



The New ECD Curriculum



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.



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.