

# The New ECD Curriculum



# Days of the Week PP1

Children should learn to say and read days of the week fluently within the context of appreciating the creation of God/Allah.

## On Monday God Created...

(Religious Education)

By referring to creation stories, children should make up a song or rhyme that lists some of the things God/Allah created that they like. Children should teach each other their rhymes and come to a class decision about a song for everybody.

**Language development:**  
**Speaking and Listening.**

Children should listen with increasing attention to stories, including those that feature days of the week. They should recognise that print carries meaning and begin to read days of the week by sight.

## Thank you, Lord for this New Day

(Religious Education)

Children should work in pairs to talk about things they do during the week that makes them happy. They should practise saying together a prayer that includes thanks to God for these different people and places that they encounter during the week. The teacher should model how to do this, using a day of the week in each prayer.

**Language development:**  
**Speaking and Listening.**

Children should listen with increasing attention to rhymes and stories that describe daily life.

## Monday, Sunday and All that's in Between!

(Mathematics)

Children should practise using the language of time by describing days that are 'before' and 'after' a day chosen by their teacher or another child. They should challenge each other to read the correct day when given a choice for their answer.

**Language development:**  
**Pre-Reading.**

Children should use everyday language to describe days of the week and related vocabulary to describe time.

## My World, Our World

(Environment)

Children should think about the story of creation and consider things in their school compound that they appreciate. Children should think about what they do each day in their environment and describe this using accurate vocabulary. They should choose one day and draw a picture to illustrate it.

**Language development:**  
**Pre-Writing.**

Children should draw with increasing control and begin to form letters correctly that are included in days of the week.

## The Days of the Week Go Round and Round!

(Outdoor and Physical)

Children learners sing songs and dance together using repetitive phrases. They should remember that days of the week also repeat during the year! They should break the circle dance by forming letter shapes with their body to illustrate the first letter of each day.

**Language development:**  
**Speaking and Listening.**

Children should join in repeated refrains and join in games that involve giving and carrying out instructions.

## Day Teams

(Personal and Social Development)

Children should be given a card with a day of the week written on it from a shuffled pack of related cards. There should be enough cards for every learner. Children should move around the classroom to find other children with the same day as themselves and then begin to form one large class sequence of days of the week.

**Language development:**  
**Pre-Reading.**

Children should read and recognise days of the week written in any order and be able to say each day accurately.

## Day and Night

(Artistic and Creative)

Children should think about the differences between day and night in terms of colour and sounds. They should create a collage to describe their favourite day with a complementary pattern or shape to describe the night. Children should take it in turns to talk about their collages with others.

**Language development:**  
**Speaking and Listening.**

Children should speak with increasing confidence and fluency about their daily life, expressing their preferences.

## 7 Days to Say and Play

(Language)

Children should create together cards related to days of the week. These cards should be displayed in turn by groups of 7 children who begin 'in a muddle' and have to organise themselves into the correct order, not always starting with Monday. The teacher should write the name of each day on the cards created by the children.

**Language development:**  
**Pre-Reading and Pre-Writing.**

Children should understand that print carries meaning and should learn to recognise each of the days by sight.

## Moving this activity 'up' to PP2

Children should further develop their pre-reading and pre-writing so that they are more able to read and write days of the week fluently and accurately. They should improve their speaking and listening so that they can also speak about daily activities with added detail and improved fluency.



## My Story PP2

Children tell a story to others about something significant that has happened to them recently. This could be a family event, a funny story, a new adventure etc.

### My Story, Your Story

(Personal and Social Development)

Children take it in turns in small groups to share stories. They should encourage each other by asking questions to clarify and expand upon details. The teacher should model storytelling first, explaining why the story is significant.

**Language development:**  
**Speaking and Listening.**

Children should express themselves effectively by joining together events in their story, improving their descriptions with the help of others.

### Discussing Differences

(Personal and Social Development)

Children should share their stories and comment on the similarities and differences between their stories as they listen to each other. They should share the differences that they uncover with the rest of the class. The teacher should note these differences on the board so that the class can discuss the rich collection of events (culture and traditions?) that occur in their community.

**Language development:**  
**Speaking and Listening.**

Children should listen attentively to stories shared by others and should respond appropriately with some anticipation.

### When and Where?

(Mathematics)

Children should consider when and where their stories took place in order to practise using mathematical language relating to position, distance and time. The teacher should emphasise these words in a re-telling of their own story, challenging children to explain what has happened using these terms also.

**Language development:**  
**Speaking and Listening.**

Children should tell their story using increasingly complex sentences, recognising the benefits of using mathematical language to clarify events and add interest to their story.

### Jobs to do

(Environment)

Children should list from the stories that they hear, jobs that people do in their community. They should then imagine that they are 'grown up' and doing their dream job. They imagine that they are at a party where they will introduce themselves as if they are in their dream job and ask questions of others to find out what other jobs people do.

**Language development:**  
**Pre-Writing.**

Children should begin to use writing as a form of communication to describe their stories in more detail.

### Good People

(Religious Education)

Children should discuss some of the characters in the stories that they have listened to. They should draw or model one of these characters and describe why they are a 'good person'. The teacher should link these descriptions to virtues in religious themes and stories.

**Language development:**  
**Pre-Reading.**

Children should begin to use writing as a form of communication and practise forming their letters clearly.

### Build it!

(Outdoor and Physical)

Children should work in small groups to choose one aspect of a story they have enjoyed that could be re-created using a large model. They should use available materials such as sticks, chairs, leaves and boxes to re-create a feature of the story, such as a hut, bridge, vehicle or local business.

**Language development:**  
**Speaking and Listening.**

Children should listen attentively to each other in order to identify features of the story and work to improve their model by responding appropriately to the ideas of others.

### Musical Stories

(Artistic and Creative)

Children should work in groups to choose one aspect of a story they have heard which they think would be good with music. The teacher should model this idea by adapting known songs and/or playing percussive musical patterns on available instruments or local materials.

**Language development:**  
**Speaking and Listening.**

Children should listen to stories attentively and recount sequences of events in order to compose relevant simple musical pieces.

### Interesting!

(Language)

Children should listen to each other's stories and describe what they found the most interesting in each case. They should talk in pairs about what makes a story interesting and compose new short stories that use some of these themes. (Animals, fun, food, danger, celebration etc.)

**Language development:**  
**Speaking and Listening.**

Children should speak with increasing clarity about what they find interesting and why this is the case, expressing themselves effectively.

## Moving this activity 'down' to PP1

Children should develop their language skills by repeating and adapting phrases from stories. They should develop their fascination with books and writing through the opportunity to respond creatively in a variety of contexts to key themes in these stories.

# My Village PP2

Ask children to draw or create a model of their own village and to prepare a short description of their model/drawing to share with others.

## Do you Like...?

(Language)

Ask children a series of 'Do you like...?' questions that explore the classroom or locality of your school. Then ask them to prepare a series of 'Do you like...?' questions about their own village, based on their models or drawings. Encourage children to respond to each other by asking further questions.

**Language development:**  
**Speaking and Listening.**

Children should express themselves effectively, and join ideas such as 'I like this because...'

## The Same but Different

(Language)

Ask children to compare what they notice to be the similarities and differences between their own village and those of others. Encourage children to provide as much detail as possible in their descriptions and to clarify what they mean by using accurate vocabulary.

**Language development:**  
**Pre-Reading.**

Children should recognise simple words and labels to describe parts of villages that are familiar to them.

## Shapes in my Village

(Mathematics)

Children describe features of their own village by referring to the shapes that have been used to create these features. They should talk about what shape is the most common and which shape is the largest etc. They should compare the shapes they have created with shapes in other village models/drawings.

**Language development:**  
**Speaking and listening.**

Children should use accurate mathematical vocabulary to describe their village and to ask questions about those of the other children.

## Cover Story

(Environmental)

Children should imagine that they are to create a book all about their village, which would encourage others to look after it. They should work in pairs to design or create a possible front cover for their book. They should also consider a good title for their book.

**Language development:**  
**Pre-Writing.**

Children should begin to use writing as a form of communication in order to effectively describe their village on the 'front cover' of their book.

## Hide and Seek

(Outdoor and Physical)

Children should explain to others some of the games that are played frequently in their village. They should try to explain the rules of the game 'Hide and Seek', explaining how this is played in their village. Children should think about the physical skills required to play this game well, and practise related running, bending (hiding) and jumping techniques accordingly.

**Language development:**  
**Speaking and Listening.**

Children should talk about things that they enjoy and explain rules clearly.

## Clean and Tidy in my Village

(Personal and Social Development)

Children should talk about the way different parts of their village are used, paying particular attention to the areas that need to be kept clean or that are used for sanitary purposes. Children should also describe how the community works together to keep the village tidy and why this is important.

**Language development:**  
**Pre-Reading.**

Children should talk about their village, expressing their ideas and experiences in relation to cleanliness.

## Make and Shape my Village

(Artistic and Creative)

Children should experiment with tools, materials and techniques to create models of different parts of their village. They should be encouraged to practise and try different techniques until they have created 'the best' model of their village.

**Language development:**  
**Speaking and Listening.**

Children should express themselves effectively by explaining how they are creating their model village.

## How Many ...in my Village?

(Mathematics)

Children should think about people, homes, animals and other features of their village and describe to others 'how many' there are. Children should practise counting homes and buildings in the models of other villages.

**Language development:**  
**Speaking and Listening.**

Children should practise counting and use everyday language to talk about the size, distance and position of people and places in their village.

## Moving this activity 'down' to PP1

Children should consider more basic shapes in order to describe and model their village. They should use accurate vocabulary to describe their village, and this should focus on what they are very familiar with. Physical activity should be modelled by the teacher in order to ensure that children move with increased fluency and accuracy.



# Number Matching PP1

Use number cards creatively to count reliably between 1 and 20 and know what is one more and one less than a given number.

## One More or One Less?

(Mathematics)

Children should look at number lines that have been created and talk about one more step forwards and one more step backwards along the line. What effect does that have on quantity and size? The teacher should ask questions such as 'Shall we have one more or one less guava for our tea?' and then children should try to create their own questions, checking that answers from each other are accurate.

**Language development:**  
**Speaking and Listening.**

Children should develop increasingly accurate vocabulary to describe amounts and quantities. They should listen attentively and respond appropriately.

## Number Songs and Rhymes

(Mathematics)

Children should sing together a variety of songs that use number. They should talk about the numbers in the song and make changes to songs, if they can, to increase or decrease the numbers or change the context of the rhyme. They should teach new songs to each other if possible, and also explore further any numbers songs in their community.

**Language development:**  
**Speaking and Listening.**

Children should use mathematical vocabulary relating to number to describe everyday objects that may form part of songs or rhymes.

## Number Cards are on their Way!

(Mathematics)

Help children to create number cards so that you have all the numbers from 1 to 20 presented clearly to use with the whole class. Children should talk about the number that they have designed in relation to what they know about what is 'more and less' than what they have written.

**Language development:**  
**Pre-Writing.**

Learners should begin to use writing as a form of communication by forming digits correctly. Learners should practise forming numbers 1 to 10 in different sizes in order to refine their accuracy and coordination.

## Groups and Collections

(Artistic and Creative)

Children should be presented with a number card and challenge to collect or group the same number of objects from the classroom or school compound. They should check each other's collections for accuracy. They should arrange their collection into as many patterns as they can think of before moving on to collect a different number supplied by the teacher.

**Language development:**  
**Pre-Reading.**

Children should recognise numbers and any labels that are attached to groups and collections of materials.

## The Moon and Stars

(Religious Education)

Play a game with children that uses 1 moon and a number of different stars to form a sky. The stars should be one more or one less than the stars 'the day before'. Each sky should be described by children in a short song 'Twinkle, Twinkle, Little Star...' Refer to the Christian story of Creation.

**Language development:**  
**Speaking and Listening.**

Children should use accurate mathematical vocabulary to describe the stars in the sky and explain to others how many stars there are compared to 'the day before'.

## Finding my Partner

(Personal and Social Development)

Children are provided with a number as they enter the classroom so that every number is written twice – every child has to find their partner/matching number. Once they have found their partner, they should hunt for the other numbers that are 'more and less' so that eventually the whole class has created a line and sequence of numbers.

**Language development:**  
**Pre-Reading.**

Children should recognise numbers accurately between 1 and 20.

## Count Carefully

(Environmental)

Children should use the number cards to label and count objects in the classroom or school compound. They should talk about whether 'more or less' of particular objects would be good for their school and which objects should be counted regularly in order to ensure that the school environment is looked after very well.

**Language development:**  
**Speaking and Listening.**

Children should talk about their school and describe it, accurately using the numbers cards that they have.

## One Little Step!

(Mathematical)

Children should practise stepping or skipping forwards, according to the number that is presented by the teacher. After each move, the teacher should shout 'Just one more step!' or 'Just one less step!' and the children should move forwards or backwards accordingly, shouting out the number that they reach.

**Language development:**  
**Speaking and Listening.**

Children should listen attentively and respond accordingly, using increasingly accurate mathematical vocabulary to describe their moves.

## Moving this activity 'down' to PP1

Use number cards that go up to 10 rather than 20 and count objects that do not exceed 10. Use language relating to 'more and less' to explain groups and collections of objects rather than 'one more and one less'.





# One Picture PP2

Children explore one picture in detail to 'bring it to life'. They talk, sing and move about to reflect what they like in the picture.

## Natural Things

(Environmental)

Make a list of all the things in the picture that are 'natural' and create a list of descriptive words to describe each object. Challenge the class to order the objects according to what is the most attractive and/or most common in their community.

**Language development:**  
**Speaking and Listening.**

Children should express themselves clearly, joining events and ideas to describe their picture.

## Questions, Questions...

(Environmental)

Using wh- question words ('What, Where, How, Who, Why, When'), ask children a variety of questions about the picture. Also encourage children to ask each other questions and to offer some opinions about what aspects of the picture are important in relation to caring for the environment.

**Language development:**  
**Speaking and Listening.**

Children should express themselves effectively, using an increasing range of related vocabulary to explain the answers in more detail.

## Place and Position

(Mathematics)

Children should describe the picture by describing the position of objects in relation to each other. They should build on this to ask each other questions such as 'What is behind...?', 'What is in front of...?' etc.

**Language development:**  
**Speaking and Listening.**

Children should develop their fluency and accuracy in using the relevant mathematical vocabulary. They should listen well to each other and ask relevant questions.

## Leaving Letters

(Language)

Children should imagine that several objects in the picture have a letter attached to them which begins the name of the object. They should write some of these letters on paper or on the board and challenge other children to identify which object each letter belongs to.

**Language development:**  
**Pre-Reading and Pre-Writing.**

Children should recognise writing as a form of communication and form correctly some letters associated with objects that are familiar to them.

## A Great Place to Live

(Religious Education)

Children should think about what makes a place a great place to live. What rules need to be in place? How do people need to treat each other and how should the place be cared for? Children should present their ideas to the class to describe their thoughts for 'A Great Place to Live'.

**Language development:**  
**Speaking and Listening.**

Children should listen attentively in a range of situations, respecting the views of others and responding appropriately with further questions.

## A New Place

(Personal and Social Development)

Children should imagine that they are going to take a visitor from another country to the place in the picture that they have. They should talk about how the visitor might feel and what they should be told about this place in South Sudan. Children should talk about how to make visitors feel happy, welcome and safe.

**Language development:**  
**Speaking and Listening.**

Children should talk about their interests and join in discussions about how to treat a visitor to their country.

## In Conversation

(Artistic and Creative)

In small groups, children should imagine that they are situated within the picture. What would they talk about?! Children should role play imaginary conversations within the picture and move appropriately to emphasise and add detail to their role play.

**Language development:**  
**Speaking and Listening.**

Children should express themselves effectively and work well in groups to appropriately reveal dialogue from the picture.

## If I Were You...

(Language)

Children imagine that they are one of the people in the photograph. They think about and describe to one another what this person can see, hear, smell and touch. Children should describe how the experiences of the person in the picture are the same and are different from their experiences right now in the classroom.

**Language development:**  
**Speaking and Listening.**

Children should express themselves effectively and respond appropriately to the picture with relevant comments and questions.

## Moving this activity 'down' to PP1

The focus during speaking and listening should be for children to expand their vocabulary and to join in with refrains. During Pre-Reading and Pre-Writing activities, children should focus on recognising drawing with increasing control and developing a love of books and the written word.



# One Story PP1

The teacher tells the children a story. The children are shown how to mime and move like some of the characters in the story. The teacher shows children how these moves can be combined to create a dance to reflect the story.

## This is my Move!

### (Outdoor and Physical Activities)

Children choose one character from the story and practise moving in a way that others could copy. All children then 'freeze' their move and the teacher should tap one child on the shoulder. This child should then start moving like their character and all other children copy the move. Repeat the activity.

### Language development: Speaking and Listening.

Children should listen with increasing attention to stories and instructions, responding in a variety of ways in order to express what they have understood. They join in with repeated refrains.

## Question Time!

### (Language)

Throughout the story, the teacher engages the children through questions about what is happening and some actions to describe characters or events. If possible, the teacher uses some pictures or objects to illustrate key features of the story and encourages children themselves to ask each other about the story.

### Language development: Speaking and Listening.

Children should begin to ask questions about what they have seen or heard.

## Time For a Change

### (Mathematics)

Having listened to the story, children should then take it in turns with the teacher to describe the sequence of events in the story, using the language of time and position. The teacher should challenge the children by mixing up some of the events to see if they can re-order them correctly, using the related vocabulary.

### Language development:

Children should begin to expand their vocabulary, using mathematical terms to describe the story, clarifying their ideas for others.

## Cover Story

### (Environmental)

Using natural materials, children should create a picture that could be the front cover of a book containing the story they have just heard. Children should try to illustrate what happens in the story as well as present an attractive front cover that would entice others to read the story.

### Language development:

Children should express themselves as they choose materials, shapes and designs for their front cover. They explain their thinking and negotiate with others.

## My Prayer

### (Religious Education)

The teacher should discuss with the learners the characters, events and places in the story. Are there any elements that we should be thankful for because they were created by God? Write and say a prayer together accordingly.

### Language development: Pre-writing.

Children should begin to recognise that print carries meaning as the teacher writes the prayer to share and repeat as a class.

## Our Story to Share

### (Personal and Social Development)

Working in pairs, children practise re-telling the story. They should prepare to tell their families the story that they have heard in class.

### Language development: Speaking and listening.

Children should listen to each other with increasing attention and ask questions to clarify meaning.

## Story Song

### (Artistic and Creative)

Using a tune that they already know, the teacher can use words and phrases from the story to create a new song. Learners can tap rhythms and move in time to the story song.

### Language development: Speaking and Listening.

Children should listen with increasing attention to the song and repeat phrases.

## Draw it!

### (Language)

Using any available materials, children should draw some of the main physical features of the story. They could add into their pictures extra details that relate to events or characters.

### Language development: Pre-Writing.

Children should use increasing control to draw and create pictures to describe the story. They may write some letters or try to write some key words to further explain their drawings.

## Moving this activity 'up' to PP2

Children should be expected to speak in increasingly complex sentences about the story, giving more detailed descriptions of the characters and adding descriptions of the events. They should be encouraged to write a few key, familiar words in relation to the story.

# Radio Show PP1

In pairs, children should prepare a short radio show to describe something they are interested in or have done recently. They should practise their radio show so that the dialogue can run fluently for 90 seconds.

## Everybody Listen!

(Language)

Children should share descriptions of events or interests with the rest of the class or in small groups, explaining why 'everybody should listen' to their tale. The teacher should ask questions to clarify meaning and emphasise the most interesting features of the tale.

**Language development: Speaking and Listening.**

Children should ask questions about features of stories from others that puzzle them and describe in increasing detail what they have done themselves.

## Books and other interesting pages

(Language)

Children should look at a range of books and other reading materials to help them generate some ideas for their radio show. They should tell each other about what attracts their attention and attempt to read any key words associated with this. They should prepare a list of 'interesting pages' to share with the rest of the class.

**Language development: Pre-Reading.**

Children should look at books to explore things 'old and new' and handle them with care.

## Count down...

(Mathematics)

The teacher should demonstrate that for a radio show, there is a countdown in order for presenters to be able to speak at the correct time on air. Children should practise counting backwards from a variety of starting points between 1 and 10...ACTION!

**Language development: Speaking and Listening.**

Children should develop number accuracy as they join in repeated refrains related to number sequences.

## Headlines

(Environmental)

Children produce some headlines for radio shows related to the environment – they could imagine that they are announcing these at the beginning of the radio show. They should explain their reasons for these headlines and should prepare the opening of a radio show.

**Language development: Pre-Writing.**

Children should understand that print carries meaning as they prepare some headlines.

## Talk about my God

(Religious Education)

Children listen to a religious story and discuss key events/people/ places. They prepare a radio show where they retell their own version of the story, concluding with a message about the goodness of God/Allah.

**Language development: Speaking and Listening.**

Children should follow the story and talk about their learning, asking questions about aspects of the religious story that puzzle them.

## Two ideas

(Personal and social development)

Ask children a question that has only two answers such as 'Is maths or science the best subject'? Children form two lines to reflect their ideas and talk to each other to try and persuade them to 'switch'.

**Language development: Speaking and Listening.**

Children should listen attentively and express their ideas fluently, responding to others according to their choices of answer to the initial questions.

## A Show Tune

(Artistic and Creative)

Working in groups, children develop a short song or rhyme to introduce their radio show. They should listen to radio jingles if possible to give them ideas. They could also accompany their song with percussive patterns.

**Language development: Speaking and Listening.**

Children should join in repeated refrains and express themselves using song to describe their radio show.

## You can't interview me!

(Outdoor and Physical)

Playing a game of 'tig', the interviewer should chase children for an interview. Once caught, the interviewer shouts 'ACTION!' and conducts a quick interview about a chosen topic, before releasing the interviewee, who then becomes the interviewer.

**Language development: Speaking and Listening.**

Children should listen with increasing attention and follow instructions, also asking other children questions.

## Moving this activity 'up' to PP2

Challenge children to express themselves more effectively, joining events and ideas. Encourage learners to follow radio stories and ask them to recount sequences of events. Learners should begin to write key words associated with the radio shows and recognise other related words.



## Creating a Learner-centred Curriculum



## Pre-reading and Pre-writing

Children should not be introduced formally to reading and writing at the ECD phase. It is much more important that children develop their “pre-reading and pre-writing skills” and these are developed through the range of learning activities in which they engage.

### This means:

- Spoken language (in terms of vocabulary and the way they speak in sentences) through a wide range of opportunities to talk to adults and other children
- Listening skills through listening and responding to talk and to stories, and also listening to music and discriminating sounds
- Ability to recognise rhymes and rhythms through songs and repeated refrains in poems and stories
- Manipulative skills through drawing, painting, making models etc, so that they will be able to form letters and words at a later stage
- Shape recognition skills through sorting, matching, drawing and puzzles to help the recognition of letters and words.



## Group Work

### The benefits of group work:

They require **learner centred** activities;  
 More children have the opportunity to **develop their language skills**;  
 More children have the opportunity to **develop student competencies**;  
 More children have the opportunity to **extend their learning**;  
 Less confident children have a **more conducive learning environment**;  
 Activities can more easily be designed that **connect learning areas together**;  
 The teacher is able to more easily **assess a range of learning outcomes**;  
**Fewer resources** are required.

### Features of effective group work:

Activities **clearly benefit** from group work;  
 There is a **shared understanding** of why group work is useful;  
 Group work activities are **clearly defined with clear expectations**;  
 Activities are **often open ended** and have a variety of ‘solutions’;  
**Practiced routines and relevant classroom rules**;  
 The use of a variety of group structures as appropriate to the activity or stage of learning.

## Examples of Quality Questions



### Remembering

How would you describe...?  
What did...?  
Who were the main...?

### Understanding

What can you say about...?  
What is the best answer for...?  
How would you compare...?

### Applying

What examples can you find to...?  
How would you use...?  
What would happen if...?

### Analysing

Why do you think...?  
Can you describe the differences between...?  
What is the main idea...?

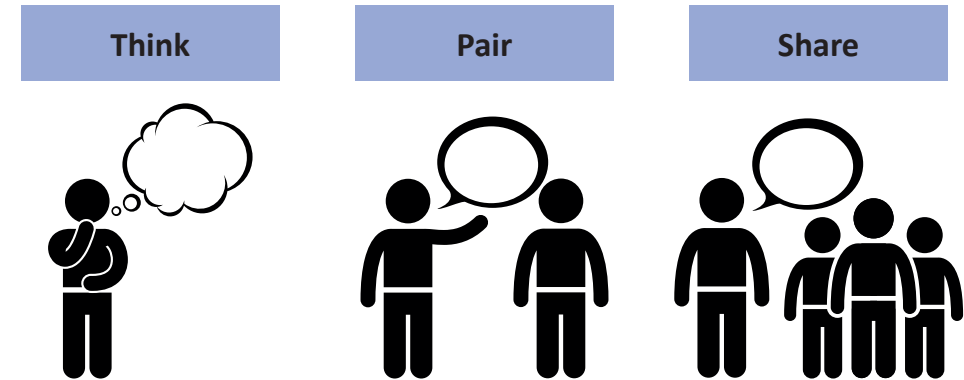
### Evaluation

What is the best...?  
Where is the best place for...?  
How will you work out...?

### Creating

Can you think of a new way to...?  
Where would you go next...?  
How will you make...?

## Quality Questioning



Quality questioning allows learners to develop higher order thinking skills.  
Teachers should provide a rich range of contexts for questioning.  
Children should listen attentively to questions and respond appropriately.  
Children should be encouraged to ask their own questions.

