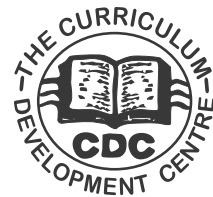




Republic of Zambia

MINISTRY OF EDUCATION

EARLY CHILDHOOD EDUCATION SYLLABI



Developed by The Curriculum Development Centre

Lusaka

2024

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VISION

Quality, life - long education for all which is accessible, inclusive and relevant to individual, national and global needs.

PREFACE

The Early Childhood Education (ECE) Syllabi have been developed to provide a national age-appropriate curriculum for children aged 3 to 5 years. The syllabi aim to provide quality education that is aligned with the Competence-Based Curriculum. Furthermore, the syllabi aim to impart the competences, knowledge, skills, values and positive attitudes that enable children to live and grow into productive and useful members of their communities and the Zambian society as a whole.

The syllabi comprise three learning areas:

1. Literacy and Language (in both English and Zambian Languages);
2. Pre-Mathematics and Science; and
3. Creative and Technology Studies.

The learning areas have integrated necessary content for early learning stimulation and accomplishment of the child's developmental milestones. The learning areas provided at this level are the same as those that will be offered at Lower Primary level. This is designed to promote and support the linkage between the Early Childhood and Primary Education.

The content provided in the syllabi facilitates holistic development of children's physical, mental, emotional, social, spiritual and moral faculties. The suggested activities are designed to offer children hands-on experiences through manipulation of real objects, interaction with nature and learning through play. Thus, the children will develop the competences needed for their personal and national development.

Cross-cutting themes such as National Values and Principles, Life Skills and Health Education, Climate Change and Financial Education have been incorporated in the syllabi to ensure that children cultivate a positive mindset that prepares them to live responsible lives and be protected from life threatening vices.

It is hoped that this syllabi will make learning at ECE level more meaningful and enjoyable as it is highly activity-oriented and allow for a smooth transition from home to the school.



Joel Kamoko (Mr.)

Permanent Secretary- Educational Services
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The syllabi have been developed through a consultative and participatory process. Many individuals, institutions and organisations were consulted and accorded an opportunity to make proposals about the content to be included in the syllabi. I would, therefore, like to express my profound gratitude to individuals, institutions and organisations that provided the technical input to the successful development of this syllabi. These include; Teachers, Lecturers from Colleges of Education and Universities, Subject Associations, Civil Society Organisations, and Cooperating Partners. Special gratitude is extended to the Directorate of Early Childhood Education in the Ministry of Education for their invaluable input.

Finally, I appreciate the commitment and hard work of the staff at the Curriculum Development Centre in ensuring the successful completion of the syllabi development process.



Charles Ndakala, (Dr.)
Director - Curriculum Development
MINISTRY OF EDUCATION

SECTION A: 4 - 5 YEARS

1. PRE-LITERACY AND LANGUAGE

1.1 ENGLISH LANGUAGE

INTRODUCTION

The English Language Syllabus for ECE (Levels 3-4 and 4-5) is designed to help children aged three to five develop the four language skills: listening, speaking, reading and writing. The syllabus has been developed to ensure consistent exposure to and practice of language. This will help learners become fluent and successful in academics as they progress to Grade 1 and beyond. This Syllabus is divided into two sections namely: Section A and Section B. Section A presents content for Level 3-4 whereas Section B contains content for Level 4-5.

STRUCTURE OF THE SYLLABUS

This syllabus is divided into three components namely; **Listening and Speaking**, **Pre-reading** and **Pre-writing**. Each of these components has a range of topics and corresponding sub-topics. In order to maintain a uniform and cohesive delivery of content to learners, specific-competences and their subsequent learning activities have been identified to facilitate effective learning. Additionally, the expected standards of performance have been clearly indicated as benchmark for the desired level of proficiency and achievement. This structured approach ensures a consistent and organised learning experience for all learners.

TEACHING METHODOLOGY

The Ministry of Education has suggested methodologies as a guide to teachers. In saying this, teachers are encouraged to use the best practices for their own classes and context to enhance learning outcomes.

Listening and Speaking Lessons: The teaching method suggested in this syllabus for listening and speaking (**Oral English**) follows the **three Ps' strategy** – **Present (The teacher will model the language for the day)**, **Practice (Allow the learners to engage with the language in controlled practice activities)**, and **Produce (Now allow the learners to use the language in communicative contexts independently)**. The approach includes various methods like pair work, group activities, role-play, interactive language games, songs, rhymes, dialogue and conversation. Additionally, educators are encouraged to use a variety of teaching methods and techniques to enhance the foundation for development of Pre-reading and Pre-writing skills among learners. Teachers are encouraged to trans-language by using accommodation strategies such as code switching in instances where learners are not exposed to English as their first language. Teachers are encouraged to teach all components of Literacy and Language in English in one lesson and model all lessons using play strategies.

TIME ALLOCATION

Regarding time, 2 hours and 30 minutes per week (5 periods) are dedicated to Literacy and Language in English at the ECE level. Each period is 30 minutes as follows:

- Listening and speaking lessons (*oral lessons*) -3 Lessons of 30 minutes each per week
- Pre- reading lessons - 1 Lesson of 30 minutes each period per week
- Pre- writing lessons - 1 Lesson of 30 minutes each period per week

This time allocation gives enough practice for vocabulary and allows learners to engage in activities for a well-rounded language learning experience.

ASSESSMENT

Assessment in Early Childhood Education for English Language is essential for teachers to monitor learners' attainment of developmental milestones and identify areas needing support. Teachers observe learners engage in conversations, play, and interactive activities, noting their developmental milestone in various areas and ability to understand and use language.

The key areas assessed at this level include:

1. Listening and speaking

- Oral interactive activities
- Retelling stories
- Picture descriptions
- Following instructions
- Responding to questions

2. Pre-reading

- Phonemic awareness
- Playing sound games
- Letter recognition
- Concept of print

3. Pre-writing

- Tracing
- Copying
- Colouring
- Labeling
- Matching
- Moulding
- Tearing
- Sitting posture
- Drawing

S/N	COMPETENCE	DESCRIPTORS
1.	Analytical Thinking	<ul style="list-style-type: none"> Identify patterns
2.	Communication	<ul style="list-style-type: none"> Demonstrate good listening, speaking and writing skills Use appropriate language in different situations Express oneself clearly, fluently and effectively Take turns in conversing with others Follow simple directions and respond to questions
3.	Creativity and Innovation	<ul style="list-style-type: none"> Communicate one's ideas to others Ask questions Ask simple questions Show interest in exploring new ideas, materials and activities. Engage in pretend play. Creating imaginative stories, rhymes and songs.
4.	Collaboration	<ul style="list-style-type: none"> Work with peers in group work Helping and supporting peers. Sharing and taking turns
5.	Critical Thinking	<ul style="list-style-type: none"> Respond constructively to new challenges. Ask thoughtful and relevant questions. Show engagement to explore new ideas and concepts. Work in groups and engage in discussion Classify items according to their attributes Manipulate different objects
6.	Digital Literacy	<ul style="list-style-type: none"> Demonstrate simple hand-eye coordination with digital devices Understanding digital tools and media. Explore and learn basic navigation through digital content. Interact safely and responsibly with digital tools and media.
7.	Emotional Intelligence	<ul style="list-style-type: none"> Show sympathy and empathy Recognise and name basic emotions

S/N	COMPETENCE	DESCRIPTORS
8.	Entrepreneurship	<ul style="list-style-type: none"> • Use language to demonstrate simple economic concepts like buying and selling • Role – play simple entrepreneurial activities • Show awareness of simple financial concepts such as saving.
9.	Problem Solving	<ul style="list-style-type: none"> • Find solutions to new challenges. • Persistence and patience

LISTENING AND SPEAKING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.1 NAMING	0.1.1.1 Own Name	0.1.1.1.1 Tell own name	<ul style="list-style-type: none"> Responding to own name (<i>raising hand, saying present</i>) Telling own name: (<i>What is your name? My name is...</i>) 	<ul style="list-style-type: none"> Own name told accordingly
	0.1.1.2 Friend's Name	0.1.1.2.1 Tell name of friend	<ul style="list-style-type: none"> Telling friend's name (<i>my friend's name is ...</i>) 	<ul style="list-style-type: none"> Name of friend told correctly
	0.1.1.3 Names of Family Members	0.1.1.3.1 Tell names of family members	<ul style="list-style-type: none"> Telling names of family members: <i>father- name, mother – name, sister- name and brother – name</i> (<i>What is your father's name? My father's name is ...</i>) 	<ul style="list-style-type: none"> Names of family members told accordingly
	0.1.1.4 Things at Home	0.1.1.4.1 Name things found at home	<ul style="list-style-type: none"> Naming things found at home Kitchen (<i>pot, spoon, cup, plate...</i>) Sitting room (<i>chair, table, mat...</i>) Bedroom (<i>bed, blanket, pillow...</i>) 	<ul style="list-style-type: none"> Things found at home named correctly
	0.1.1.5 Things at School	0.1.1.5.1 Name things found in a classroom	<ul style="list-style-type: none"> Naming things found in a classroom (<i>books, chair, table, chalk, pencil...</i>) 	<ul style="list-style-type: none"> Things found in a classroom named correctly
	0.1.1.6 Things in the Environment	0.1.1.6.1. Name things in the environment	<ul style="list-style-type: none"> Naming things found in the environment (<i>trees, grass, animals, flowers, water, soil...</i>) 	<ul style="list-style-type: none"> Things found in the environment named correctly
0.1.2 CONVERSATION	0.1.2.1 Greetings.	0.1.2.1.1 Use appropriate greetings at different times of the day	<ul style="list-style-type: none"> Responding to common greetings – (<i>how are you? - I am fine...</i>) Responding to appropriate greetings at different times of the day (<i>good morning, good afternoon, good night</i>) 	<ul style="list-style-type: none"> Greetings at different times of the day used correctly.

LISTENING AND SPEAKING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Using common greetings at different times of the day (<i>good morning, good afternoon, , good night</i>) 	
	0.1.2.2 Simple Commands	0.1.2.2.1 Listen and respond to commands	<ul style="list-style-type: none"> Listening and responding to simple commands (<i>sit down, stand up, jump, come here, go there, close the door, raise your hand, write, read...,</i>) Giving out simple commands to friends 	<ul style="list-style-type: none"> Commands listened and responded to appropriately
	0.1.2.3 Permission	0.1.2.3.1 Use appropriate language when asking and giving permission	<ul style="list-style-type: none"> Asking for permission (<i>Please teacher may/can I ...</i>) Giving permission (<i>Yes you may use my...</i>) Responding to permission granted (<i>thank you...</i>) 	<ul style="list-style-type: none"> Language for asking and giving permission used appropriately
	0.1.2.4 Likes and Dislikes	0.1.2.4.1 Talk about likes and dislikes	<ul style="list-style-type: none"> Talking about likes and dislikes (<i>I like ..., I don't like ...</i>) Role-playing talking about likes and dislikes 	<ul style="list-style-type: none"> Likes and dislikes expressed accordingly
0.1.3 STORIES	0.1.3.1 Simple Stories	0.1.3.1.1 Listen and respond to simple stories	<ul style="list-style-type: none"> Listening to simple stories Responding to simple questions (<i>What, When, Where, Who, Why, How... questions</i>) 	<ul style="list-style-type: none"> Simple stories listened and responded to correctly
		0.1.3.1.2 Re-tell simple stories	<ul style="list-style-type: none"> Re-telling of simple stories (<i>chronology, characters, plot...</i>) 	<ul style="list-style-type: none"> Simple stories re-told accordingly

LISTENING AND SPEAKING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Answering questions based on stories re-told 	
	0.1.3.2 Picture Stories	0.1.3.2.1 Interpret picture stories	<ul style="list-style-type: none"> • Describing pictures of stories • Telling stories based on pictures 	<ul style="list-style-type: none"> • Stories based on pictures told correctly
0.1.4 DESCRIPTIONS	0.1.4.1 Describing Things	0.1.4.1.1 Describe things according to attributes	<ul style="list-style-type: none"> • Discussing language to use when describing things according to attributes (<i>size- small, big (small/ black bag, big / small pot...</i>) • Describing things according to their attributes 	<ul style="list-style-type: none"> • Things described according to their attributes correctly
	0.1.4.2 Chores	0.1.4.2.1 Describe home chores	<ul style="list-style-type: none"> • Describing home chores (cooking, washing, sweeping...) • Role-playing home chores 	<ul style="list-style-type: none"> • Home chores described accordingly
	0.1.4.3 Daily Activities	0.1.4.3.1 Describe daily activities	<ul style="list-style-type: none"> • Describing daily activities (<i>sleeping, eating...</i>) • Role-playing daily activities 	<ul style="list-style-type: none"> • Daily activities described accordingly
0.1.5 RHYMES	0.1.5.1 Rhymes	0.1.5.1.1 Recite rhymes	<ul style="list-style-type: none"> • Listening to short rhymes • Reciting short rhymes 	<ul style="list-style-type: none"> • Short rhymes recited correctly
0.1.6 TONGUE TWISTERS	0.1.6.1 Tongue twisters	0.1.6.1.1 Recite tongue twisters	<ul style="list-style-type: none"> • Listening to short and simple tongue twisters • Reciting short repetitive tongue twisters (<i>big blue balloon bounces...</i>) 	<ul style="list-style-type: none"> • Short tongue twisters recited correctly
0.1.7 SONGS	0.1.7.1 Simple Songs	0.1.7.1.1 Sing simple songs	<ul style="list-style-type: none"> • Identifying simple songs -especially those <i>with repetitive words (Sunday, Monday...)</i> (<i>This is the way we wash our</i>) • Singing simple songs 	<ul style="list-style-type: none"> • Simple songs sang correctly

LISTENING AND SPEAKING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.8 DRAMA	0.1.8.1 Simple Plays	0.1.8.1.1 Dramatise simple stories and plays	<ul style="list-style-type: none"> • Listening to drama and play stories • Dramatising simple plays (<i>home chores...</i>) 	<ul style="list-style-type: none"> • Simple plays dramatised correctly
		0.1.8.1.2 Use appropriate language to show sympathy	<ul style="list-style-type: none"> • Using appropriate language in showing sympathy (<i>story about caring for other People</i>) (<i>May I help you? Get well soon</i>) • Role- playing care for other people in the community 	<ul style="list-style-type: none"> • Appropriate language to show sympathy used accordingly.
		0.1.8.1.3 Use appropriate language to talk about food hygiene	<ul style="list-style-type: none"> • Using appropriate language to talk about food hygiene (<i>covering food, washing fruits, drinking clean water ...</i>) • Role playing good practices of food hygiene 	<ul style="list-style-type: none"> • Appropriate language to talk about food hygiene used appropriately.
		0.1.8.1.4 Use appropriate language to talk about simple events	<ul style="list-style-type: none"> • Using appropriate language to talk about different events (<i>independence, birthdays, Christmas</i>) • Dramatising different events (<i>independence, birthdays, Christmas</i>) 	<ul style="list-style-type: none"> • Language to talk about simple events used correctly.
		0.1.8.1.5 Use appropriate language for buying and selling	<ul style="list-style-type: none"> • Discussing language to use when selling and buying (<i>How much ..., It is expensive, may I have..., thank you...</i>) • Role playing selling and buying 	<ul style="list-style-type: none"> • Appropriate language for buying and selling used correctly.

PRE-READING					
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD	
0.1.9 VISUAL DISCRIMINATION	0.1.9.1 Book Handling	0.1.9.1.1 Demonstrate correct book handling habits.	<ul style="list-style-type: none"> • Discussing correct book handling habits (<i>shelving, keeping books away from water and food, no chewing of paper and tearing of pages, handling books gently...</i>) • <i>Role-Playing correct handling of books</i> 	• Books handled correctly	
	0.1.9.2 Left to Right Eye Movement.	0.1.9.2.1 Practise left to right eye movement.	• Ordering objects from left to right (<i>stones, bottle tops, sticks...</i>)	• Objects ordered from left to right.	
	0.1.9.3 Matching	0.1.9.3.1 Demonstrate left to right eye movement.	• Matching things from left to right (<i>based on colours, shapes, sizes of objects...</i>)	• Left to right eye movement demonstrated correctly.	
	0.1.9.4 Identification		0.1.9.4.1 Identify objects according to their attributes	<ul style="list-style-type: none"> • Identify different sounds in our environment (<i>animal sounds, sounds made by objects...</i>) • Identifying and sorting objects of similar properties (<i>by colour, size, shape, length...</i>) • Matching items according to their attributes (<i>chicken- chick, mother – baby, dog –puppy...</i>) 	• Objects identified and matched according to their attributes correctly.
			0.1.9.4.2 Arrange items according to size	• Sequencing items (<i>left-right, small to big, short – long...</i>)	• Items arranged according to size correctly

PRE-READING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.1.9.5 Odd One Out	0.1.9.5.1 Discriminate objects according to attributes	<ul style="list-style-type: none"> Pick what is different from the given items (<i>circle, triangle, square, fruits...</i>) 	<ul style="list-style-type: none"> Objects discriminated according to attributes correctly.
	0.1.9.6 Visual Memory	0.1.9.6.1 Recall objects and experiences from memory	<ul style="list-style-type: none"> Describing experiences and objects from memory (<i>utensils, events...</i>) 	<ul style="list-style-type: none"> Objects and experiences recalled from memory correctly.
	0.1.9.7 Own Name	0.1.9.7.1 Recognise own name	<ul style="list-style-type: none"> Recognising own name on a name card 	<ul style="list-style-type: none"> Own name recognised correctly
	0.1.9.8 Picture Reading	0.1.9.8.1 Read pictures	<ul style="list-style-type: none"> Interpreting picture stories with different sounds (<i>vowels and consonants</i>) Reading pictures stories 	<ul style="list-style-type: none"> Pictures read correctly.
0.1.10 SOUND RECOGNITION	0.1.10.1 Initial and End Sounds	0.1.10.1.1 Recognise sounds orally in simple words	<ul style="list-style-type: none"> Recognising initial sounds in simple words (<i>, sit - /s/...</i>) Recognizing end sounds in simple words (<i>Pat = /t/, sin/n/...</i>) 	<ul style="list-style-type: none"> Sounds orally recognised in simple words correctly

PRE-WRITING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.11 HANDWRITING	0.1.11.1 Eye Hand Coordination	0.1.11.1.1 Demonstrate simple eye-hand coordination.	<ul style="list-style-type: none"> Practising (<i>threading, cutting with scissors, tearing paper</i>) 	<ul style="list-style-type: none"> Simple eye hand coordinating activities demonstrated correctly
	0.1.11.2 Sitting Posture	0.1.11.2.1 Demonstrate correct sitting posture	<ul style="list-style-type: none"> Demonstrating correct sitting posture (<i>Leo/Jumbo- Elephant and Kalulu, sitting upright, arms resting on the desk /table, feet flat on the floor</i>) Role-playing correct sitting posture 	<ul style="list-style-type: none"> Sitting posture demonstrated correctly.
	0.1.11.3 Hand /Finger Manipulation	0.1.11.3.1 Practise finger and hand exercises	<ul style="list-style-type: none"> Practising finger and hand exercises (<i>finger tapping, finger stretches, finger circles, page turning, drawing...</i>) Practising Big Movements to Music (<i>drawing circles small and big showing water, movement or fish</i>) 	<ul style="list-style-type: none"> Finger and hand exercises practised correctly
	0.1.11.4 Pencil Grip	0.1.11.4.1 Hold pencil using the tripod grip	<ul style="list-style-type: none"> Holding pencil with correct grip (<i>the pencil rests against the hand and the middle finger while thumb and the index finger controls the pencil</i>) 	<ul style="list-style-type: none"> Correct pencil grip demonstrated accordingly
	0.1.11.5 Scribbling	0.1.11.5.1 Express oneself through scribbling	<ul style="list-style-type: none"> Practising free-hand scribbling Practising water bottle games 	<ul style="list-style-type: none"> Free-hand scribbling demonstrated accordingly

PRE-WRITING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.1.11.6 Pattern work	0.1.11.6.1 Trace lines and patterns using templates	<ul style="list-style-type: none"> Tracing and drawing patterns using templates (<i>sideways left to right, tall lines and shorty lines, zig zag, circles</i>) Drawing different objects 	<ul style="list-style-type: none"> Patterns traced and drawn using templates correctly
	0.1.11.7 Letters	0.1.11.7.1 Mould different shapes of letters using clay	<ul style="list-style-type: none"> Moulding different shapes of letters using clay (<i>initial letters of learners' names</i>) 	<ul style="list-style-type: none"> Shapes of letters moulded correctly
		0.1.11.7.2 Trace letters of the alphabet	<ul style="list-style-type: none"> Tracing letters of the alphabet using templates (<i>l,i,t...</i>) 	<ul style="list-style-type: none"> Letters of the alphabet traced accurately.
	0.1.11.8 Creative Expression	0.1.11.8.1 Colour different objects and letters	<ul style="list-style-type: none"> Colouring different objects. Colouring different letters. 	<ul style="list-style-type: none"> Objects and letters coloured accordingly.
	0.1.11.9 Shapes	0.1.11.9.1 Form a series of shapes	<ul style="list-style-type: none"> Forming shapes using different objects. 	<ul style="list-style-type: none"> Shapes formed accurately.
		0.1.11.9.2 Copy series of shapes	<ul style="list-style-type: none"> Copying shapes (<i>Circle, squares, triangle, and rectangle</i>) – in air, on paper, with stones. 	<ul style="list-style-type: none"> Shapes copied accurately
	0.1.11.10 Copying Own Name	0.1.11.10.1 Copy own name from name card	<ul style="list-style-type: none"> Forming shapes using different objects. Copying own names from given name cards 	<ul style="list-style-type: none"> Own names copied from name cards accurately.
	0.1.11.11 Matching Images	0.1.11.11.1 Match image to initial letters	<ul style="list-style-type: none"> Matching images to their initial letters (<i>image of a pin-p...</i>) 	<ul style="list-style-type: none"> Images matched to their initial letters correctly.

1.2 ZAMBIAN LANGUAGES

INTRODUCTION

The main focus of teaching Pre-Literacy and Language in *Zambian Languages* is to develop the learners' oral language. However, other foundational skills in reading and writing will also be taught. This syllabus has been developed to ensure consistent exposure to and practice of language, thereby helping learners become fluent and successful in academics as they progress to Grade 1 and beyond. The Syllabus is divided into two sections namely; Section A and Section B. Section A presents content for Nursery Level (3-4 years) whereas Section B contains content for Reception Level (4-5 years).

STRUCTURE OF THE SYLLABUS:

The first section of this syllabus covers Nursery Level (3-4 years) while the second section covers Reception Level (4-5 years). In terms of content, this syllabus has the following components:

- Listening and Speaking
- Pre-reading and
- Pre-writing

These components will enhance the development of listening, speaking, pre-reading and pre-writing skills. Each component has specific competences that are to be achieved. The competences acquired at the level of ECE will prepare learners for learning at subsequent levels.

Although the components are presented separately in this syllabus, teachers are required to integrate them at lesson delivery. This entails that at preparation stage the syllabus should be broken down into schemes of work and weekly forecast which will contain these components - listening and speaking, pre- reading and pre- writing.

SUGGESTED TEACHING METHODOLOGY

The teaching of Pre-Literacy and Language will follow the recommended approach of teaching key literacy skills which include phonological and phonemic awareness, phonics, vocabulary, listening comprehension, pre-reading and pre-writing skills. Generally, lesson delivery should follow the Gradual Release Model (GRM), where the teacher starts by demonstrating the activity, then doing the activity with the learners and finally learners doing the activity independently (I do, we do, you do). Furthermore, a variety of teaching techniques should be employed in order to meet different learning needs of learners.

LETTER SOUNDS AND SIMPLE WORDS

The teaching of letter sounds at ECE level has been restricted to sounds represented by single letters in a particular *Zambian Language*. Sounds represented by more than one letter will be introduced at Grade 1. This syllabus has also provided the sequence to be followed when introducing letters (see appendix 1). The introduction of each letter sound should be preceded by phonological and phonemic awareness. Each letter sound should be taught for two weeks. The teaching of phonological and phonemic awareness is restricted to simple ORAL words formed by Vowel-Consonant-Vowel (VCV) and Consonant-Vowel-Consonant-Vowel (CVCV) structure.

TIME ALLOCATION

Pre-Literacy and Language in *Zambian Languages* at ECE is allocated 2 hours 30 minutes per week. This translates into 5 periods of 30 minutes each, in a week.

ASSESSMENT

At Early Childhood Education level, assessment is an integral part of the whole teaching and learning process. In ensuring that the developmental milestones are achieved by the learners, assessment in *Zambian Languages* will be done through observation and participation. This will include the four language skills, (listening, speaking, reading and writing). However, teachers are not limited to these but are encouraged to assess the learners through different modes as deemed necessary. Through assessment, teachers will be able to know each learner's ability and weakness and provide scaffolding where necessary.

KEY COMPETENCES TO BE DEVELOPED

S/N	COMPETENCE	DESCRIPTORS
1.	Analytical Thinking	<ul style="list-style-type: none"> • Analyse stories • Comprehend and interpret pictures • Imitate sounds • Demonstrate understanding that speech is made up of sounds
2.	Citizenship	<ul style="list-style-type: none"> • Show understanding of rules
3.	Communication	<ul style="list-style-type: none"> ▪ Use appropriate language in different situations ▪ Demonstrate good listening, speaking, reading and writing skills ▪ Interpret messages represented by signs and symbols ▪ Express oneself clearly and effectively ▪ Take turns when conversing with others ▪ Exhibit awareness of print • Demonstrate ability to comprehend given information
4.	Critical Thinking	<ul style="list-style-type: none"> • Manipulate different objects • Recognise and name items in the environment • Recognise and demonstrate understanding of letter-sound relationship
5.	Digital Literacy	<ul style="list-style-type: none"> • Demonstrate simple hand-eye coordination with digital devices
6.	Emotional Intelligence	<ul style="list-style-type: none"> • Recognise and express emotions
7.	Collaboration	<ul style="list-style-type: none"> • Work with others to accomplish tasks

LISTENING AND SPEAKING				
TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.1 NAMES	0.1.1.1 Own Name	0.1.1.1.1 Tell own name	<ul style="list-style-type: none"> • Responding to own name (raising hands, saying present...) • Telling own name (e.g. My name is ...) 	<ul style="list-style-type: none"> • Own name responded to correctly. • Own name mentioned correctly.
	0.1.1.2 Friend's Name	0.1.1.2.1 Tell name of friend	<ul style="list-style-type: none"> • Telling friend's name (My friend's name is ...) 	<ul style="list-style-type: none"> • Friend's name mentioned correctly
	0.1.1.3 Names of Family members	0.1.1.3.1 Tell names of immediate family members	<ul style="list-style-type: none"> • Telling names of immediate family members 	<ul style="list-style-type: none"> • Immediate family members' names mentioned accordingly.
	0.1.1.4 Family Relationships	0.1.1.4.1 Tell relationship with immediate family members	<ul style="list-style-type: none"> • Telling relationships with immediate family members (mother, father, brother, sister ...) 	<ul style="list-style-type: none"> • Relationships with immediate family members stated correctly
	0.1.1.5 Names of Body Parts	0.1.1.5.1 Tell names of body parts	<ul style="list-style-type: none"> • Identifying own external body parts (hand, leg, head, eye ...) 	<ul style="list-style-type: none"> • Names of body parts told correctly
	0.1.1.6 Names of Familiar Objects	0.1.1.6.1 Name objects in the home environment	<ul style="list-style-type: none"> • Naming familiar objects in the home environment: <ul style="list-style-type: none"> - cooking utensils (pot, saucepan, plates, cooking stick .). - cleaning materials (soap, mopping cloth, brush .). - furniture (chair, table, bed ...) - farming tools (hoe, axe, machete ...) 	<ul style="list-style-type: none"> • Familiar objects in the home environment named correctly

LISTENING AND SPEAKING				
TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		0.1.1.6.2 Use appropriate language to state the functions of objects in the home environment	<ul style="list-style-type: none"> Talking about functions of familiar objects in the home environment 	<ul style="list-style-type: none"> Appropriate language to state functions of objects in the home environment used accordingly
	0.1.1.7 Names of Animals	0.1.1.7.1 Name animals in the home environment	<ul style="list-style-type: none"> Naming domestic animals (dog, goat, cat, chicken) 	<ul style="list-style-type: none"> Domestic animals named correctly
0.1.2 GREETINGS	0.1.2.1 Common Greetings	0.1.2.1.1 Use appropriate common greetings for different times of the day	<ul style="list-style-type: none"> Practising greetings for different times of the day 	<ul style="list-style-type: none"> Greetings for different times of the day used accordingly
0.1.3 CONVERSATIONS	0.1.3.1 Family Experiences	0.1.3.1.1 Talk about family experiences	<ul style="list-style-type: none"> Talking about family experiences (shopping, church, parties, farming) 	<ul style="list-style-type: none"> Family experiences talked about effectively and clearly
	0.1.3.2 Likes and Dislikes	0.1.3.2.1 Express likes and dislikes	<ul style="list-style-type: none"> Talking about things they like (food, clothes, games ...) Talking about things they do not like 	<ul style="list-style-type: none"> Things they like talked about using appropriate vocabulary Things they do not like talked about using appropriate vocabulary
	0.1.3.3 Home Rules	0.1.3.3.1 Use appropriate language to talk about home rules	<ul style="list-style-type: none"> Talking about home rules 	<ul style="list-style-type: none"> Home rules talked about using appropriate language
	0.1.3.4 School Rules	0.1.3.4.1 Use appropriate language to talk about school rules	<ul style="list-style-type: none"> Talking about school rules 	<ul style="list-style-type: none"> School rules talked about using appropriate language
0.1.4 PERMISSION	0.1.4.1 Asking for Permission	0.1.4.1.1 Use appropriate language when asking for permission	<ul style="list-style-type: none"> Practising how to ask for permission (teacher, may I...) 	<ul style="list-style-type: none"> Appropriate language used when seeking permission

LISTENING AND SPEAKING				
TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.5 INSTRUCTIONS	0.1.5.1 Simple Instructions	0.1.5.1.1 Follow simple instructions	<ul style="list-style-type: none"> Listening and responding to simple instructions Following simple instructions (stand up, wave your right hand ...) 	<ul style="list-style-type: none"> Instructions responded to accordingly Instructions followed correctly
	0.1.5.2 Simple Directions	0.1.5.2.1 Follow simple directions	<ul style="list-style-type: none"> Following simple directions (go straight, go back ...) 	<ul style="list-style-type: none"> Simple directions followed correctly
0.1.6 STORIES	0.1.6.1 Simple Stories	0.1.6.1.1 Listen to a simple story	<ul style="list-style-type: none"> Listening to a simple story told and answering oral questions. Listening to a simple story read out and answering oral questions 	<ul style="list-style-type: none"> Oral questions based on a simple story told answered correctly Oral questions based on a simple story read out answered correctly
		0.1.6.1.2 Re-tell a simple story	<ul style="list-style-type: none"> Re-telling a simple story 	<ul style="list-style-type: none"> A simple story re-told logically
0.1.7 RHYMES	0.1.7.1 Simple Rhymes	0.1.7.1.1 Recite a simple rhyme	<ul style="list-style-type: none"> Reciting a simple rhyme 	<ul style="list-style-type: none"> A simple rhyme recited correctly
0.1.8 PRAYER	0.1.8.1 Simple Prayer	0.1.8.1.1 Say a simple prayer	<ul style="list-style-type: none"> Saying a simple prayer Stating moments when to pray (meal time, bed time ...) 	<ul style="list-style-type: none"> A simple prayer said using appropriate language Moments when to pray stated accordingly
0.1.9 DESCRIPTIONS	0.1.9.1 Things in the Home	0.1.9.1.1 Describe things in the Home	<ul style="list-style-type: none"> Describing things in the home: (Kitchen utensils, Furniture ...) 	<ul style="list-style-type: none"> Things in the home described using appropriate vocabulary

LISTENING AND SPEAKING				
TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.1.9.2 Pictures	0.1.9.2.1 Describe things in pictures	<ul style="list-style-type: none"> Describing things in pictures (trees, buildings, animals ...) 	<ul style="list-style-type: none"> Things in pictures described using appropriate vocabulary
		0.1.9.2.2 Describe people in Pictures	<ul style="list-style-type: none"> Describing people in pictures 	<ul style="list-style-type: none"> People in pictures described using appropriate vocabulary

PRE-READING				
TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.10 CONCEPT OF PRINT	0.1.10.1 Book Handling	0.1.10.1.1 Handle a book	<ul style="list-style-type: none"> Holding a book correctly Positioning a book correctly Turning book pages in the correct order, one at a time. 	<ul style="list-style-type: none"> Book held correctly Book positioned correctly Book pages turned correctly
		0.1.10.2 Directionality	0.1.10.2.1 Pretend to read from left to right	<ul style="list-style-type: none"> Pretend-reading from left to right
	0.1.10.2.2 Pretend to read from top to bottom		<ul style="list-style-type: none"> Pretend-reading from top to bottom. 	<ul style="list-style-type: none"> Pretend-reading from top to bottom done correctly
	0.1.10.3 Print	0.1.10.3.1 Identify print	<ul style="list-style-type: none"> Identifying print (words, pictures, word boundaries) 	<ul style="list-style-type: none"> Print identified correctly

PRE-READING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.11 SOUNDS	0.1.11.1 Sounds Made by Domestic Animals	0.1.11.1.1 Imitate sounds made by domestic animals	<ul style="list-style-type: none"> Imitating sounds made by different domestic animals (moo, mee, kokoliko ...) 	<ul style="list-style-type: none"> Sounds made by different domestic animals imitated accordingly
	0.1.11.2 Sounds Made by Different Objects	0.1.11.2.1 Imitate sounds produced by different objects	<ul style="list-style-type: none"> Imitating sounds produced by different objects (shakers, drums ...) 	<ul style="list-style-type: none"> Sounds produced by different objects imitated accordingly
	0.1.11.3 Syllables	0.1.11.3.1 Identify syllables in simple oral words	<ul style="list-style-type: none"> Identifying syllables in simple oral words 	<ul style="list-style-type: none"> Syllables in simple oral words identified correctly
		0.1.11.3.2 Blend syllables to form simple oral words	<ul style="list-style-type: none"> Blending syllables to form simple oral words 	<ul style="list-style-type: none"> Syllables blended correctly to form simple oral words
		0.1.11.3.3 Segment simple oral words into syllables	<ul style="list-style-type: none"> Segmenting simple oral words into syllables 	<ul style="list-style-type: none"> Simple oral words segmented correctly into syllables
		0.1.11.3.4 Identify initial sounds in simple oral words	<ul style="list-style-type: none"> Identifying initial sounds in simple oral words 	<ul style="list-style-type: none"> Initial sounds in simple oral words identified correctly

PRE-READING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.1.11.4 Letter Sounds	0.1.11.4.1 Sound out letters	<ul style="list-style-type: none"> • Sounding out letters 	<ul style="list-style-type: none"> • Letters sounded out correctly
0.1.12 PICTURES	0.1.12.1 Picture Interpretation	0.1.12.1.1 Interpret pictures	<ul style="list-style-type: none"> • Interpreting pictures 	<ul style="list-style-type: none"> • Pictures interpreted correctly
0.1.13 LISTENING COMPREHENSION	0.1.13.1 Simple Stories	0.1.13.1.1 Answer oral questions based on a simple story	<ul style="list-style-type: none"> • Responding orally to questions based on a simple story (on characters and setting) 	<ul style="list-style-type: none"> • Oral questions based on a simple story answered correctly

PRE-WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.14 HANDWRITING	0.1.14.1 Sitting Posture	0.1.14.1.1 Demonstrate appropriate sitting posture	<ul style="list-style-type: none"> • Practising appropriate sitting posture <i>(Leo/Jumbo, arms resting on the desk, feet flat on the floor ...)</i> 	<ul style="list-style-type: none"> • Appropriate sitting posture practised
	0.1.14.2 Finger Manipulation	0.1.14.2.1 Perform finger manipulation activities	<ul style="list-style-type: none"> • Performing finger manipulation activities <i>(finger flexing, kneading,</i> 	<ul style="list-style-type: none"> • Finger manipulation activities performed accordingly

PRE-WRITING				
TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>threading, tearing papers ...)</i>	
	0.1.14.3 Gripping	0.1.14.3.1 Hold different writing tools with a tripod grip	<ul style="list-style-type: none"> • Holding and gripping writing tools such as a pencil /crayon /stick 	<ul style="list-style-type: none"> • Different writing tools held with a tripod grip accordingly
	0.1.14.4 Pattern Writing	0.1.14.4.1 Write simple patterns	<ul style="list-style-type: none"> • Writing simple patterns 	<ul style="list-style-type: none"> • Simple patterns written accordingly
	0.1.14.5 Tracing	0.1.14.5.1 Trace lines	<ul style="list-style-type: none"> • Tracing lines 	<ul style="list-style-type: none"> • Lines traced accordingly
		0.1.14.5.2 Trace simple shapes	<ul style="list-style-type: none"> • Tracing simple shapes 	<ul style="list-style-type: none"> • Simple shapes traced accordingly
		0.1.14.5.3 Trace letters	<ul style="list-style-type: none"> • Tracing letters using templates • Trace letters 	<ul style="list-style-type: none"> • Letters traced accordingly using templates • Letters traced accordingly
	0.1.14.6 Copying	0.1.14.6.1 Copy simple patterns	<ul style="list-style-type: none"> • Copying simple patterns 	<ul style="list-style-type: none"> • Simple patterns copied accordingly
		0.1.14.6.2 Copy simple shapes	<ul style="list-style-type: none"> • Copying simple shapes 	<ul style="list-style-type: none"> • Simple shapes copied accordingly
		0.1.14.6.3 Copy letters	<ul style="list-style-type: none"> • Copying letters 	<ul style="list-style-type: none"> • Letters copied accordingly

PRE-WRITING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.1.14.7 Colouring	0.1.14.7.1 Colour shapes and drawings	<ul style="list-style-type: none"> • Colouring shapes • Colouring drawings 	<ul style="list-style-type: none"> • Shapes coloured accordingly • Drawings coloured accordingly
	0.1.14.8 Drawing	0.1.14.8.1 Draw different objects	<ul style="list-style-type: none"> • Drawing different objects such as banana, orange 	<ul style="list-style-type: none"> • Different objects drawn accordingly

2. PRE-MATHEMATICS AND SCIENCE

2.1 PRE-MATHEMATICS AND SCIENCE

INTRODUCTION

The Pre-Mathematics and Science syllabus is developed and designed to cater for early learners and focuses on foundational concepts. Pre-Mathematics and Science are two interconnected disciplines that shape our understanding of the world around us. Mathematics provides the language and tools to describe and analyse scientific phenomena, while science provides the context and application for mathematical concepts. This Pre-Mathematics and Science have two sections, namely Section A for 3-4 years and Section B for 4-5 years. The course will provide an engaging and explorative journey designed to spark curiosity, nurture foundational skills, and instill a love for learning in the young minds. In this course, there is recognition of the immense potential within each child and strive to create a dynamic and stimulating environment where they can joyfully discover the wonders of Mathematics and Science. The approach of combining Mathematics and Science in this syllabus is premised on the belief that children are natural-born with a Scientific mind which seeks answers from facts and phenomenal around them. From the moment they begin to explore the world around them, children engage in processes of observation, curiosity, questioning, problem solving, critical thinking and experimentation. Therefore, this syllabus aims to harness and enhance these innate abilities, providing a solid foundation for Science, Technology, Engineering and Mathematics (STEM) education and smooth transition to lower primary.

The course covers the following five topics:

1. **Exploring My World:** "Exploring My World" is a comprehensive early learning package designed to foster curiosity, creativity, critical thinking and problem-solving skills in learners. it covers subtopics like grouping and numbering things explored in the surrounding.
2. **Understanding my Body:** "Understanding My Body" is a wide-ranging early learning package designed to introduce learners to the basics of human anatomy, health, and hygiene. It has subtopics the external Human Body parts which looks at naming and counting different body parts. Also, measuring and comparing different body parts.
3. **Exploring the Sky and Seasons:** "Exploring the Sky and Seasons" is a package that explore the fascinating world of astronomy and seasonal changes. It has a subtopic, Time and Seasons which focuses on telling time using activities of the day and weather changes in daily life.
4. **Understanding Materials:** "Understanding Materials" is designed to help learners understand the properties, uses, and applications of different materials in the surroundings. It is covered under two subtopics, Shapes and patterns and light and Shadows. Exploring the physical properties of different materials, such as texture, color, shape, and size. Also, identifying and making shapes and patterns using different materials from the surrounding.
5. **Exploring Mixtures:** "Exploring Mixtures" is designed help learners develop their understanding of existence of mixtures in the surrounding. It covers a subtopic addition and subtraction of different things in the surrounding through hands-on activities, experiments, and investigation. Additionally, using mathematical concepts, such as measurement, additions and subtractions, to create and mix different things.

STRUCTURE OF THE SYLLABUS

The syllabus has been structured in such a manner that it incorporates Mathematics and Science content in order to provide learners with a unique experience of appreciating the concepts that the two areas endeavor to provide. The syllabus outlines the content in the form of topics, subtopics while the specific competences are meant to respond to the realisation of the Mathematics and Scientific concepts.

The topics, sub-topics and specific competences are arranged in such an order for easy of reference. Some topics may be similar in both sections, but the competences and skills to be attained are not the same. Hence, when preparing lessons teachers should strive at building on what the learners already know.

TEACHING METHODOLOGY

Teaching Pre-Mathematics and Science to early learners requires methods that are engaging, hands-on and developmentally appropriate. Below are some of the prescribed effective teaching methodologies to be used during teaching and learning of Pre-Mathematics and Science:

- Play-based learning
- Manipulatives and concrete objects
- Nature walk
- Group work/Collaboration
- Demonstration
- Problem Solving

The teacher should have reasons for choosing a particular teaching method and must employ strategies and techniques to make the lesson interesting. Therefore, the two components of this learning area should be taught as separate entities. As such, the content for Pre-Mathematics and Science should be taught concurrently every day within the one-hour allocated time.

ASSESSMENT CRITERIA

Assessing pre-mathematics and science competences in early learners involves observing and documenting their understanding and application of basic concepts through various informal and formal activities. The goal is to ensure that assessments are developmentally appropriate and engaging, focusing on the child's natural curiosity and learning processes.

- **Observations:** Daily routine observations during learning activities to assess understanding and engagement.
- **Recording:** Record learner's progress and document specific instances of learning.
- **Parental feedback:** Provide simple activities for parents to do with children and ask for feedback. Gather feedback from parents about their child's learning and behaviours at home.

TIME ALLOCATION

The standard period allocation for Pre-Mathematics and Science at Early Childhood Education level has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time is **5 hours** per week for both ages 3-4 and 4-5, translating into **10 periods**.

The duration for a single period is **30 minutes**.

KEY COMPETENCES TO BE DEVELOPED

S/N	COMPETENCE	DESCRIPTORS
1.	Analytical Thinking	<ul style="list-style-type: none"> Identify patterns Compile data, create mental images and address issues Evaluate solutions
2.	Communication	<ul style="list-style-type: none"> Use mathematical/scientific language in different situations. Express oneself using different media and symbols Ask for feedback
3.	Creativity and Innovation	<ul style="list-style-type: none"> Explore the objects around them. Show creativity and innovativeness Explore areas of interest
4.	Collaboration	<ul style="list-style-type: none"> Solving puzzle in groups Play with peers to build relationships Participate in and express themselves through play activities
5.	Critical Thinking	<ul style="list-style-type: none"> Ask and answer simple questions Classify objects according to their attributes Manipulate different objects Solve simple problems in life Match different things according attributes Arrange objects according to attributes Compare similarities or differences between objects Explore the environment
6.	Environmental Sustainability	<ul style="list-style-type: none"> Dispose waste in the designated place. Adhere to best practices in environmental management. Identify a clean environment. Identify types of waste in local environment.
7.	Financial Literacy	<ul style="list-style-type: none"> Identify the forms of money Demonstrate the ability to use money Make a choice of what to buy.
8.	Problem Solving	<ul style="list-style-type: none"> Make connections/link with the inner world or social environment Use numeracy patterns and relations to solve problems. Manipulate numbers, shapes and symbols to complete a task

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.1 EXPLORING MY WORLD	0.1.1.1 Grouping of things	0.1.1.1.1 Grouping things according to their characteristics	<ul style="list-style-type: none"> • Sorting Living things and non-living things in the environment • Counting living things and non-living things in the environment 1-5 • Exploring places where living things are found • Matching familiar livings things according to the places they are found. • Creating patterns using natural materials from the local environment • Measuring lengths of different things • Comparing lengths of different things 	<ul style="list-style-type: none"> • Things grouped according to their attributes.
	0.1.1.2 Numbering things	0.1.1.2.1 Recognise numbers.	<ul style="list-style-type: none"> • Counting orally numbers 1 - 10 • Counting living and nonliving things 1-5 • Identifying numbers 1- 5 using living and non-livings • Identifying written numbers (1 – 5) using living and non-livings • Naming numbers (1- 5) using living and non-livings • Counting numbers up to 10 using variety of living and non-livings • Moulding numbers 1 – 5 using different materials • Tracing numbers 1 – 5 using different materials 	<ul style="list-style-type: none"> • Numbers 1-10 recognised correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Adding living and non-living things up to the sum of 5. • Subtracting living and non-living things up to the difference of 4. 	
	0.1.1.3 Things in the Surrounding	0.1.1.3.1 Recognise money	<ul style="list-style-type: none"> • Identifying of coins and small notes up to K5 • Count money up to K5. • Creating patterns using coins and small notes. • Sequencing money (small notes) according to pattern • Making a choice of what to buy and other means (batter system). 	<ul style="list-style-type: none"> • Money up to K5 recognised correctly
		0.1.1.3.2 Manage waste	<ul style="list-style-type: none"> • Disposing waste items in the correct bins or designated places. • Sorting out waste such as solid waste (garbage), liquid waste (dirty water, used oil), e-waste (damaged phones and electric toys) and general waste (leftover food stuff). • Participating in waste management activities such as Reduce, Reuse, Recycle... • Comparing lengths and widths of different objects • Measuring length and width of different objects using nonstandard units. 	<ul style="list-style-type: none"> • Waste managed accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.2 UNDERSTANDING MY BODY	0.1.2.1 The External Human Body Parts	0.1.2.1.1 Care for external parts of the Human body	<ul style="list-style-type: none"> Identifying the parts of the human body (head, eyes, nose, mouth, arms, legs, hands, feet) through games and songs. Relating external parts of the human body to their functions through songs and activities such as eyes for seeing, hands for eating, legs for walking Demonstrating personal hygiene habits Comparing lengths of body parts using non-standard units 	<ul style="list-style-type: none"> Care for external parts of the human body done accordingly.
0.1.3 EXPLORING THE SKY AND SEASONS	0.1.3.1 Time and Seasons	0.1.3.1.1 Tell time by activities of the day	<ul style="list-style-type: none"> Telling time by using activities of the day Telling the days of the week. Recognising the characteristics of daytime and nighttime. Identifying visible components of day (sun) and night (moon, stars). Creating patterns using natural materials such as clouds , shadows.... Recognising the seasons (cold, hot and wet) in Zambia through games, stories songs... Observing weather changes, Comparing pictures of the same place during different seasons, Discussing why some changes happen over time. Recognising effects of climate change in the local environment 	<ul style="list-style-type: none"> Tell time of the day correctly.

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.2 UNDERSTANDING MY BODY	0.1.2.1 The External Human Body Parts	0.1.2.1.1 Care for external parts of the Human body	<ul style="list-style-type: none"> Identifying the parts of the human body (head, eyes, nose, mouth, arms, legs, hands, feet) through games and songs. Relating external parts of the human body to their functions through songs and activities such as eyes for seeing, hands for eating, legs for walking Demonstrating personal hygiene habits Comparing lengths of body parts using non-standard units 	<ul style="list-style-type: none"> Care for external parts of the human body done accordingly.
0.1.3 EXPLORING THE SKY AND SEASONS	0.1.3.1 Time and Seasons	0.1.3.1.1 Tell time by activities of the day	<ul style="list-style-type: none"> Telling time by using activities of the day Telling the days of the week. Recognising the characteristics of daytime and nighttime. Identifying visible components of day (sun) and night (moon, stars). Creating patterns using natural materials such as clouds , shadows.... Recognising the seasons (cold, hot and wet) in Zambia through games, stories songs... Observing weather changes, Comparing pictures of the same place during different seasons, Discussing why some changes happen over time. Recognising effects of climate change in the local environment 	<ul style="list-style-type: none"> Tell time of the day correctly.

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.4 UNDERSTANDING MATERIALS	0.1.4.1 Shapes and Patterns	0.1.4.1.1 Create simple shapes	<ul style="list-style-type: none"> • Exploring different materials in the local environment in terms of texture, color, shape, size, and weight • Constructing shapes using various materials. • Making lines using real objects • Creating 2 dimensional (2D) shapes diagrams. • Making 3 dimensional (3D) shapes • Comparing shapes of different materials according to size and colour • Tracing and drawing shapes of different materials • Collecting various materials (e.g., a rock, a leaf, a plastic toy) and predicting whether each will sink or float, and discussing the reasons behind their predictions. 	<ul style="list-style-type: none"> • Shapes created successfully
	0.1.4.2 Light and Shadows	0.1.4.2.1 Demonstrate how shadows are formed.	<ul style="list-style-type: none"> • Exploring the formation of shadows using a source of light and other things • Observing shadows outside on a sunny day, and discussing how objects need to block light to form shadows. • Comparing shapes of different shadows according to lengths and widths 	<ul style="list-style-type: none"> • Formation of shadows demonstrated correctly.

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.5 EXPLORING MIXTURES	0.1.5.1 Adding and Subtracting things	0.1.5.1.1 Use mathematical operations in everyday life	<ul style="list-style-type: none"> • Exploring concrete objects in the environment • Adding concrete objects up to the sum of 5. • Subtracting concrete objects up to the difference of 4. 	<ul style="list-style-type: none"> • Mathematical operations used correctly.
		0.1.5.1.2 Make simple mixtures.	<ul style="list-style-type: none"> • Adding different locally available materials (e.g. colored beads or buttons, combining different snacks to make a mixture.....) • Discussing how the items in a mixture remain separate but together. • Making simple mixtures using water colours (e.g. using a painting game) 	<ul style="list-style-type: none"> • Simple mixtures made accordingly.

3. CREATIVE AND TECHNOLOGY STUDIES

3.1 CREATIVE AND TECHNOLOGY STUDIES

INTRODUCTION

Creative and Technology Studies Syllabus for ECE (Levels 3-4 and 4-5) is the combination of **Art and Design, Design and Technology, Home Economics, Information and Communications Technology, Music, and Physical Education**. It also integrates *Social Studies* and Cross Cutting issues such as *financial education, entrepreneurship, environmental health and pollution management* have been added. The focus of Creative and Technology Studies syllabus in Early Childhood Education is to promote *creativity, critical thinking, problem solving, and positive inter – relationships, health and wellbeing, self-expression, self-confidence, awareness of space and assertiveness*.

Learners manipulate different materials and respond to a variety of sensory experiences. The learners' creative work expresses their feelings and perception of the world. The work produced may not mean anything to an adult but may mean a lot to the child. Therefore, the effort that a child puts in an activity should be appreciated and commended. This is the appropriate age because, learners delight in exploring their surroundings by making, dismantling, examining and experimenting things. This is the main thrust of the learning area because it provides an opportunity for learners to use available materials.

STRUCTURE OF THE SYLLABUS

The syllabus is divided into two sections namely; **Section A** and **Section B**. Section A is for **level 3-4** whereas Section B is for **Level 4-5**. At the beginning of each section (Section A and B) there are competences and descriptors to be developed by learners. For easy reference the syllabus is arranged as follows; *topic, sub-topic, specific competence, learning activities and an expected standard*.

Further, the syllabus has been outlined in such a manner that all the components of the subject (*Art and Design, Design and Technology, Home Economics, Information and Communications Technology, Music, and Physical Education and cross-cutting issues*) and some aspects of Social Studies are taught in an integrated manner. The teacher should be conversant in all areas and lay a firm ground in the learners. However, it is envisaged that each school will have safe space/ground for all the components where learners will have to go and play. This will provide learners with an opportunity for hands-on activities and interact with peers.

SUGGESTED TEACHING METHODS

The approach to teaching and learning is the learner-centred. Therefore, in order to develop learners with understanding, skills and values that can contribute to the development of society, the starting point for teaching and learning is to recognise that learners come to school with a wealth of knowledge and experience gained from the family, community and through interaction with the environment. Thus, learning in school must build on the learner's prior knowledge and experience.

This is best achieved when learners are actively involved in the learning process. However, each learner has individual needs, pace of learning, experiences in life and abilities. To accommodate this, the teacher must determine the needs of the learners, and shape the learning experiences accordingly. Therefore, teaching methods must be varied but flexible within well-structured sequences of lessons and should include among others;

- Pair Work
- Group/Team Work
- Individual Work
- Field trip Method
- Project Method
- Discussion Method
- Guest Speaker
- Demonstration Method

The teacher should have reasons for choosing a particular teaching method and must employ strategies and techniques to make the lesson interesting.

TIME ALLOCATION

The standard period allocation for Creative and Technology Studies at Early Childhood Education level has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time for Early Childhood Education is **5 hours** per week. The duration for a single period is **30 minutes**.

ASSESSMENT

There are no formal assessments provided at ECE level, as children develop at different rates at this level. Observational assessment ought to be a fundamental part of the programme. Therefore, the goal of both formative and summative assessments is to identify the developmental areas in a child that need more focused care as soon as it is practical.

School readiness assessment will be conducted at the preschool level before entry into Primary Education to determine both the developmental milestones and acquisition of key competences during the period children have been exposed to Early Childhood Education.

KEY COMPETENCES TO BE DEVELOPED

S/N	COMPETENCE	DESCRIPTORS
1.	Collaboration	Demonstrate ability to physically interact at play Play with peers to build relationships Participate in and express themselves through various activities.
2.	Analytical thinking	Apply analytical skills in various play activities Identify patterns Create mental images
3.	Critical thinking	Identify tools found in the immediate environment Exhibit knowledge and ability to hold tools
4.	Communication	Express oneself using different materials. Communicate one's ideas to others
5.	Creativity and innovation.	Demonstrate ability to draw and make simple items Demonstrate ability to sing, dance and play music games. Demonstrate ability to make and trace lines, shapes and patterns.
6.	Digital literacy	Identify main parts of the computer, open and close a computer. Recognize and use basic digital tools. Develop simple hand-eye coordination with digital devices. Follow basic instructions in interactive educational software.
7.	Problem solving	Exhibit basic skills in drawing, colouring and pattern making. Use patterns and relations to solve problems Make connections/link with the inner world or social environment
8.	Environmental sustainability	Dispose trash in the designated place. Adhere to best practices in environmental management.
9.	Entrepreneurship	Role-play saving and simple entrepreneurial activities.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.1 SAFETY	0.1.1.1 Safety in the Environment	0.1.1.1.1 Practise safety in the environment	<ul style="list-style-type: none"> Identifying harmful objects in the environment Tidying up their environment (classroom, <i>kitchen, bedrooms, playground...</i>) Wearing personal protective attire during working/playing 	<ul style="list-style-type: none"> Safety in the environment practised correctly
0.1.2 HYGIENE	0.1.2.1 Food Hygiene	0.1.2.1.1 Practise food hygiene	<ul style="list-style-type: none"> Washing of hands before and after touching food Washing of food (<i>fruits, vegetables...</i>) before eating Warming leftover food before eating Washing of utensils after eating Practicing covering of food 	<ul style="list-style-type: none"> Food Hygiene practised accordingly
	0.1.2.2 Personal Hygiene	0.1.2.2.1 Practise personal hygiene	<ul style="list-style-type: none"> Washing of hands (<i>soap, ash...</i>) Practising using toilet facilities; (<i>Flashing and covering the toilet after use, opening and covering the drop hole</i>) Practising using toiletries (<i>tissues, soap...</i>) 	<ul style="list-style-type: none"> Personal hygiene practised accordingly
	0.1.2.3 Environmental Hygiene	0.1.2.3.1 Care for the environment	<ul style="list-style-type: none"> Participating in picking <i>used bottles, used plastic bags, litter ...</i> Throw waste in the right places. 	<ul style="list-style-type: none"> The environment cared for accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Make things using (<i>plastic bottles, plastic bags, bottle tops.....</i>). 	
0.1.3 TOOLS	0.1.3.1 Hand Tools	0.1.3.1.1 Use tools found in the immediate environment	<ul style="list-style-type: none"> • Identifying tools found in the immediate environment (<i>knives, spoon, folk, plates....</i>). • Classify tools in immediate environment • Use tools found in the immediate environment (<i>pencils, books, crayons....</i>) 	<ul style="list-style-type: none"> • Tools found in the immediate environment used accordingly
0.1.4. DRAMA	0.1.4.1 Role Play	0.1.4.1.1 Perform various roles	<ul style="list-style-type: none"> • Playing roles of (<i>Cooking, washing, sweeping, and drawing water, teacher's roles...</i>) 	<ul style="list-style-type: none"> • Various roles performed accordingly
0.1.5. LIGHT	0.1.5.1 Sources of Light	0.1.5.1.1 Utilise sources of light to solve problems	<ul style="list-style-type: none"> • Identifying sources of light (<i>Sun, moon, bulb, torch, candle, stars, lamp, fire...</i>) • Discussing the uses of light • Demonstrating the use of light to solve problems (<i>illumination</i>) 	<ul style="list-style-type: none"> • Sources of light utilized appropriately

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.6 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) DEVICES	0.1.6.1 ICT Devices	0.1.6.1.1 Operate ICT devices in the locality	<ul style="list-style-type: none"> Identifying ICT devices from immediate environment (<i>Television (TV), Remote Control, Computers, Phone, Tablet, Radio....</i>) Switching on and off ICT devices (<i>television, phone, computer and radio...</i>) Operating ICT devices 	<ul style="list-style-type: none"> ICT devices manipulated accordingly
0.1.7 FOOD	0.1.7.1 Types of Food	0.1.7.1.1 Sort different types of food according to the characteristics	<ul style="list-style-type: none"> Identifying different types of food (<i>rice, nshima, beans, milk, cassava, maize, groundnuts, and fruits...</i>) Grouping foods according to their characteristics 	<ul style="list-style-type: none"> Different types of food grouped accordingly
0.1.8 MOTOR DEVELOPMENT	0.1.8.1 Gross Motor (Loco-motor)	0.1.8.1.1 Develop loco motor skills	<ul style="list-style-type: none"> Performing simple body movements (<i>Jumping. Crawling and walking...</i>) 	<ul style="list-style-type: none"> Simple body movements performed accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Playing different games that involve (<i>crawling, throwing, catching, kicking, hopping, jumping, games such as: hopscotch, build a tunnel, football and hand ball...</i>) • Performing structural body movements (<i>standing, sitting and jumping</i>). • Participating in playing games using simple rules (<i>throw, run, kick, catch...</i>) • Following simple rules when playing games 	<ul style="list-style-type: none"> • Loco motor skills developed accordingly
0.1.9 MUSIC AND DANCE.	0.1.9.1 Music and Dance	0.1.9.1.1 Explore different types of music and dance	<ul style="list-style-type: none"> • Imitating different musical sounds • Singing familiar songs • Singing and responding to rhythm, melody and sound • Performing different dancing styles 	<ul style="list-style-type: none"> • Different types of music and dance explored accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.10 CRAFTS	0.1.10.1 Paper Crafts	0.1.10.1.1 Make paper craft.	<ul style="list-style-type: none"> Folding paper to make different shapes (rectangle, <i>square</i>, <i>triangle</i>) Tearing paper into different shapes and sizes Pasting paper to make patterns Making different familiar items using paper (<i>puppets</i>, <i>house</i>, <i>box...</i>) 	<ul style="list-style-type: none"> Different paper crafts made accordingly
0.1.11 MOTOR DEVELOPMENT	0.1.11.1 Locomotor Skills	0.1.11.1.1 Develop various locomotor skills.	<ul style="list-style-type: none"> Performing walking activities (<i>backward</i>, <i>side wards</i> and <i>on tip toes</i>) Balancing feet: alternate balancing (<i>on left and right foot</i>) Playing jumping and climbing activities: (<i>Jump from a height of 20cm</i>, <i>step over the rope 10cm high</i>, <i>hopping.</i> ; <i>Climb up and walk down stairs</i>) 	<ul style="list-style-type: none"> Various locomotor skills developed accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Performing running activities (<i>run changing directions</i>) • Participating in rolling activities (<i>Roll their bodies forward and backwards, ball rolling</i>) • Performing tiding up activities (<i>packing, lifting...</i>) • Imitating movements of familiar animals: (<i>cat, dog, cow, goat, lion, snake...</i>) 	
	0.1.11.2 Non- Locomotor	0.1.11.2.1 Develop various non locomotor kills	<ul style="list-style-type: none"> • Performing bending and stretching activities • Performing static body movements (<i>pushing, standing, pulling, kneeling...</i>) • Performing Posture balancing activities. (<i>Sitting, standing, squatting...</i>) • Performing Jumping up and down on one spot activities 	<ul style="list-style-type: none"> • Various non locomotor kills developed accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.1.11.3 Eye-hand and Eye-foot coordination	0.1.11.3.1 Develop Eye-hand and eye-foot coordinati on skills	<ul style="list-style-type: none"> Participating in clipping activities (<i>pegging, tonging and tweezing...</i>) Performing in Play catching and throwing: Practising kicking a stationary ball, roll a ball kicking a stationary ball, roll a ball 	<ul style="list-style-type: none"> Eye-hand and eye-foot coordination skills develop successfully
	0.1.11.4 Fine motor skills development	0.1.11.4.1 Develop Fine motor skills	<ul style="list-style-type: none"> Exploring different objects to build a tower (<i>plastic lids, wooden blocks, stones, sticks...</i>) Exploring different objects to build a tower Manipulating objects in the immediate environment Arranging objects: (<i>dominos up to 5, numbers, fixing puzzles, templates...</i>) Arranging objects according to their classification 	<ul style="list-style-type: none"> Fine motor skills developed accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
			Participating in <ul style="list-style-type: none"> • Scooping, filling and emptying (<i>sand, water</i>) • Opening and closing: (<i>opening bottles, taps.....</i>) • Practising grasping and releasing activities (<i>swinging, sorting, hanging</i>) • Performing self-help skills (<i>toileting, zipping, dressing, buttoning and lacing...</i>) 	
0.1.12 MUSIC AND DANCES	0.1.12.1 Rhythm and Movement	0.1.12.1.1 Perform Rhythm and Movement	<ul style="list-style-type: none"> • Demonstrating Controlling and Balancing of their body (<i>rhythm, clapping, simple dance, jumping...</i>) • Practising control and balance of the body. • Performing specific guided rhythmic activities (<i>clapping, stumping...</i>) • Playing familiar musical instruments (<i>drum, swift piano, guitar...</i>) 	<ul style="list-style-type: none"> • Rhythm and Movement performed accordingly
0.1.13 ART	0.1.13.1 Drawing and Tracing	0.1.13.1.1 Draw different lines	<ul style="list-style-type: none"> • Identifying different lines • Drawing different lines 	Different lines drawn accordingly.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
		0.1.13.1.2 Trace objects using templates	<ul style="list-style-type: none"> Tracing familiar objects (<i>cups, plates...</i>) Drawing using templates and free hand (<i>birds, people, animals, flowers, houses, traditional dresses, family members...</i>) 	Different objects traced accordingly
0.1.14 CRAFTS	0.1.14.1 Colours	0.1.14.1.1 Colour objects	<ul style="list-style-type: none"> Identifying different colouring materials (crayons, water colours...) Sorting colouring materials Use colouring materials to colour familiar objects (<i>ball, pot, cups, flag of Zambia, traditional dress, fruits, food...</i>) 	Different objects coloured

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.1.14.2 Patterns	0.1.14.2.1 Make simple patterns	<ul style="list-style-type: none"> Identifying materials used to print patterns (<i>water colours, crayons, paint brushes, Potato cut, cassava, banana fibre, sponge, hands and feet...</i>) Sorting materials used for printing patterns Printing simple patterns using different media. (<i>Water colours, crayons, paint brushes, potato cut, banana fibre, leaf, sponge, feet and hand...</i>) Making simple pictures/ patterns using collage and mosaic. (<i>locally available materials</i>) 	<ul style="list-style-type: none"> Simple patterns made accordingly
	0.1.14.3 Threading	0.1.14.3.1 Thread different items	<ul style="list-style-type: none"> Threading different items using (<i>straws, fruit reels, bottle tops, threading shoe laces, big beads, big cotton reels...</i>) 	<ul style="list-style-type: none"> Different items threaded.
	0.1.14.4 Weaving	0.1.14.4.1 Weave different items	<ul style="list-style-type: none"> Weaving threads and paper strips (<i>dolls hair, making paper mats...</i>) 	<ul style="list-style-type: none"> Different items wove accordingly.
	0.1.14.5 Modelling and Moulding	0.1.14.5.1 Make different artifacts	<ul style="list-style-type: none"> Modelling and moulding different artifacts (<i>people, cars, pots, dolls, cups, animals....</i>) 	<ul style="list-style-type: none"> Different artifacts made accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
0.1.15 GAMES	0.1.15.1 Games	0.1.15.1.1 Play traditional games	<ul style="list-style-type: none"> Playing different traditional games (<i>nsolo, chiyato, waida, chidumu...</i>) 	<ul style="list-style-type: none"> Traditional games played accordingly
		0.1.15.1.2 Play conventional games	<ul style="list-style-type: none"> Playing different conventional games; (<i>football, netball...</i>) 	<ul style="list-style-type: none"> Conventional games played correctly

SECTION B: 4 - 5 YEARS

1. PRE-LITERACY AND LANGUAGE

1.1 ENGLISH LANGUAGE

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.1 CONVERSATION	0.2.1.1 Greetings	0.2.1.1.1 Use appropriate greetings at different times of the day	<ul style="list-style-type: none"> • Responding to common greetings – (<i>how are you? I am fine...</i>) • Responding to appropriate greetings at different times of the day (<i>good morning, good afternoon, good evening, good night...</i>) • Using common greetings at different times of the day (<i>good morning, good afternoon, good evening, good night...</i>) 	<ul style="list-style-type: none"> • Greetings at different times of the day used appropriately
		0.2.1.1.2 Take turns to speak	<ul style="list-style-type: none"> • Discussing importance of taking turns to speak (<i>to communicate effectively/clearly, respect for others...</i>) • Practising taking turns to speak (<i>Sharing ideas or thoughts one at a time using talking stick or token...</i>) • Role-playing taking turns to speak. (<i>How are you? I am fine thank you, I am alright, I am not fine...</i>) 	<ul style="list-style-type: none"> • Turn taking in a dialogue done accordingly
	0.2.1.2 Simple Instructions	0.2.1.2.1 Follow simple instructions	<ul style="list-style-type: none"> • Following simple instructions (<i>close the door, open the window, keep quiet, sit properly, get your books...</i>) • Role-playing following instructions 	<ul style="list-style-type: none"> • Simple instructions followed accordingly

LISTENING AND SPEAKING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.2.1.3 Classroom Rules	0.2.1.3.1 Follow classroom rules	<ul style="list-style-type: none"> Discussing classroom rules (<i>play peacefully, pick litter, pack your things...</i>) 	<ul style="list-style-type: none"> Classroom rules followed accordingly
	0.2.1.4 Making Requests	0.2.1.4.1 Use appropriate language in making requests	<ul style="list-style-type: none"> Asking for permission (<i>Please teacher may I..., Excuse me teacher/ sir/ madam...</i>) Responding to permission granted (<i>thank you, all right sir/madam...</i>) 	<ul style="list-style-type: none"> Request made using appropriate language
0.2.2 NAMING	0.2.2.1 Things at Home	0.2.2.1.1 Name objects found at home.	<ul style="list-style-type: none"> Naming objects found at home Kitchen (<i>brooms, plates, pots, chair, table, spoons, mats</i>) Sitting room (<i>television, radio, table, sofa...</i>) Bedroom (<i>mat bed, pillow, blanket, dressing mirror</i>) Toilet/bathroom (<i>dish, soap, face towel, bathtub</i>) 	<ul style="list-style-type: none"> Objects found at home named correctly.
	0.2.2.2 Things at School	0.2.2.2.1 Name objects found at school	<ul style="list-style-type: none"> Naming objects found inside the classroom (<i>chair, table, desk, black board, white board, and book shelve, pencil, books, duster...</i>) Naming things found outside the classroom (<i>National flag, taps, trees, grass, classrooms, offices, toilets, playground...</i>) 	<ul style="list-style-type: none"> Objects found at school named correctly.
	0.2.2.3 Naming Domestic Animals	0.2.2.3.1 Name domestic animals	<ul style="list-style-type: none"> Talking about domestic animals (<i>dog, cat, cow, goat, pig</i>) 	<ul style="list-style-type: none"> Domestic animals named correctly.

LISTENING AND SPEAKING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Moulding and naming domestic animals 	
	0.2.2.4 Naming Wild Animals	0.2.2.4.1 Name wild animals	<ul style="list-style-type: none"> • Talking about wild animals (<i>Lion, Elephant, Giraffe, Monkey, Hare</i>) 	<ul style="list-style-type: none"> • Wild animals named correctly
	0.2.2.5 Naming Occupations	0.2.2.5.1 Name different occupations in the community	<ul style="list-style-type: none"> • Discussing different occupations (<i>teacher, nurse, doctor, carpenter, Footballer, netballer, shop keeper, driver...</i>) • <i>Role- playing various occupations found in the community</i> 	<ul style="list-style-type: none"> • Different occupation found in the community named correctly.
	0.2.2.6 Naming Modes of Transport.	0.2.2.6.1 Name modes of transport	<ul style="list-style-type: none"> • Name various modes of transport (<i>car, aeroplane, train, boat</i>) 	<ul style="list-style-type: none"> • Various modes of transport named correctly.
0.2.3 DESCRIPTIONS	0.2.3.1 Colours	0.2.3.1.1 Describe objects according to primary colours	<ul style="list-style-type: none"> • Sort out objects according to primary colours (<i>red, blue and yellow</i>) • Describing objects according to primary colours (the book is <i>blue</i>, the ball is <i>red</i>...) 	<ul style="list-style-type: none"> • Objects described according to primary colours correctly.
		0.2.3.1.2 Describe objects according to secondary colours	<ul style="list-style-type: none"> • Sort out objects according to secondary colours (<i>green, orange purple...</i>) • Describing objects according to secondary colours (the bag is <i>green</i>, the car is <i>orange</i>....) 	<ul style="list-style-type: none"> • Objects described according to secondary colours correctly

LISTENING AND SPEAKING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.2.3.2 Describing Things	0.2.3.2.1 Describe things according to their attributes	<ul style="list-style-type: none"> Describing things according to their attributes (<i>size, shape, weight... (big- small, sweet- bitter, long--short).</i>) 	<ul style="list-style-type: none"> Things described according to their attributes correctly
	0.2.3.3 House Chores	0.2.3.3.1 Describe home chores	<ul style="list-style-type: none"> Describing home chores as they practice (<i>sweeping, washing, cleaning, cooking ...</i>) Role-playing home chores (<i>I am sweeping ...She/ he is washing ...</i>) 	<ul style="list-style-type: none"> Home chores described correctly.
	0.2.3.4 School Rules	0.2.3.4.1 Use appropriate language to talk about school rules	<ul style="list-style-type: none"> Discussing school rules using appropriate language (<i>litter in the bin, listen attentively, sit quietly....</i>) 	<ul style="list-style-type: none"> School rules discussed using appropriate language.
	0.2.3.5 Positions of Things	0.2.3.5.1 Use appropriate language to show position of things.	<ul style="list-style-type: none"> Describing positions of objects using prepositions (<i>in, on, at, under</i>) 	<ul style="list-style-type: none"> Language to show positions of objects used correctly
	0.2.3.6 Singular and Plural Forms.	0.2.3.6.1 Use appropriate vocabulary to express singular and plural forms.	<ul style="list-style-type: none"> Identifying things by number (<i>one-many</i>) Expressing nouns as singular and plural. (<i>Book – books, desk – desks, chair – chairs</i>) 	<ul style="list-style-type: none"> Singular and plural forms of things expressed correctly
0.2.4 SONGS	0.2.4.1 Days of the Week	0.2.4.1.1 Name days of the week	<ul style="list-style-type: none"> Naming/singing the days of the week (<i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.</i>) 	<ul style="list-style-type: none"> Days of the week named correctly.

LISTENING AND SPEAKING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.2.4.2 Months of the Year.	0.2.4.2.1 Name months of the year	<ul style="list-style-type: none"> Naming /singing months of the year (<i>January – December</i>) 	<ul style="list-style-type: none"> Months of the year named correctly.
	0.2.4.3 Care for the Body	0.2.4.3.1 Use appropriate language about caring for the body	<ul style="list-style-type: none"> Singing ‘Care for the body song’ (<i>this is the way we.....</i>) Naming items used to keep the body clean (<i>Soap, water, toothpaste, face cloth, nail cutter, comb, tooth brush</i>). 	<ul style="list-style-type: none"> Language about caring for the body used appropriately.
0.2.5 NARRATION	0.2.5.1 Road Safety Rules	0.2.5.1.1 Use appropriate language to talk about road safety rules	<ul style="list-style-type: none"> Discussing road safety rules (<i>look right/ left, look right again, Zebra crossing, robots.....</i>), 	<ul style="list-style-type: none"> Language for talking about road safety rules used correctly.
	0.2.5.2 Simple Events	0.2.5.2.1 Narrate simple events	<ul style="list-style-type: none"> Identifying simple events (<i>Birthday parties, Christmas, New Year</i>) Narrating simple events (<i>what, where, when, how.. .</i>) 	<ul style="list-style-type: none"> Simple events narrated correctly.
	0.2.5.3 Weather	0.2.5.3.1 Use appropriate language to talk about the weather	<ul style="list-style-type: none"> Mentioning different weather patterns (<i>Rainy, windy, cloudy, sunny</i>). Talking about the weather (<i>rainy month, windy day...</i>) 	<ul style="list-style-type: none"> Language to talk about the weather used correctly.
0.2.6 STORIES	0.2.6.1 Caring for Others	0.2.6.1.1 Use appropriate language to tell stories about caring for others	<ul style="list-style-type: none"> Listening to simple oral stories about caring for others Re-telling simple oral stories about caring for others Role-playing caring for others (<i>Sick, elderly, differently abled</i>). 	<ul style="list-style-type: none"> Language to tell stories about caring for others told correctly.

LISTENING AND SPEAKING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.2.6.2 Communication	0.2.6.2.1 Use appropriate language to talk about means of communication	<ul style="list-style-type: none"> • Identifying and discussing language used for various means of communication (<i>letters, cell phones, radio, newspapers...</i>) • Telling simple stories about the means of communication 	<ul style="list-style-type: none"> • Language to talk about the means of communication used correctly.
	0.2.6.3 Selling and Buying	0.2.6.3.1 Use appropriate language for buying and selling	<ul style="list-style-type: none"> • Identifying and discussing the appropriate vocabulary for buying and selling (how much..., change ...) • Dramatising/role- playing selling and buying 	<ul style="list-style-type: none"> • Language for buying and selling used correctly.

PRE-READING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.7 VISUAL DESCRIMINATION	0.2.7.1 Matching	0.2.7.1.1 Demonstrate left to right eye movement.	<ul style="list-style-type: none"> Practising left to right eye movement by: <ul style="list-style-type: none"> -Tracking with fingers to follow lines from left to right. -Reading pointer sticks (<i>use pointer sticks to follow words or lines from left to right..</i>) -Singing and moving (movement from left to right) Matching similar things from left to right (<i>pictures, objects, patterns, numbers shapes, size, colour...</i>) 	<ul style="list-style-type: none"> Left to right eye movement demonstrated accordingly.
	0.2.7.2 Identification	0.2.7.2.1 Identify objects according to their attributes	<ul style="list-style-type: none"> Matching items according to their relationship (<i>car –road – boat – water, mother – baby, chicken – egg...</i>) Identifying and sorting objects of similar properties (<i>by colour, size, shape, length...</i>) Odd One Out -Picking an odd one from given shapes and objects (<i>circle, triangle, square, fruits...</i>) 	<ul style="list-style-type: none"> Items identified according to their attributes correctly.
	0.2.7.3 Simple Stories	0.2.7.3.1 Read picture stories	<ul style="list-style-type: none"> Arranging a set of picture cards representing key elements of a story (<i>in the order they appear in a book, helping them understand the sequence of event</i>) 	<ul style="list-style-type: none"> Picture stories read correctly.

PRE-READING

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.8 SOUNDS	0.2.8.1 Natural Sounds	0.2.8.1.1 Recognise sounds	<ul style="list-style-type: none"> • Naming domestic animals and associating them to the sounds they produce (<i>cow – moo, cat – meow, dog – woof, sheep – baa</i>) • Listening, watch and producing recorded domestic animal sound • Naming the musical instruments producing sound • Identifying and imitating natural sounds heard • Dramatising (<i>blind folding for voice recognition</i>) 	<ul style="list-style-type: none"> • Sounds recognised correctly.
	0.2.8.2 Initial Sounds	0.2.8.2.1 Sound out initial sounds in words	<ul style="list-style-type: none"> • Sounding out initial vowels and consonants in given words (<i>s,a,t,i,l,p,n...</i>)(<i>sat,at,pin,sit,,tin...</i>) 	<ul style="list-style-type: none"> • Initial sounds in given words sounded correctly.
	0.2.8.3 Number of Sounds	0.2.8.3.1 Count the number of sounds in regular words	<ul style="list-style-type: none"> • Counting the number of sounds in regular words (<i>sit-3, at- 2...</i>) 	<ul style="list-style-type: none"> • Number of sounds in given words counted correctly.
	0.2.8.4 Blending	0.2.8.4.1 Blend sounds	<ul style="list-style-type: none"> • Putting 2-3 sounds together - oral blending (<i>s/a/t -sat, s/i/t-sit, i/t-it...</i>) 	<ul style="list-style-type: none"> • Sounds blended correctly
	0.2.8.5 Substitution	0.2.8.5.1 Manipulate sounds within words to form new words	<ul style="list-style-type: none"> • Manipulating sounds within words to form new words (<i>sit- sat, pat-sat</i>) 	<ul style="list-style-type: none"> • Sounds within words to form new words manipulated correctly

PRE-READING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.2.8.6 Recognition	0.2.8.6.1 Identify sounds found in words	<ul style="list-style-type: none"> Identifying positions of target sounds in words. (<i>in the word po;, sound /p/ is found at the beginning of the word</i>) 	<ul style="list-style-type: none"> Sounds in given words identified correctly
	0.2.8.7 Rhyming	0.2.8.7.1 Identify rhyming words in rhymes and songs.	<ul style="list-style-type: none"> Playing games or singing to identify rhyming words 	<ul style="list-style-type: none"> Rhyming words in rhymes and songs identified correctly.
	0.2.8.8 Tongue Twisters	0.2.8.8.1 Recite tongue twisters.	<ul style="list-style-type: none"> Reciting short alliterations/tongue twisters. (<i>big blue balloon bounces, pink pigs play...</i>) 	<ul style="list-style-type: none"> Tongue twisters recited accordingly

PRE-WRITING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.9 HANDWRITING	0.2.9.1 Sitting Posture	0.2.9.1.1 Demonstrate correct sitting posture	<ul style="list-style-type: none"> Demonstrating correct sitting posture (<i>leo/jumbo- elephant and kalulu, sitting upright , arms resting on the desk /table , feet flat on the floor)</i>) 	<ul style="list-style-type: none"> Sitting posture demonstrated correctly.
	0.2.9.2 Hand /Finger Manipulation	0.2.9.2.1 Manipulate objects	<ul style="list-style-type: none"> Practising finger and hand exercises (<i>tapping, finger stretches, finger circles, page turning, drawing...</i>) 	<ul style="list-style-type: none"> Objects manipulated accordingly.
	0.2.9.3 Book Handling	0.2.9.3.1 Demonstrate correct book handling habits	<ul style="list-style-type: none"> Practising correct handling of books (<i>gently, shelving , keeping books away from water and food, no chewing of paper and tearing of pages, book covering...</i>) 	<ul style="list-style-type: none"> Correct book handling habits demonstrated accordingly
	0.2.9.4 Book Exploration	0.2.9.4.1 Name different parts of a book.	<ul style="list-style-type: none"> Exploring books freely (<i>turning pages, feeling textures and identifying pictures</i>). 	<ul style="list-style-type: none"> Different parts of a book named correctly.
	0.2.9.5 Make own Book	0.2.9.5.1 Make picture book.	<ul style="list-style-type: none"> Making own picture books with plain papers to draw and illustrate stories. 	<ul style="list-style-type: none"> Picture books made creatively
	0.2.9.6 Simple Gadget Exploration	02.9.6.1 Manipulate simple gadgets.	<ul style="list-style-type: none"> Handling different gadgets, demonstrating how they work and exploring their functions (<i>phone, mini tablets, min computers...</i>) 	<ul style="list-style-type: none"> Simple gadgets manipulated correctly
	0.2.9.7 Pencil Grip	0.2.9.7.1 Hold pencil using the tripod grip	<ul style="list-style-type: none"> Practising holding pencil with tripod grip (<i>the pencil rests against the hand and the middle</i> 	<ul style="list-style-type: none"> Pencil held correctly using the tripod grip

PRE-WRITING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>finger while thumb and the index finger controls the pencil)</i>	
	0.2.9.8 Patterns	0.2.9.8.1 Draw lines, patterns and shapes.	<ul style="list-style-type: none"> Drawing patterns (strokes; horizontal, vertical, right-slanting, left-slanting, semi-circle all directions) 	<ul style="list-style-type: none"> Lines and patterns drawn accordingly
	0.2.9.9 Copying	0.2.9.9.1 Copy simple words	<ul style="list-style-type: none"> Copying simple words with letters already learnt (a, b...) 	<ul style="list-style-type: none"> Simple words copied correctly.
		0.2.9.9.2 Copy simple sentences	<ul style="list-style-type: none"> Copying short sentences (a boy sat...) 	<ul style="list-style-type: none"> Short sentences copied correctly
		0.2.9.9.3 Copy own name	<ul style="list-style-type: none"> Copying own name from a name card (Joy...) 	<ul style="list-style-type: none"> Own names copied correctly.

1.2 ZAMBIAN LANGUAGES

LISTENING AND SPEAKING				
TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.1 NAMES	0.2.1.1 Names of Family Members	0.2.1.1.1 Name members of the extended family	<ul style="list-style-type: none"> Telling names of extended family members 	<ul style="list-style-type: none"> Extended family members' names mentioned accordingly
	0.2.1.2 Family Relationship	0.2.1.2.1 Tell their relationship with extended family members	<ul style="list-style-type: none"> Telling relationship with extended family members 	<ul style="list-style-type: none"> Relationship with extended family members stated correctly
	0.2.1.3 Names of Familiar Objects	0.2.1.3.1 Name objects in the school environment	<ul style="list-style-type: none"> Naming familiar objects in the school environment: <ul style="list-style-type: none"> - inside the classroom (pencils, chairs...) - outside the classroom (flag, dust bin...) 	<ul style="list-style-type: none"> Familiar objects in the school environment named correctly
		0.2.1.3.2 State functions of objects in the school environment	<ul style="list-style-type: none"> Talking about functions of familiar objects in the school 	<ul style="list-style-type: none"> Functions of familiar objects in the school talked about using appropriate vocabulary
	0.2.1.4 Names of Occupations	0.2.1.4.1 Name occupations in the community	<ul style="list-style-type: none"> Naming different occupations in the community 	<ul style="list-style-type: none"> Different occupations in the community named accordingly
		0.2.1.4.2 Role play different occupations in the community	<ul style="list-style-type: none"> Role playing different occupations in the community 	<ul style="list-style-type: none"> Different occupations in the community role played using relevant vocabulary

LISTENING AND SPEAKING

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	0.2.1.5 Animals	0.2.1.5.1 Classify domestic animals according to functions	<ul style="list-style-type: none"> Classifying domestic animals according to functions (food, transport, farming, Pets ...) 	<ul style="list-style-type: none"> Domestic animals classified according to functions using appropriate vocabulary
		0.2.1.5.2 Name common wild animals	<ul style="list-style-type: none"> Naming common wild animals 	<ul style="list-style-type: none"> Common wild animals named correctly
0.2.2 GREETINGS	0.2.2.1 Common Greetings	0.2.2.1.1 Use appropriate greetings for different situations	<ul style="list-style-type: none"> Using specific greetings for different situations 	<ul style="list-style-type: none"> Specific greetings for different situations used appropriately
0.2.3 SIMPLE STORIES	0.2.3.1 Narratives	0.2.3.1.1 Listen to a simple story told	<ul style="list-style-type: none"> Listening to a simple story that is told (e.g. fairy tales, legends) Listening to a simple story that is read out 	<ul style="list-style-type: none"> Oral questions based on a simple story that is told answered correctly Oral questions based on a simple story that is read out answered correctly
		0.2.3.1.2 Re-tell a simple story	<ul style="list-style-type: none"> Re-telling a simple story 	<ul style="list-style-type: none"> A simple story re-told logically
		0.2.3.1.3 Tell own stories	<ul style="list-style-type: none"> Telling own stories 	<ul style="list-style-type: none"> Own stories told logically
		0.2.3.1.4 Role play a simple story	<ul style="list-style-type: none"> Acting out a simple story 	<ul style="list-style-type: none"> A simple story acted out using appropriate language
0.2.4 DESCRIPTIONS	0.2.4.1 Pictures	0.2.4.1.1 Describe things in pictures	<ul style="list-style-type: none"> Identifying things in pictures 	<ul style="list-style-type: none"> Thing in the pictures identified correctly

LISTENING AND SPEAKING

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Describing things in pictures (big trees, tall buildings, animals...) 	<ul style="list-style-type: none"> Things in pictures described using appropriate vocabulary
		0.2.4.1.2 Describe people in pictures	<ul style="list-style-type: none"> Describing people in pictures 	<ul style="list-style-type: none"> People in pictures described using appropriate vocabulary
	0.2.4.2 Simple Events	0.2.4.2.1 Describe simple events	<ul style="list-style-type: none"> Describing simple events that happen in the community (birthdays, traditional ceremonies, Christmas, wedding) 	<ul style="list-style-type: none"> Simple events described clearly
	0.2.4.3 Things in the School	0.2.4.3.1 Describe things in the school	<ul style="list-style-type: none"> Describing things in the school 	<ul style="list-style-type: none"> Things in the school described correctly
	0.2.4.4 Important Places	0.2.4.4.1 Describe important places in the community	<ul style="list-style-type: none"> Describing important places in the community 	<ul style="list-style-type: none"> Important places in the community described using appropriate vocabulary
0.2.5 RHYMES	0.2.5.1 Simple Rhymes	0.2.5.1.1 Recite simple rhymes	<ul style="list-style-type: none"> Reciting a simple rhyme 	<ul style="list-style-type: none"> A simple rhyme recited correctly
0.2.6 TONGUE TWISTERS	0.2.6.1 Simple Tongue Twisters	0.2.6.1.1 Recite simple tongue twisters	<ul style="list-style-type: none"> Reciting simple tongue twisters 	<ul style="list-style-type: none"> Simple tongue twisters recited correctly
0.2.7 PRAYER	0.2.7.1 Simple Prayer	0.2.7.1.1 Say a simple prayer	<ul style="list-style-type: none"> Saying a simple prayer (before a meal, before bedtime, before a lesson ...) 	<ul style="list-style-type: none"> A simple prayer said using appropriate language
0.2.8 INSTRUCTIONS	0.2.8.1 Simple Instructions	0.2.8.1.1 Give simple instructions	<ul style="list-style-type: none"> Giving simple instructions (pick 	<ul style="list-style-type: none"> Simple instructions given clearly

LISTENING AND SPEAKING

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			flowers, open the door, knock on the door)	
	0.2.8.2 Simple directions	0.2.8.2.1 Give simple directions	<ul style="list-style-type: none"> Giving simple directions (go on straight, turn left ...) 	<ul style="list-style-type: none"> Simple directions given clearly
0.2.9 CONVERSATIONS	0.2.9.1 Emotions	0.2.9.1.1 Talk about things that make them happy or sad	<ul style="list-style-type: none"> Talking about things that make them happy Talking about things that make them sad 	<ul style="list-style-type: none"> Things that make them happy talked about using appropriate vocabulary Things that make them sad talked about using appropriate vocabulary
	0.2.9.2 Means of Communication	0.2.9.2.1 Talk about means of communication	<ul style="list-style-type: none"> Talking about means of communication using appropriate vocabulary (mobile phones, letters ...) 	<ul style="list-style-type: none"> Means of communication talked about using appropriate vocabulary
	0.2.9.3 Family Experiences	0.2.9.3.1 Role play family experiences	<ul style="list-style-type: none"> Acting out family experiences (shopping, going to church, collecting fruits ...) 	<ul style="list-style-type: none"> Family experiences acted out using appropriate language
	0.2.9.4 Experiences with Friends	0.2.9.4.1 Take turns when conversing with others	<ul style="list-style-type: none"> Taking turns sharing with the class, experiences they had with friends e.g. playing games 	<ul style="list-style-type: none"> Experiences with friends shared with the class using appropriate languages
	0.2.9.5 Home Chores	0.2.9.5.1 Talk about chores they do at home	<ul style="list-style-type: none"> Talking about home chores 	<ul style="list-style-type: none"> Home chores talked about clearly
	0.2.9.6 School Chores	0.2.9.6.1 Talk about	<ul style="list-style-type: none"> Talking about school chores 	<ul style="list-style-type: none"> School chores talked about clearly

LISTENING AND SPEAKING

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		chores they do at school		
	0.2.9.7 Modes of Transport	0.2.9.7.1 Talk about modes of Transport	<ul style="list-style-type: none"> • Talking about modes of transport 	<ul style="list-style-type: none"> • Modes of transport talked about using appropriate vocabulary
	0.2.9.8 Buying and Selling	0.2.9.8.1 Role play buying and selling	<ul style="list-style-type: none"> • Role playing buying and selling 	<ul style="list-style-type: none"> • Buying and selling role played using appropriate language
0.2.10 MESSAGES	0.2.10.1 Common Signposts	0.2.10.1.1 Interpret common signposts	<ul style="list-style-type: none"> • Interpreting signposts (e.g. girls/boys' toilet, dog ...) 	<ul style="list-style-type: none"> • Signposts interpreted correctly
0.2.11 RIDDLES	0.2.11.1 Simple riddles	0.2.11.1.1 Say and respond to simple riddles	<ul style="list-style-type: none"> • Saying and responding to simple riddles 	<ul style="list-style-type: none"> • Simple riddles said and responded to correctly
0.2.12 POEMS	0.2.12.1 Simple Poems	0.2.12.1.1 Recite simple poems	<ul style="list-style-type: none"> • Reciting simple poems 	<ul style="list-style-type: none"> • Simple poems recited creatively

PRE-READING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.13 CONCEPT OF PRINT	0.2.13.1 Parts of a Book	0.2.13.1.1 Identify parts of a book	<ul style="list-style-type: none"> Naming parts of a book (front, back cover and title of a book) 	<ul style="list-style-type: none"> Parts of a book identified accordingly
0.2.14 PICTURES	0.2.14.1 Picture Interpretation	0.2.14.1.1 Interpret pictures	<ul style="list-style-type: none"> Interpreting picture strips 	<ul style="list-style-type: none"> Picture strips interpreted correctly
		0.2.14.1.2 Sequence pictures to form a picture strip	<ul style="list-style-type: none"> Sequencing pictures 	<ul style="list-style-type: none"> Pictures sequenced logically
0.2.15 SOUNDS	0.2.15.1 Syllables	0.2.15.1.1 Identify syllables in simple oral words	<ul style="list-style-type: none"> Identifying syllables in simple oral words 	<ul style="list-style-type: none"> Syllables in simple oral words identified correctly
		0.2.15.1.2 Blend syllables to form simple oral words	<ul style="list-style-type: none"> Blending syllables to form simple oral words 	<ul style="list-style-type: none"> Syllables blended to form simple oral words
		0.2.15.1.3 Segment simple oral words into syllables	<ul style="list-style-type: none"> Segmenting simple oral words into syllables 	<ul style="list-style-type: none"> Simple oral words segmented into syllables
	0.2.15.2 Initial Sounds in Words	0.2.15.2.1 Identify initial sounds in oral words	<ul style="list-style-type: none"> Identifying initial sounds in oral words 	<ul style="list-style-type: none"> Initial sounds in oral words identified correctly
	0.2.15.3 Letter Sounds	0.2.15.3.1 Sound out letters	<ul style="list-style-type: none"> Sounding out letters 	<ul style="list-style-type: none"> Letters sounded out correctly
0.2.16 LISTENING COMPREHENSION	0.2.16.1 Simple Stories	0.2.16.1.1 Demonstrate knowledge of simple story	<ul style="list-style-type: none"> Responding to oral questions based on a simple story 	<ul style="list-style-type: none"> Oral questions based on simple story answered correctly
0.2.17 READING	0.2.17.1 Syllables	0.2.17.1.1 Blend sounds (letters) to form syllables	<ul style="list-style-type: none"> Blending sounds to form syllables (a consonant and a vowel) 	<ul style="list-style-type: none"> Sounds blended correctly to form syllables
		0.2.17.1.2 Read Syllables	<ul style="list-style-type: none"> Reading syllables (a consonant and a vowel) 	<ul style="list-style-type: none"> Syllables read fluently

PRE-READING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		0.2.17.1.3 Blend syllables to form simple words	<ul style="list-style-type: none"> Blending syllables to form simple words (vowel-consonant-vowel) 	<ul style="list-style-type: none"> Syllables blended to form simple words
	0.2.17.2 Simple words	0.2.17.2.1 Read simple words	<ul style="list-style-type: none"> Reading simple words (vowel-consonant-vowel, consonant-vowel-consonant-vowel) 	<ul style="list-style-type: none"> Simple words read fluently

PRE-WRITING				
TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.18 HANDWRITING	0.2.18.1 Pattern writing	0.2.18.1.1 Write simple patterns	<ul style="list-style-type: none"> Writing simple patterns 	<ul style="list-style-type: none"> Simple patterns written correctly
	0.2.18.2 Tracing	0.2.18.2.1 Trace lines	<ul style="list-style-type: none"> Tracing lines 	<ul style="list-style-type: none"> Lines traced correctly
		0.2.18.2.2 Trace simple shapes	<ul style="list-style-type: none"> Tracing simple shapes 	<ul style="list-style-type: none"> Simple shapes traced correctly
		0.2.18.2.3 Trace letters	<ul style="list-style-type: none"> Tracing letters 	<ul style="list-style-type: none"> Letters traced accurately
	0.2.18.3 Copying	0.2.18.3.1 Copy simple patterns	<ul style="list-style-type: none"> Copying simple patterns 	<ul style="list-style-type: none"> Simple patterns copied correctly
		0.2.18.3.2 Copy simple shapes	<ul style="list-style-type: none"> Copying simple shapes 	<ul style="list-style-type: none"> Simple shapes copied correctly
		0.2.18.3.3 Copy letters	<ul style="list-style-type: none"> Copying letters 	<ul style="list-style-type: none"> Letters copied accurately
		0.2.18.3.4 Copy syllables	<ul style="list-style-type: none"> Copying syllables (a consonant and a vowel) 	<ul style="list-style-type: none"> Syllables copied legibly
		0.2.18.3.5 Write own name	<ul style="list-style-type: none"> Copying own name from name card Writing own name independently 	<ul style="list-style-type: none"> Own name copied correctly Own name written legibly and correctly
		0.2.18.3.6 Copy simple words	<ul style="list-style-type: none"> Copying simple words (VCV, CVCV) 	<ul style="list-style-type: none"> Simple words copied correctly
	0.2.18.4 Colouring	0.2.18.4.1 Colour shapes and drawings	<ul style="list-style-type: none"> Colouring shapes Colouring drawings 	<ul style="list-style-type: none"> Shapes coloured appropriately Drawings coloured appropriately
	0.2.18.5 Drawing	0.2.18.5.1 Draw different objects	<ul style="list-style-type: none"> Drawing different objects 	<ul style="list-style-type: none"> Different objects drawn correctly
		0.2.18.5.2 Communicate ideas through drawings	<ul style="list-style-type: none"> Drawing to communicate ideas 	<ul style="list-style-type: none"> Ideas communicated appropriately through drawing

2. PRE-MATHEMATICS AND SCIENCE

2.1 PRE-MATHEMATICS AND SCIENCE SYLLABUS

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.1 EXPLORING MY WORLD	0.2.1.1 Grouping of Things	0.2.1.1.1. Grouping things according to their characteristic	<ul style="list-style-type: none"> • Exploring the surrounding (Physical, Virtue....) to identify living and non-living things: Plants (e.g. trees, grass....) Animals (e.g. cats, Insects, chicken, cow, dog, snake...) and non-living things (e.g. Stones, Soil, Water Toys, crayons, pencil, book.....) according to given criteria such as quantity and size. • Grouping living things according to characteristics:(e.g. Feeding, Breathing, Growth) and non-living things according to given criteria such as size and colour. • Identifying living things: Plants (e.g. trees, Grass...) Animals: (e.g cat chicken, Insects, cow, dog, snake, Worms.....) and non-living things (e.g. Water, stone, Soils) toys, crayons, pencil, book). 	<ul style="list-style-type: none"> • Things grouped according to their characteristics
	0.2.1.2 Numbering Things	0.2.1.2.1 Recognise numbers.	<ul style="list-style-type: none"> • Counting orally numbers 1 – 20 • Counting living and nonliving things 1 – 20 • Identifying written numbers 1 – 10 using things • Recognising the number value 1 - 20 • Sequencing objects up to 10 • Sequencing number cards up to 10 	<ul style="list-style-type: none"> • Numbers 1-20 recognised correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Sequencing things up to 20. • Recognising written numbers and names up to 10. • Writing numbers up to 10 using different criteria • Matching things to numbers up to 10. 	
	0.2.1.3 Things in the Surroundings	0.2.1.3.1 Recognise money	<ul style="list-style-type: none"> • Identifying coins and small notes (50n to k10) through storytelling and games such as buying and selling. • Counting money up to K10. • Forming patterns using coins and small notes up to K10 (Coin tower pattern game). • Caring for money • Sequencing money (coins, k2, k5, k10) according to patterns • Setting an easy budget 	<ul style="list-style-type: none"> • Recognise money up to K10
		0.2.1.3.2 Manage waste in everyday life	<ul style="list-style-type: none"> • Identifying waste from the surroundings • Disposing waste items in the correct bins or designated places. • Sorting out waste such as solid waste (garbage), liquid waste (dirty water, used oil), e-waste (damaged phones and electric toys) and general waste (leftover food stuff). • Participating in waste management activities such as Reduce, Reuse, Recycle... 	<ul style="list-style-type: none"> • Waste managed accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Comparing lengths and widths of different objects • Measuring length and width of different things using nonstandard units. 	
0.2.2 UNDERSTANDING MY BODY	0.2.2.1 The Five Senses	0.2.2.1.1 Care for parts of the human body associated with the five senses	<ul style="list-style-type: none"> • Recognising the five senses (smelling, tasting, feeling/touching, seeing, hearing) through games and songs. • Counting the five senses • Making basic shapes of five senses using different materials • Comparing shapes of the five senses according to characteristics such as size (big and small), differences of various shapes. • Matching senses with corresponding body parts (eyes, ears, skin, tongue, nose) using games, songs..... • Recognising and naming the body parts associated with the five senses (eyes, ears, nose, tongue, skin) • Using pictures, diagrams, and models of the human body to identify the body parts associated with the five senses and their functions • Demonstrating care for the five senses • Matching the body parts associated with the five senses with the five senses. 	<ul style="list-style-type: none"> • The parts of the human body associated with senses cared for accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.3 EXPLORING THE SKY AND SEASONS	0.2.3.1 Time and Seasons	0.2.3.1.1 Tell time by activities of the day	<ul style="list-style-type: none"> • Telling time by using activities of the day • Telling the days of the week. • Recognising the characteristics of daytime and nighttime. • Identifying visible components of day (sun) and night (moon, stars). Creating patterns using natural materials such as clouds , shadows.... • Recognising the seasons (cold, hot and wet) in Zambia through games, stories songs... • Observing weather changes, • Comparing pictures of the same place during different seasons, • Discussing why some changes happen over time. • Recognising effects of climate change in the local environment 	<ul style="list-style-type: none"> • Tell time of the day correctly.
0.2.4 UNDERSTANDING MATERIALS	0.2.4.1 Shapes and patterns	0.2.4.1.1 Create simple shapes	<ul style="list-style-type: none"> • Exploring materials in the local environment • Constructing shapes using various materials. • Making lines using real objects • Creating 2 dimensional (2D) shapes diagrams. • Making 3 dimensional (3D) shapes • Comparing shapes of different materials according to size and colour • Tracing and drawing shapes of different materials 	<ul style="list-style-type: none"> • Shapes created successfully

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		0.2.4.1.2 Recognise Sinking and floating objects in the everyday life.	<ul style="list-style-type: none"> Collecting various materials (e.g., a rock, a leaf, a plastic toy) and predicting whether each will sink or float, and discussing the reasons behind their predictions. 	<ul style="list-style-type: none"> Sinking and floating objects recognised correctly.
	0.2.4.2 Light and Shadows	0.2.4.2.1 Demonstrate how shadows are formed.	<ul style="list-style-type: none"> Exploring the formation of shadows using a source of light and other things Observing shadows outside on a sunny day, and discussing how objects need to block light to form shadows. Comparing shapes of different shadows according to lengths and widths 	<ul style="list-style-type: none"> Formation of shadows demonstrated correctly.
0.2.5 EXPLORING MIXTURES	0.2.5.1 Adding and Subtracting things	0.2.5.1.1 Use mathematical operations in everyday life	<ul style="list-style-type: none"> Exploring concrete objects in the environment Adding concrete objects up to the sum of 10. Subtracting concrete objects up to the difference of 9. 	<ul style="list-style-type: none"> Mathematical operations of addition and subtraction used correctly
		0.2.5.1.2 Make simple mixtures.	<ul style="list-style-type: none"> Adding different locally available materials (e.g. colored beads or buttons, combining different snacks to make a mixture.....) Discussing how the items in a mixture remain separate but together. Making simple mixtures using water colours (e.g. using a painting game) 	<ul style="list-style-type: none"> Mixtures made accordingly.

3. CREATIVE AND TECHNOLOGY STUDIES

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.1 SAFETY	0.2.1.1 Safety in School	0.2.1.1.1 Practice safety in the school environment	<ul style="list-style-type: none"> Observing safety rules in specialised rooms (<i>no eating in the lab, no running...</i>). Practising safety in the playground/space (<i>picking up sharp objects...</i>) 	<ul style="list-style-type: none"> Safety in the school environment practised correctly.
	0.2.1.2 Road Safety	0.2.1.2.1 Practice road safety	<ul style="list-style-type: none"> Interpreting road signs (<i>pedestrian crossing, traffic light...</i>) Practising road safety 	<ul style="list-style-type: none"> Road safety practised correctly
	0.2.1.3 Storage of Tools	0.2.1.3.1 Store tools in designated places	<ul style="list-style-type: none"> Packing tools in right places 	<ul style="list-style-type: none"> Tools stored in designated places accordingly
	0.2.1.4 Personal Safety	0.2.1.4.1 Recognise dangers of interacting with strangers	<ul style="list-style-type: none"> Mentioning the dangers of interacting with strangers' (<i>following strangers, getting presents...</i>) Role playing the dangers of interacting with strangers' (<i>following strangers, getting presents...</i>) 	<ul style="list-style-type: none"> Dangers of interacting with strangers recognised accordingly.

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.2 HYGIENE	0.2.2.1 Food Hygiene	0.2.2.1.1 Preserve food	<ul style="list-style-type: none"> Talking about ways of preserving food (<i>Canning of food, drying, refrigeration, smoking...</i>) Preserving foods (<i>vegetables, fruits...</i>) 	<ul style="list-style-type: none"> Food preserved accordingly
	0.2.2.2 Personal Hygiene	0.2.2.2.1 Practise personal hygiene	<ul style="list-style-type: none"> Demonstrating good grooming activities (<i>Trimming nails, washing their face, brushing teeth, washing hands, clean clothing, and correct use of toiletries...</i>) 	<ul style="list-style-type: none"> Personal hygiene practiced accordingly.
	0.2.2.3 Environmental Hygiene	0.2.2.3.1 Care for the environment	<ul style="list-style-type: none"> Picking waste (<i>help collect bottles for recycling....</i>) Throwing litter in right places Showing ways of caring for the environment Making toys from (<i>bottles-toys, skipping ropes...</i>), reducing waste (<i>use less water</i>) 	<ul style="list-style-type: none"> Environment cared for appropriately.
0.2.3 HEAT	0.2.3.1 Sources of Heat	0.2.3.1.1 Explore the various sources of heat	<ul style="list-style-type: none"> Identifying sources of heat: (<i>Sun, fire, stove, pressing iron, Heater...</i>) Discussing the dangers of heat. 	<ul style="list-style-type: none"> Various sources of heat explored accordingly.

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Role playing how to stay safe from various dangers of heat. • Exploring the uses of different sources of heat 	
0.2.4 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT).	0.2.4.1 ICT Devices	0.2.4.1.1 Use ICT devices	<ul style="list-style-type: none"> • Watching morally right educational cartoon movies and music. • Playing simple computer games. • Using a camera to capture pictures • Using note pads to draw simple graphical design. • Sending and receiving phone calls 	<ul style="list-style-type: none"> • ICT devices used accordingly.
0.2.5 HOSPITALITY	0.2.5.1 Good Manners	0.2.5.1.1 Practice good manners	<ul style="list-style-type: none"> • Discussing ways of showing good manners to people. • Applying good manners (<i>Using polite words and Phrases when talking to people, respect other people's things, telling the truth, in all your actions and dealings...</i>) 	<ul style="list-style-type: none"> • Good manners practiced accordingly
	0.2.5.2 Eating Habits	0.2.5.2.1 Practice good eating habits.	<ul style="list-style-type: none"> • Demonstrating good eating habits. • Discussing good eating habits (<i>Taking what is enough for oneself, chewing</i> 	<ul style="list-style-type: none"> • Good eating habits practiced accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>with the mouth closed, considering others when sharing foods...</i>)</p> <ul style="list-style-type: none"> • Practicing good eating habits. 	
0.2.6 MOTOR DEVELOPMENT	0.2.6.1 Gross Motor (Locomotor)	0.2.6.1.1 Develop various Locomotor skills.	<ul style="list-style-type: none"> • Performing various body movement and control (<i>Walking on straight line...</i>) • Performing jumping and balancing activities (<i>Frog jumping, hop on one leg and alternating feet, jump from a height of 30-40cm, step over rope 20-30cm high</i>) • Climbing up-stairs using alternating feet. 	<ul style="list-style-type: none"> • Various locomotor skills developed.
	0.2.6.2 Non-Locomotor Skills	0.2.6.2.1 Develop various non- Locomotor skills	<ul style="list-style-type: none"> • Performing Static body movements (<i>pulling, pushing, twisting, stretching...</i>) • Demonstrating throwing ball overhead • Performing various body movements. (<i>rolling and turning</i>) • Performing Posture and balancing activities (<i>sitting, standing</i>) 	<ul style="list-style-type: none"> • Various non- Locomotor skills developed accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Demonstrating Jumping in one place 5- 10 time 	
	0.2.6.3 Fine Motor Skills	0.2.6.3.1 Manipulate different materials in the immediate environment	<ul style="list-style-type: none"> Arranging dominos up to 10 pieces Stringing using 1cm bead 	<ul style="list-style-type: none"> Different materials in the immediate environment manipulated accordingly.
0.2.7 MOTOR DEVELOPMENT	0.2.7.1 Eye-hand and Eye - foot coordination.	0.2.7.1.1 Develop Eye - hand and eye - foot coordination	<ul style="list-style-type: none"> Performing eye- hand and eye -foot coordination activities. (<i>Throwing, kicking, catching and lacing...</i>) Performing throwing and catching activities (<i>Timing, throw object to target, catch object with both hands, and throw a ball under and over one arm</i>) Demonstrating kicking and rolling activities. (<i>Targeting, timing, kicking a stationary ball to a target, rolling a ball at a target</i>) 	<ul style="list-style-type: none"> Eye- hand and eye - foot coordination skills developed accordingly.
	0.2.7.2 Fine Motor Skills.	0.2.7.2.1 Develop Various Fine motor skills.	<ul style="list-style-type: none"> Manipulating different objects to build a tower up to 10 pieces (<i>Building blocks, plastic lids...</i>) Performing dressing up activities. (<i>Dressing</i> 	<ul style="list-style-type: none"> Various fine motor skills developed accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>oneself, zipping, buttoning, and tying shoe laces...</i> <ul style="list-style-type: none"> Practising scooping activities (<i>measurement and size estimation...</i>) Performing clipping activities. (<i>Holding, clipping, opening and closing, use of tongs and tweezers...</i>) 	
0.2.8 MUSIC AND DANCES	0.2.8.1 Music and Movement.	0.2.8.1.1 Practise music and movement.	<ul style="list-style-type: none"> Practising music and movement by singing familiar songs; (<i>Controlling (breath control, Diction, voice projection)</i>) Performing Coordination of voice activities. Responding to different music (<i>rhythm and melody</i>) Performing free dance 	<ul style="list-style-type: none"> Music and movement practised accordingly
	0.2.8.2 Rhythm and Movement.	0.2.8.2.1 Practise full control to balance body	<ul style="list-style-type: none"> Practising full control to balance body 	<ul style="list-style-type: none"> Full control to body balance practised accordingly.
		0.2.8.2.2 Perform guided rhythm.	<ul style="list-style-type: none"> Performing Guided rhythmic activities (<i>rhythm and melody</i>). 	<ul style="list-style-type: none"> Guided rhythmic activities performed correctly.
	0.2.8.3 Musical Instruments	0.2.8.3.1 Play different musical instruments.	<ul style="list-style-type: none"> Playing different Instruments to explore music (<i>Playing with wood blocks, shakers, drums, rhythm sticks, piano,</i> 	<ul style="list-style-type: none"> Different musical instruments played appropriately.

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>flute, mouth organ, swift piano...)</i>	
0.2.9 MUSIC AND DANCES	0.2.9.1 Drama	0.2.9.1.1 Dramatise different scenarios.	<ul style="list-style-type: none"> • Dramatising different scenarios (<i>Family roles, traditional ceremonies, buying and selling</i>). • Role playing adult life 	• Different scenarios dramatised accordingly.
0.2.10 GAMES	0.2.10.1 Traditional and Conventional games.	0.2.10.1.1 Perform Traditional and conventional games.	<ul style="list-style-type: none"> • Performing Traditional games (<i>nsolo, chiyato, waida, chidunu</i>). • Performing Conventional games; (<i>football, netball...</i>) 	• Traditional and Conventional games performed appropriately.
0.2.11 MATERIALS	0.2.11.1 Types of Materials	0.2.11.1.1 Utilise different materials	<ul style="list-style-type: none"> • Identify different types of materials in their locality • Sorting different objects according to their specific materials (<i>soil, mud, grass, glass, bricks/blocks, trees, plastic and metal</i>) • Utilising different types of materials to make items (<i>toys</i>) 	• Different types of materials utilised accordingly
0.2.12 ART	0.2.12.1 Drawing and Colouring	0.2.12.1.1 Drawing and colouring	<ul style="list-style-type: none"> • Drawing different lines (<i>straight and zig-zag lines</i>) • Practising colouring activities (<i>shapes and patterns</i>). • Drawing familiar objects (<i>Cup, ball and pot, flag of Zambia</i>) 	• Various items drawn and coloured accordingly.

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Using geometrical boards to make shapes and patterns Constructing structures (<i>shape building using a variety of building blocks, making of saving box</i>) Practising tracing of objects 	
0.2.13 CRAFT	0.2.13.1 Patterns	0.2.13.1.1 Pattern making	<ul style="list-style-type: none"> Making patterns using local materials (<i>okra motif, banana stem...</i>) 	<ul style="list-style-type: none"> Patterns made using local materials accordingly.
	0.2.13.2 Weaving	0.2.13.2.1 Making different weaved items	<ul style="list-style-type: none"> Making different wove items (<i>Hats, mats, paper chains...</i>) 	<ul style="list-style-type: none"> Different wove items made accordingly.
	0.2.13.3 Modelling and Moulding	0.2.13.3.1 Make familiar artifacts	<ul style="list-style-type: none"> Holing; pressing and pinning familiar things in their locality (<i>Pots, cars, dolls, cup, dog, houses, people...</i>). 	<ul style="list-style-type: none"> Familiar artifacts made accordingly.
0.2.14 Picture Making	0.2.14.1 Mosaic and Collage	0.2.14.1.1 Recognise materials for making collage/mosaic picture	<ul style="list-style-type: none"> Recognising materials for making collage/mosaic picture (<i>Glue, beads, seeds, paper and fabric, bottle top...</i>). 	<ul style="list-style-type: none"> Materials for making collage/mosaic pictures recognised correctly.
		0.2.14.1.2 Make various pictures	<ul style="list-style-type: none"> Making various pictures using collage and Mosaic techniques 	<ul style="list-style-type: none"> Pictures made using collage/mosaic techniques

APPENDIX 1: SEQUENCE OF SOUNDS IN THE SEVEN ZAMBIAN LANGUAGES

S/N	LUNDA	LUVALE	KIKAONDE	CHITONGA	CINYANJA	ICIBEMBA	SILOZI
1.	Vowels	Vowels	Vowels	Vowels	Vowels	Vowels	Vowels
2.	n	n	l	n	k	n	l
3.	k	k	k	k	m	b	n
4.	m	m	n	l	t	m	b
5.	h	l	b	m	b	k	k
6.	w	h	s	b	n	l	m
7.	t	w	m	w	l	p	t
8.	y	t	t	y	p	c	s
9.	ñ	v	p	t	c	t	z
10.	d	y	w	s	w	s	w
11.	p	s	y	z	f	f	y
12.	z	j	h	d	d	w	h
13.	f	p	j	c	s	y	p

S/N	LUNDA	LUVALE	KIKAONDE	CHITONGA	CINYANJA	ICIBEMBA	SILOZI
14.	s	z	f	g	g	ŋ	f
15.	v	f	d	p	j		ñ
16.	j		v	j	z		c
17.	b		ñ	b	v		
18.	l			v	y		
19.	g			f	r		

Note: Only sounds represented by a single letter will be taught at ECE level.