, saying poems, jingles, finger plays? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › engage in animal pretend play with children at home › let children feel and describe the skin cover textures of their pet animals, e.g. dog, cat, turtle › reinforce concepts of loud, soft, fast, slow, cold, warm › provide paper, crayons/paint for children to draw and colour their favourite animal

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

OUR WORLD OF ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> Some animals are kept as pets at home, e.g. rabbit, bird, fish, dog, and others live on farms or in fields e.g. horse, donkey, cow, goat; some animals live at the zoo or in the wild e.g. lion, tiger, elephant, snake, flamingo Some animals provide food for people to eat, e.g. fish, chicken, cow, goat, pig, lamb; some people do not eat meat from animals because they are vegetarians and mainly eat food from plants Some animals are used to do work, e.g. transporting people and goods from place to place, e.g. horse, donkey 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> sort animal pictures/cards into categories, e.g. farm, zoo animals; look at large animal picture books paying attention to directionality in using books – left to right and top to bottom; use descriptive words appropriately name some food dishes that come from animals, e.g. fried fish, jerk chicken, curried goat, etc; talk about what is their favourite meat dish and why they like it; help to make a pictograph or bar graph of children's favourite meat dishes; participate in a meat and vegetarian food-tasting party; talk about vegetarians and their meals use hand puppets of horse, donkey and do a puppet show story about them; engage in outdoor play demonstrating how horses and donkeys move 	rabbit bird fish dog horse donkey sheep goat lion tiger bear elephant chicken pig lamb

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

OUR WORLD OF ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Provide</p> <ul style="list-style-type: none"> › picture cards of farm animals and zoo animals › playdough, animal hand>puppets › puppet theatre › storybooks about animals › Arrange with parents to contribute meat and vegetarian dishes for tasting party <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Have talks with children about the importance of appreciating and respecting people who are different › Talk about people who have different food preferences, people who look different, sound different and behave differently from them › Show children by example various ways to support and assist children with visual, hearing and other disabilities 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - sort animal pictures into farm and zoo categories? - demonstrate how to hold and use a book? - name at least one dish that is made from animal meat? - tell who a vegetarian is? - name at least two animals used to transport people and loads? - model an animal shape from playdough? - willingly participate in singing and puppet show dramatizations? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › show children how to hold and turn the leaves of a book properly › contribute to providing or preparing a dish for the tasting party › talk with their children about being supportive and helpful to people who have disabilities or are different from them in any way

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

PETS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › A pet is an animal that is kept for enjoyment; it is very special to one person or to a whole family › A pet usually has a special name, e.g. Bruno, Sammy, Muffin › A pet is loved very much and given special care in the day and at night › Pets sometimes have a special place to sleep, and a special container to eat and drink from; › A pet must be fed, given clean water daily and kept clean; › A pet is usually taken to the veterinarian (vet) for a check up to ensure it is healthy 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › talk about the pets that were taken to school › bring pictures (photo or magazine cut-out) of their special pet to school for show and tell time; create a wall mural with pictures of pets brought for show and tell; make toy pets from plastic bottles, toilet paper rolls, and juice boxes › use SJE speech structures to tell the name of their pet, e.g. The name of my pet is... › talk about what makes their pet special and how they care for pets in the day and at night; identify features of night and day, e.g. sun, moon, stars, dark, etc › take turns demonstrating with classroom pets how to feed and water them (if this is safe); use found materials to construct homes for pets › pretend play taking toy pets to the veterinarian › listen to and ask questions about a pet taken to school by a parent › sing “Mary had a Little Lamb” and other animal songs 	<p>day night pet clean dirty water sun moon stars dark safe</p>

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

PETS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Invite a parent to bring a pet to school › Ask children to bring photos of their pets or pictures representing their pets to school <p>Provide</p> <ul style="list-style-type: none"> › a pet for show and tell (if parents were not able to) › materials to make wall mural › materials to make toy animals, e.g. plastic bottles, toilet paper boxes, juice boxes, glue, cotton, hair etc › day and night pictures › pet feeding containers, pet food › large cardboard boxes, large plastic bottles for making replicas of animal homes <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Help children to develop a consciousness about being caring and kind to people, animals and plants by exemplifying such behaviours and attitudes consistently 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - contribute to the wall mural? - construct a toy animal from discards? - use some SJE patterns in speech? - identify "day" pictures from "night pictures?" <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › Make suggestions to parents about ways they can inculcate a spirit of caring and kindness in their children, e.g. caring for their pets, plants, other people at home and in their community › Show parents how to make playdough at home for children to use to make models of different kinds of animals

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

PETS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › The veterinarian uses a stethoscope to check pets like dogs, cats, horses; he /she weighs and measures pets and takes their temperature with a thermometer to find out if they are ill or not › The veterinarian sometimes gives our pets medicine to help them when they are sick › Some very popular pets are dogs, cats, birds, fish › Dogs and cats live in the family home; dogs sometimes have their own home called kennel › Pet birds live in cages; pet fish live in the aquarium › Animals' homes must be kept clean; we must always wash our hands well after caring for or handling animals 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › pretend play weighing toy pets(eg stuffed animals) in balance scales; use a stethoscope to check animals; use a thermometer to take the animals' temperature › make play animals from playdough; count how many animals › talk about favourite pets; draw and colour pictures of pets; place pictures of pets in small and large groups up to six items › use large boxes as animal homes in pretend play; paint a large box to look like a cage; or aquarium or dog house; use unit blocks to build animal homes; match animal pictures to homes › put pictures in the appropriate sequence, e.g. empty dog plate, dog plate with food, dog eating food from plate. › observe a real aquarium in the classroom, watch the fish swim to and fro and imitate swimming motions › demonstrate how to wash hands carefully after handling animals and their homes › identify beginning /c/ sound, e.g. in the words cat, cage, camel, carrot 	<p>stethoscope thermometer dog cat bird fish kennel cage aquarium medicine kennel</p>

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

PETS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Prepare/provide</p> <ul style="list-style-type: none"> - various types and sizes of stuffed animals - real or toy stethoscopes - toy or real thermometers - picture cards of different sized animals - picture cards of animal homes; sequencing cards, e.g. feeding dog - playdough/ Plasticene - paints, crayons - unit blocks, aquarium with fish <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Have discussions with the children about caring for pet animals › Emphasize the importance of hand washing with soap and clean water after handling animals themselves › Encourage children to be “cleanliness buddies” to each other by reminding peers to wash hands before eating, after toileting, and after caring for animals, etc 	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - participate in pretend play involving animals and their homes, going to the veterinarian, etc.? - count the number of animals? - show a large and/or a small group of objects? - draw and colour a picture of a pet? - match pictures of animals to pictures of their homes? - imitate swimming movements? - demonstrate the proper way to wash hands? - sequence a given set of pictures? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › help children place objects and/or pictures in sequence › read and tell animal stories to their children › watch animal programmes on TV

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

FARM ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> Some animals live on the farm. They are called farm animals. Some farm animals are: horse, donkey, goat, cow, pig, rabbit, chicken, duck, sheep Some farm animals provide us with foods such as milk, meat, eggs Some farmers grow fish for eating Milk can be used to make butter, cheese, ice cream, yogurt and other products; many milk products are very delicious Chickens and ducks lay eggs. We use chicken eggs for baking, making punch drinks, egg custards We eat chicken eggs An egg has an oval shape Some people are allergic to milk and eggs; this means that they get sick when they eat these products 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> play simple group games about animals, e.g. “Old Mc Donald had a Farm”; sing songs, say poems, jingles, finger plays about farm animals; help to make a play farm with blocks and small toy animals; go on a field trip to a farm; identify and name animals do several activities requiring the use of small muscles, e.g. cut and paste farm animal pictures, count, sort and group various animal pictures; make animal mobiles, lace animal cards, crush clean egg shells to make collage answer questions such as: Which animals give us eggs? milk? meat? Practise speaking using SJE structures and new words, e.g. delicious use papier mache, plastic, playdough for several activities, e.g. counting, matching and sorting coloured eggs, identifying and matching shapes, making pretend meals on plates Engage in puppet show about “Talking animals” – making the sound each animal makes 	<ul style="list-style-type: none"> delicious oval shape allergic horse goat donkey cow pig rabbit chicken duck sheep farm yogurt

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

FARM ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Prepare/provide</p> <ul style="list-style-type: none"> - props for setting up a play farm, e.g. toy farm tools made from styrofoam, thin ply board, heavy cardboard, etc.; toy farm animals; farmer's clothes, boots for role play, etc. puppets, puppet theatre - magazines with animal pictures for cutting out with safety scissors to make mobiles - collage materials, e.g. clean crushed egg shells; coloured markers, crayons, paints etc. <p>› Make adequate preparation for going on field trips</p> <p><i>Interacting with and Supporting Children</i></p> <p>› Support children's efforts to work well in a group or when playing games, e.g. taking turns, sharing materials with others, showing respect for each others' feelings and differences</p> <p>› Continue to reinforce the importance of respecting each other's differences, e.g. persons with allergies should not eat some foods that others can eat</p> <p>› Encourage children to persevere and complete tasks they begin</p>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - participate in dramatic play about the farm? - participate willingly in a field trip to the farm ? - use scissors to cut animal picture from a magazine? - use SJE structures to ask a question? - sort and match coloured eggs? - sort and match different shapes, e.g. oval, circle, triangle, square, rectangle? <p>INVOLVING PARENTS</p> <p>› Ask parents who are able, to assist with making farm tools for children's use in dramatic play</p> <p>› Parents can contribute clothes for dressing up as farmer, egg shells for art work</p> <p>› Parent can accompany children on field trips</p> <p>› Parents whose children have dairy allergies can provide alternatives to ensure that their children can participate in all activities</p>

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

FARM ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › The farmer is the male or female who takes care of the animals on the farm › A farmer wears a hat for protection from the sun › Water boots help to protect the farmer's feet from harm › Many farmers wear overalls › The farmer has to call the vet when animals become sick › It is fun being on a farm where the animals are healthy and happy › Animals can feel happy, sad, angry, tired like people do sometimes 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › sing and do actions for song "Farmer in the Dell" › pretend being an animal doctor (veterinarian) for stuffed or made toys; weigh, measure, take temperature, listen to animal heart beats with stethoscope, etc. › pretend to be healthy and happy farm animals, e.g. participate in a farm animal parade wearing different costumes, e.g. animal heads and tails › play "pin the tail on the donkey" › do an animal dance with different children moving like different animals; sing songs using animal sounds, e.g. baa, baa, baa, baa or neigh, neigh, neigh, neigh, cluck, cluck cluck, cluck, quack, quack, quack, quack, etc › listen to the story of "Shaggy Parrot and the Reggae Band" and dance to the music 	<p>male female water boots happy sad angry tired overalls costume parade head tail</p>

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

FARM ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <p>Prepare/provide</p> <ul style="list-style-type: none"> › Seek parents help to make from safe, discarded materials, a variety of tools used by the farmer, e.g. fork, machete, hoe, shovel, pick axe › Collect items to support role play/dramatic play, e.g. hats, buckets, stethoscopes, thermometers, water boots, baskets, clean, old denim and khaki pants, shirts/blouses, etc, large bags, stuffed toy animals › Make animal costumes (tails and faces) for animal parade › Provide music for children to dance and move to <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Help children to increase their awareness and understanding of different kinds of feelings, emotions they have, e.g. sad, happy, angry, frightened › Let children observe animals and tell how they might behave when they feel happy, angry, sad, etc 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - name one or two tools and items used by the farmer? - sort items used by a veterinarian and those used by a farmer? - role play what the farmer does? - role play what the veterinarian does? - show how people look and behave when they are tired, sad, happy, frightened, angry? - imitate the movement of some animals? - imitate the sounds of some animals? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Seek the support of parents to <ul style="list-style-type: none"> - make props and collect items children will need to use in their dramatic play; make animal costumes - sing songs about animals with their children › Encourage parents to engage in pretend play activities with their children, e.g. imitating animal movements while outdoors

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

ZOO ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › A zoo is a place where some wild animals live › Zoo animals are kept in cages, or behind protective walls › Some zoo animals are elephant, bear, lion, tiger, monkey, snake, peacock, parrot › Zoo animals have different colours and skin covers , shapes and sizes; some are plain, some are colourful, some are spotted, some are striped; some have smooth hair, some have coarse hair › Zoo animals eat different kinds of foods; some eat meat and others eat plants, fruits and vegetables 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › sing a variety of songs, do finger plays, poems, jingles, riddles about zoo animals; › identify the different zoo animals in pictures and call them by name; help to build a play zoo using blocks, and animal cages from large cardboard cartons; use various other containers (large plastic bottles) for bird cages › observe and identify the colours brown, black, grey, etc and patterns of the different animal skin covers, e.g. spotted, striped, plain › use coloured paints, markers, crayons to freely create animal pictures 	<p>elephant bear lion tiger monkey snake parrot peacock spotted plain striped smooth coarse</p>

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

ZOO ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Collect songs, finger plays, poems, jingles, riddles about zoo animals › Prepare or collect posters, picture cards, books of zoo animals; patterned cloth scraps, e.g. stripes, dots, different coloured plain cloth in colours that look like animal skins › Have available paints, coloured markers, crayons, large and small used boxes, large plastic bottles, large carton boxes <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Observe how children react to and/or interact with various animals › Commend children for demonstrating caring attitudes to animals › Caution children not to abuse and hurt animals; they are God's creatures › Reason with children about the fears they might have about various animals in an effort to dispel fearful feelings and help them become more rational in responding to harmless animals 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify and name some zoo animals from pictures? - identify and name the colour of the skins of different zoo animals? - identify and name patterns found in some animal skin coverings, e.g. stripes, spots? - describe texture of different animal skin coverings? - sort and group animals that eat different types of foods; meat, plants, fruits and vegetables? <p>INVOLVING PARENTS</p> <p>Encourage parents to try to be positive and kind in their own attitudes toward and treatment of harmless animals, e.g. pet dogs, cats, lizards, butterflies as children imitate the behaviours they see adults engage in around them</p>

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

ZOO ANIMALS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Zoo animals need food, water and shelter to be happy and healthy › A zookeeper is a person who takes care of the animals in the zoo › Veterinarians also take care of zoo animals to make sure they keep healthy and get better when they are sick › Zoo animals make different sounds; many zoo animals make very loud sounds, e.g. lions roar; elephants trumpet, parrots screech, bears growl, etc › Zoo animals move in different ways, e.g. jump, crawl, run, walk, swim, fly › At the zoo there are many instructions on signs that we must obey in order to keep safe, e.g. KEEP OUT, DANGER, DO NOT FEED THE ANIMALS 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › listen to and tell many stories about zoo animals › listen to taped sounds of different zoo animals; imitate various zoo animal sounds; make loud sounds and soft sounds › move like the animals move to musical rhythms and varied pace; create own movements to music › count number of feet of different animals › discuss why zoo animals are kept in cages; how children should behave when they visit the zoo in order to be safe, e.g. staying with own group and not going off with strangers; pretend going to the zoo before going on a real field trip to the zoo › fit animal puzzles › listen to and reproduce previously learned beginning sounds, e.g. <ul style="list-style-type: none"> - /p/ pet, paw, - /f/ feather, feet - /s/ sick, sun 	<p>loud lion elephant parrot bear jump crawl run walk swim fly roar growl trumpet screech danger stranger</p>

3-YEAR-OLDS

Term 3

THEME: ANIMALS

SUB THEME:

ZOO ANIMALS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide props to enrich pretend play about the zoo and zoo animals e.g. overalls, gloves, boots, pails, papier mache food items for zoo animals › Source a tape with sounds of zoo animals › Prepare a tape with animal songs and music of different tempo and rhythms <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to learn independence, e.g. making choices on their own › Talk with children about times when it is important to be in a group, e.g. going on a field trip › Explain to children that being in a group can protect them from being taken away by strangers › Give children information on how to behave and what to do when approached by a stranger who might want to take them away 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - imitate sounds made by different zoo animals? - discriminate between a loud and a soft sound? - demonstrate how at least one animal moves? - demonstrate slow and fast animal movements? - tell what to do when approached by a stranger? - reproduce at least three beginning sounds of words? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Share strategies with parents on ways of developing independence in their children › Ask parents to talk with their children frequently about not going off with strangers and how to behave if a stranger tries to take them away at any time

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

ALL ABOUT WATER

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Water can be found in many places (sea, river, pond, pool, tank, pipe) › Some things float on top of water while others sink to the bottom › Water can be hot, warm, or cold › Water can be frozen to make ice; ice melts to become water › Ice feels cold › Water makes things wet › Water has many uses › Water is used for drinking, cooking, cleaning and recreation › Water keeps us clean 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › talk freely about their experiences with water, e.g. where it is seen, its appearance, how it feels); engage in water play with a variety of objects › manipulate different objects in a container of water and observe which objects will float and which will sink (e.g. ice cubes, pencils, pebbles, and chips of wood, balls, keys, coins, sponge, washrags and an eraser) › mix fruit punch or lemonade and add ice cubes; talk about the temperature (hot/cold); put some punch in ice trays to freeze; practise serving each other the “suck-suck” or juice and use the social graces (please, thank you); eat the “suck-suck” and talk about the feel of the “suck-suck” and the taste of it (ensure proper hygiene). › tell ways in which they use water at home and how they use it to keep clean; practise bathing dolls following proper procedures. Sing the song - This is the way we bathe our selves to the tune of “Mulberry Bush”, while bathing the dolls 	<p>water sea river pond pool tank pipe float sink top bottom wet dry ice hot cold warm freeze melt</p>

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

ALL ABOUT WATER

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide/prepare all the resources needed for the activities: <ul style="list-style-type: none"> - basins and objects that will sink or float in water - ingredients for making fruit punch - charts on uses and purposes of water - dolls and dolls' clothes › Ensure that the materials used are age appropriate and relevant <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to participate in all classroom activities › Praise children's effort and give them ample time to think and react › Repeat concepts learned › Make learning meaningful and memorable for children › Provide individual assistance where necessary › Ensure that children obey safety rules at all times › Help children to understand that some areas of their bodies are private (e.g. vagina, penis, bottom) 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - identify ways in which they use water? - identify things that sink and things that float in water? - take part in mixing and freezing of fruit punch? - answer questions based on activities they are doing? - bathe doll following proper procedures? - participate in singing and doing the actions of the song? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › involve children in water play activities › talk about the purposes and uses of water › sing along with children, songs learnt in school › read stories and look at pictures that depict the uses of water, to their children › help children to understand that some areas of their bodies are private (e.g. vagina, penis, bottom)

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

ALL ABOUT WATER

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Some animals and plants live in water › Water can help us or harm us › We must be careful when playing near water; people can drown in water › We can have fun with water › Water has no colour › The colour blue is often used to represent water › We should not waste water 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › Match picture cards of water animals which are the same, e.g. fish, jellyfish, shark, whale, dolphin, shrimp, lobster, crab, frog › sing and do the action suggested by the song Five little speckled frogs sat on a log, e.g. climbing on, jumping off; pretending to be frogs, jumping and croaking like a frog; identify rhyming words from the poem e.g. log, frog, pool, cool › arrange frog cut outs in numerical order as they sing › have children remove one frog at a time noting how many are left › talk about where frogs live (land and water), what they eat (vegetation and small insects), their skin texture (bumpy) › blow bubbles with soapy water; squirt water from squeeze bottles; squeeze water from sponges; empty and fill different-sized containers with water; observe and talk about the difference › look at video slides/pictures showing water in different places; talk about the beauty of water; tell why they should not play in or stand close to water bodies without adult supervision › recite the nursery rhyme Itsy Bitsy Spider; talk about the spider being washed away because of its size 	<p>fish, jellyfish, shark, whale, dolphin, shrimp bumpy frog log croak on off soapy bubbles sponge squirt</p>

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

ALL ABOUT WATER

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide pictures of animals that live in water; picture cards, video slides; pictures of various water bodies; charts with the words of the nursery rhymes; mop, rags for clean up › Provide adequate amount of resources for children., e.g. items for blowing bubbles › Provide appropriate books and magazines about water › Make matching pictures of animals that live in water on cardboard; create double cards › Provide appropriate songs on tape/chart <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Help children to develop self confidence in making choices as well as in sharing their ideas. › Provide adequate and appropriate manipulatives for children to explore › Encourage them to take part in all activities. › Provide children with varied and adequate activities to develop their knowledge base as well as their skills 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - name animals that live in water? - match picture cards correctly? - take part in discussion? - recite nursery rhymes? - play with peers willingly? - arrange frog cut-outs in numerical sequence? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › provide children with books about animals that live in water › listen to children as they talk about experiences with water › let children take part in activities that involve water at home; ensure safety at all times › watch movies about water with their children, e.g. Discovery Channel

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

RAIN

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> Water falls from cloud as rain A rainbow sometimes appears after rain if the sun is shining The rainbow has seven colours – red, orange, yellow, green, blue, violet, indigo Rain hat, raincoat, rubber boots (galoshes) are rain clothing; these clothes help to keep us dry An umbrella is used in the rain to keep us dry Puddles can form during rainfall Farmers need rain to water the crops Flood water is dangerous; crossing gullies and rivers when it rains can be dangerous Water makes many sounds, such as splashing, gushing, swishing, dashing, rumbling, roaring, dripping, gurgling, tapping and trickling 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> sing and do action songs, e.g. Row, row, row your boat and I love the pit pit pater of the raindrops, etc listen to story of Noah and the Ark examine a picture of the rainbow and identify the colours; using SJE structures, e.g. This is the colour... match colours of objects in and around the classroom to the colours of the rainbow; paint umbrella cut-outs using rainbow colours recite nursery rhymes, e.g. Jack and Jill; compare the weight of pails with or without water; find out which pail of water is heavier/lighter; predict and investigate what might happen if they drop a pail full of water say the rhyme Rain, rain go away and talk about ways in which rain is helpful listen to and recite the poem Rain; explain why the rain is falling on the grass, the tree, and the roof tops but not on “Me” dress up and pretend playing a rainy day act out the finger play April Clouds; talk about how they feel on rainy days create a “rain” collage using various colours and scrap materials do a “rain” dance to appropriate music listen to taped water sounds; talk about specific sounds such as the splashing; dripping, gushing, etc. create their own water sounds with containers of water and their own voices 	<p>rain raindrops rainbow red green yellow blue indigo violet orange roof splash swish row heavier lighter</p>

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

RAIN

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Provide small pails with water and other containers of different sizes › Tape water sounds with background music › Prepare finger plays, nursery rhymes, and poems on charts › Create /find picture of rainbow › Prepare picture cards; circle cut-outs; squares of cardboards; story tapes/CDs and sentence strips › Provide appropriate collage materials; paints, crayons, etc › Collect rain clothing for dress-up centre <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Talk with children frequently about the pleasures and the dangers of water › Encourage children to be creative, e.g. make their own dance moves › Encourage children to use SJE when expressing their ideas › Assist children in using specified oral language structure › Be patient with children and give ample time for specific activities 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - participate in familiar action songs? - identify and name specific water sounds? - create water sound with voice or other objects? - recite nursery rhymes? - talk about how they feel when it is raining? - identify the colours of the rainbow? - find and match colours? - use SJE structures appropriately in speech? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › engage children in water play activities › listen to and talk about the various sounds of water › donate materials to make collages, e.g. magazines, scrap fabric, etc › read books about rain and rainbows to children › identify rainbow colours in the environment › talk to children about protecting themselves from rain and flood waters caused by rain

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

RIVERS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › A river is a long body of water › The water flows slowly in some rivers and quickly in others › Rivers flow out to the sea or into lakes › Some rivers are very deep and dangerous › The water in rivers feels cold › The water in rivers is fresh (tasteless) › We should not throw our garbage in our gullies and rivers › Garbage pollutes our rivers; polluted river water will make us unhealthy 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › watch video clips and/or movies about rivers; talk about what they have seen and their own knowledge of rivers in Jamaica › listen to the stories involving rivers, e.g. Baby Moses, The Golden Table, etc › provide children with a variety of objects and let them investigate which ones will sink and which will float. › practise a variety of slow and fast movements › pour and serve each other cold, clean water for drinking; talk about water for drinking, e.g. from taps, and labeled bottles; and water that should not be drunk, e.g. river water › use the words “pollute and pollution” appropriately as they talk about why river water is dirty and not for drinking › place their garbage in bins while singing appropriate clean up songs 	<p>river long deep cold fresh slowly quickly slow fast garbage pollute float sink clean dirty</p>

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

RIVERS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Obtain video clips/short movies, pictures showing rivers › Prepare charts showing different water bodies and water sources › Secure stories and books needed › Provide containers and objects that sink and float <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to participate in story sharing and discussions › Help to build children's awareness of their environment and how to care for it, e.g. disposing of their garbage appropriately › Reinforce safety practices of children, e.g. drink only clean water › Commend children's efforts to keep their surroundings clean on a regular basis › Model SJE language structures 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - retell the story? - identify things that will float? - identify things that will sink? - demonstrate fast and slow movements? - tell why water from the river should not be used for drinking? - use appropriate vocabulary in discussions? <p>INVOLVING PARENTS</p> <ul style="list-style-type: none"> › Take children on a trip to a river, e.g. Dunns' River, Rio Cobre, Rio Grande, Martha Brae › Provide picture books about rivers for children to look at › Talk to children about the importance of caring for our rivers

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

RIVERS

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Some types of fish and shellfish live in Jamaican rivers, e.g. perch, tiki-tiki, janga › Sand, stones and rocks of different sizes, colours and shapes are found in and around rivers › We can have fun at the river, e.g. swimming, fishing, sailing and rafting › Some popular rivers in Jamaica where people have fun are Dunn's River Falls, Rio Grande, Martha Brae › Rivers are used to transport goods, water farms, wash clothes and bathe › We build bridges to cross rivers 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › use sand to outline cut-out shapes of fish, crabs, crayfish and shrimp; make potato prints of fish shapes on construction paper using different colours; hang the fish in the classroom as mobiles › play fishing game, e.g. fish for numerals to match a given number set › sort clean river stones by colour, size, shape, texture; use stones to outline shapes of circles and squares › count stones and create sets up to 9 › paint rocks or dip rocks in paint of their own choice of colour › explore sand; use pails and shovels to measure the amount of sand needed to fill a small bucket › listen to the story of Three Billy Goats Gruff using puppets; retell and dramatize the story in their own way › use building blocks to build bridges for the goats to cross the river › identify and replicate the /r/ sound heard at the beginning of words e.g. river, raft, rock 	<ul style="list-style-type: none"> rock raft fish shellfish crab shrimp boat bridge smooth rough hard

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

RIVERS

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Research the topic › Provide <ul style="list-style-type: none"> - collection of river stones; card board cut-out shapes of fish and shell fish, glue, sand, sand tray, ice-cream buckets, pails, fish outlines; plastic bottles; paint and funnels - provide picture books on the topic; props for fishing games - puppets, pictures of three goats, and building blocks › Set up sand and water centre <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Ensure safety of children as they work with the materials › Encourage children to explore new ideas/concepts, activities › Encourage collaboration among children › Encourage children to complete given tasks › Provide assistance to individual children as needed 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - outline cut out shapes of fish? - sort stones by colour? - sort stones by texture? - sort stones by shape? - sort stones by size? - tell the texture of the stones? - replicate the /r/ sound? - match numerals to number sets? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › provide school with stones for painting, plastic drink bottles, funnels, ice cream buckets › help their children identify circles and squares › help children put things in groups › help children to practise counting different items

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

BEACH

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> › Beaches are made of the sand that is found at the edge of the sea › The sea is the very large body of water › Sea water is very salty › People love to visit the beach and swim in the sea water, especially in the summer › People like to sun bathe, play games and have parties on the beach › Children love to play in the sand, build sandcastles, fill and empty buckets, pour sand and water from container to container › We can estimate which container is heavier or lighter › We wear special clothing at the beach, such as bathing suits, beach wraps › Special items that we use at the beach are: beach towels, sunglasses, beach balls, buckets, shovels, beach chairs, goggles, umbrellas, life jackets, beach hats, etc 	<p><i>Children will engage in a wide range of activities in which they can:</i></p> <ul style="list-style-type: none"> › view pictures, videos/films showing the beach and the sea; talk about their own experiences at the beach › engage in tasting activities involving plain water and salty water; identify which one is similar to sea water › role play going to the beach for a beach party using appropriate props and clothing; play beach ball games outdoors, sing the song “We are going to the beach” (sung to the tune London Bridge) › engage in sandbox play: mix sand with water to build sand castles; pour sand and water into different sized containers; estimate which container is heavier/lighter; use balance scales to “weigh” different quantities of sand › collect pictures of swimwear for men and women from old magazines; make a “beach” scrap book; match pictures of swimwear that look the same, e.g. bikini, full suit, bath trunks; pretend play making sand dishes e.g. porridge, cakes; roll a beach ball into a basket or box › sing songs, say jingles and poems about the sea/beach e.g. “If all the seas were one sea” › identify pictures of beach items from among other pictures › listen to taped “sea sounds”, e.g. waves splashing on the shore, sea birds crying; try to recreate sounds heard 	<p>beach sand sea summer swim bathe sandcastle full empty bucket towel goggles umbrella heavier lighter</p>

3-YEAR-OLDS

Term 3

THEME: WATER

SUB THEME:

BEACH

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><i>Preparing for Learning</i></p> <ul style="list-style-type: none"> › Source pictures, videos, films about the sea and beaches › Provide appropriate items, clothing and props for role play › Provide matching picture cards of items used at the beach › Provide sand box, sand, sand toys, etc › Set up an interest centre with various real beach items on display, e.g. goggles › Source or make tapes of sounds at the beach <p><i>Interacting with and Supporting Children</i></p> <ul style="list-style-type: none"> › Encourage children to talk about any fears they might have of the sea › Tell fearful children reassuring stories about being at the beach; explain to children safety rules around large bodies of water › Provide opportunities for children to interact and experiment with sand and water › Provide the opportunity for children to express their feeling and ideas about given tasks › Encourage children to respect the ideas of others 	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> - tell about a beach experience? - identify fresh water from salty water? - participate in beach role play? - estimate which container of sand will be heavier or lighter? - tear pictures from old magazines? - identify pictures of beach items from among other pictures? - identify sea sounds on tape? - recreate sea sounds heard? <p>INVOLVING PARENTS</p> <p>Encourage parents to</p> <ul style="list-style-type: none"> › provide props for role play › watch documentaries on the sea/beach with their children › encourage children to respect self and others › talk regularly with their children about how to be safe around large water bodies › draw their children's attention to the different sounds in the environment in particular at the beach