

Early Childhood Development Curriculum



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Early Childhood Development (ECD)

The ECD Curriculum covers the period from 3 to 5 years old. It is a key phase of development when children develop very rapidly intellectually, physically, socially and emotionally. It is a time when they are exploring the world and finding their place within it. They learn through play. They need a rich range of practical activities and the time and independence to investigate and find out what things do. This will give them the practical knowledge and experience on which theoretical learning can be built later. They need to be encouraged to grow socially and emotionally: to be given opportunities to work and play by themselves and with others, to take some responsibilities and develop some independence. Above all, they need to be encouraged to talk about what they are doing, to ask questions, to suggest answers and take part in conversations. Talk is the basis of language development and the key to future learning.

A stimulating environment enables the learners to initiate their own learning, making choices and decisions. To enable children to realize their full potential the teacher needs to ensure that they feel secure and free to learn new things. This will be achieved through the active way that young children learn, through the independence they are given at this critical stage of their development, and the way they are valued and supported by their teachers.

At this stage, learning is first-hand and practical, and based on play and exploration. This is the basis of the Early Childhood Development Curriculum.

Aims

Early childhood development contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

ECDC with the Framework

The ECD is all about the four of the Framework competencies. Learning to communicate is fundamental to young children's development, and to do so they must be given as many opportunities to do so. Talk – with adults and to each other – is central to this development. Children need to be encouraged to ask questions and to suggest their own ideas, and they need to have these ideas valued by their teachers. Critical and creative thinking are at the heart of learning for young children as they explore the world around them and try to make sense of it. This is a period when young children move from the individual to the social, and learning to co-operate and to work and play with other is a crucial part of their development. All learning at this stage is part of the induction of young children into their culture: from behaviour and beliefs to the songs, rhymes and stories, all learning contributes to their cultural development.

Teaching, learning and assessment

The language of education will be a National Language to be selected by the school. Young children learn through doing things rather than by sitting and listening, and they learn through play, so activity and play must be the basis of teaching and learning. Teachers of facilitators of learning, arranging stimulating activities and resources, and engaging children in rich learning experiences. For effective learning to take place, these activities must be accompanied by talk. Children need to be encouraged to reflect upon their learning and to talk to others about what they are doing. This helps them make sense of new information.

Young children need to be helped to explore the world around them and develop the early understandings and skills that will enable them to take their learning forward as they get older. They need help developing their own emotional stability and learning to adapt to social situations. They need help to develop their language abilities through speaking, singing and listening. They also need the space and the time to develop these skills and understandings.

Teachers will make assessments of children's learning through observations and discussions. It is not appropriate for children at this stage to take tests.

Early childhood should be a time of joy, of fascination, of stimulation, of excitement and of rich learning.



LANGUAGE ACTIVITIES				
<p>Language is vital for learning and for communication. Children learn by doing things practically and by talking about what they do. Language gives young children the means by which to understand the world, and it forms the basis for reading and writing. It is through language that children access all the other subjects.</p> <p>Language gives young children the ability to express themselves, and the tools for relating to others, so it supports their social and emotional development. To develop good language skills children need an environment that is rich in talk, stories and books.</p> <p>Children's efforts at early writing need to be valued and they need to be listened to. Most of all they need lots of time to talk both to adults and to each other.</p>	PP1	Learning Outcomes	Speaking and Listening	L1a Express themselves orally and begin to ask questions (talk about what they are doing and what they have seen, ask about things that puzzle them) L1b Listen with increasing attention and follow instructions (follow stories, join in games which involve giving and carrying out instructions) L1c Join in repeated refrains (eg in rhymes, poems, riddles,)
			Pre-Reading and Pre-Writing	L1d Look at books with some interest and handle them with care. L1e Understand that print carries meaning (realise that signs convey information, and that the teacher uses the print to read the story) L1f Draw with increasing control, and begin to ascribe meaning to their drawings and communications (as a prelude to writing)
		Range	Stories, rhymes, poems, news, riddles, books, drawing, painting, role-play, speaking, asking, replying and listening to other people (To include text and pictures on screen where possible)	
	PP2	Learning Outcomes	Speaking and Listening	L2a Express themselves effectively, joining events and ideas. ("I like this because") L2b Talk about their interests and their learning (discuss their activities with their teacher and other children) L2c Listen attentively in a range of situations, and respond appropriately to stories with some anticipation, relevant comments and questions
Pre-Reading and Pre-Writing			L2d Follow stories and begin to recount a sequence of events L2e Recognise some simple words (their own names, familiar labels etc) L2f Begin to use writing as a form of communication (real and in role-play) with some letters properly formed and some simple words spelled correctly (eg their names and labels on drawings)	
Range		Stories, rhymes, poems, news, riddles news telling books, drawing, painting, role-play, speaking, asking, replying and listening to other people. (To include other media and keyboards where possible)		

MATHEMATICS ACTIVITIES				
<p>Young children learn mathematics by exploring the world around them, and by talking about what they do and observe. They need to handle shapes and materials, to count, sort, match and order them. Above all they need to use mathematics and the language of mathematics in practical everyday situations. Mathematics is about much more than numbers, and young children need to be encouraged to think about shapes, patterns, size, position and comparisons in a wide range of situations. For young children, mathematics should always be practical.</p> <p>They need an environment in which opportunities to talk about and explore number and shape, time and position are rich, and one in which mathematics is fun.</p>	PP1	Learning Outcomes	The language of Mathematics	M1a Use language of quantity (such as more or less than, many etc) M1b Use language of size (large, small, thin etc) M1c Use language of time (before, after, later etc) M1d Use language of position (up, down, behind etc)
			Size and shape	M1e Describe the shape of everyday objects (round, flat etc) M1f Sort objects by shape, size and colour M1g Recognise patterns in a range of situations M1h Identify common shapes (circle, square, triangle, rectangle)
			Number	M1i Know number names in sequence (at least to 10) M1j Match objects to numbers (up to 10). M1h Count objects to 10
		Range	Count, compare, match, identify, describe and use the language of mathematics across all the areas of learning and on all possible occasions using every day objects and situations. (Use ICT where available.)	
	PP2	Learning Outcomes	The language of Mathematics	M2a Use everyday language to talk about size, weight, capacity, position, distance, time and money M2b Use mathematical language to describe everyday objects and common shapes (number of sides, angles, regularity etc)
			Size and shape	M2c Sort shapes by their mathematical properties (number of sides, angles, curved lines, size etc) M2d Compare groups of objects (by number, shape, colour or size etc) M2e Order and sequence familiar events (events through the day, getting up, cleaning teeth etc; events from stories)
			Number	M2f Count reliably to 20, saying what is one more or less than a given number M2g Add and subtract simple numbers, using objects M2h Explore number patterns and sequences
		Range	Count, compare, identify, describe and use the language of mathematics across all the areas of learning and on all possible occasions using every day objects and situations, including outdoors and use of role-play (eg pretend shops etc) (Use ICT where available)	

OUTDOOR AND PHYSICAL ACTIVITIES				
<p>The outdoors is the best place for young children explore their physical capabilities. It is where they develop control over their movements and use this increasing control to develop skills and to relish physical activity. They need the space and the freedom to try out new things and to practise newly acquired skills.</p> <p>Teachers need to encourage their efforts so that children gain in confidence and enjoy what they do.</p> <p>Children also need to develop their fine motor and manipulative skills that will lead to proficiency in writing.</p>	PP1	Learning Outcomes	Movement	O1a Explore the immediate outdoor environment O1b Move with increasing control of their body, (eg, running, skipping or jumping, dancing, adjusting speed and direction to avoid obstacles.)
			Skills	O1c Manipulate simple objects (eg, kicking, throwing and catching bean bags, rings and large balls etc) O1d Develop gross and fine motors skills using large and small tools, implements and apparatus with increasing control. (eg gardening tools, bats, etc
			Games	O1e Participate in simple games involving movement
		Range	Large and small spaces, open and confined, with and without obstacles and apparatus to allow children to experience a full range of movements. A range of large and small apparatus or tools and a range of fixed and moveable equipment.	
	PP2	Learning Outcomes	Movement	O2a Understand the importance of caring for the outdoor environment O2b Move confidently and with control and co-ordination in both large and small movements, adapting movements to the environment
			Skills	O2c Handle toys, equipment and tools effectively (paint brushes, pencils, scissors etc) O2d Refine gross and fine motor skills (throwing, catching, kicking balls; drawing shapes and forming some letters) O2e Build and construct with a wide range of objects, selecting the tools and materials they need (make models from found materials)
			Games	O2e Participate in co-operative games
Range		Large and small spaces, open and confined, with and without obstacles and apparatus to allow children to experience a full range of movements. A range of large and small apparatus or tools and a range of fixed and moveable equipment. Keep a garden, grow plants from seeds		

ARTISTIC AND CREATIVE ACTIVITIES				
<p>Young children are naturally creative. Their responses and reactions to what they see, hear, and experience are expressed in individual and unique ways: visually through drawing, painting, models and collage; in sound through music and song; in movement through dance; in sound and movement through drama and role-play.</p> <p>Being creative enables young children to explore a wide range of processes and materials to express their ideas. It is therefore important for the teacher of young children to provide them with many opportunities to explore their surroundings, and a wide range of materials, especially the locally available resources.</p> <p>Music is a particularly powerful medium and young children love to sing and to make music. The rhythms and sounds of music contribute to their understanding of language.</p>	PP1	Learning Outcomes	Art & crafts	A1a Observe, handle and discuss artworks (paintings, drawings, photographs, objects etc). Ask questions about how things are made. A1b Explore a range of techniques, materials, colours and textures to find out what effects they can make. Talk about what they have found.
			Music & dance	A1c Listen to simple rhythms and make their own rhythms. A1d Sing some simple, songs and listen to a range of music (traditional and new). A1e Create movements in response to music. Talk about the movements
			Drama	A1f Use words and movement to play a role
			All Arts	A1g Express their ideas and feelings using a range of materials and effects that they have chosen themselves. Talk about their ideas.
	Range	Drawing, colouring, painting, printing, modeling, collage, construction & modeling with hard and soft materials. Found materials, paints, crayons, paste, glue, cardboard, wood, construction kits, clay, plasticene. A variety of music and songs, musical instruments and objects that make sounds.		
	PP2	Learning Outcomes	Art & crafts	A2a Observe and discuss a range of artworks. Talk about similarities and differences. A2b Explore a range of techniques, materials, colours and textures to find out what effects they can make. Discuss the effects they can make A2c Express their ideas and feelings using a range of materials and effects that they have chosen themselves. Talk about how they could improve their work.
			Music & dance	A2d Create and refine movements in response to music. Talk about the refinements. A2e Express themselves through song, dance and music, stories and role play, individually and as part of a group A2f Choose their own resources to make music
			Drama	A2g Combine with others in role-play
			All Arts	A2h Select appropriate methods and resources to express their ideas visually or in music (eg in pictures, paintings, song, dance etc)
	Range	Drawing, colouring, painting, printing, modeling, collage, construction & modeling with hard and soft material. Found materials, paints, crayons, paste, glue, paper, cardboard, scissors, wood, construction kits. A variety of music and songs, musical instruments and objects that make sounds.		

ENVIRONMENTAL ACTIVITIES				
<p>Children are naturally curious, and the environment around them is endlessly fascinating. Through observing, handling and exploring materials and objects around them they lay the foundations for scientific and technological understanding.</p> <p>By exploring the natural world around them they learn to care for the environment and begin to realise how human activity can impact on nature.</p> <p>By finding out about the people around them, what they do and where they come from, children develop a sense of history and of geography.</p> <p>Children's horizons are extended and they begin to have a sense of themselves and their place in the world.</p>	PP1	Learning Outcomes	Physical World	E1a Observe living things and physical features in the environment. (plants and animals, hills, water, weather etc) E1b Sort objects and comment on patterns that occur naturally (eg on flowers, leaves, bark etc) E1c Talk about things they have observed in the environment.
			Material World	E1d Examine objects and mechanisms carefully to find out more about them E1e Join materials together and begin to try out a range of tools (eg make models from found materials)
			Social World	O1e Participate in simple games involving movement
		Range	Found objects and materials, observe and collect from nature and grow plants, talk to people in the community. (Use ICT resources where available)	
	PP2	Learning Outcomes	Physical World	E2a Find out about their environment and talk about the things they like and dislike E2b Find out about, identify and care for some living things from the local environment E2c Understand the need to care for the environment. E2d Know how to stay safe in the outdoor environment
			Material World	E2e Begin to investigate objects and materials in a systematic way E2f Ask questions and make suggestions about why things happen and how things work E2g Select tools and materials to construct simple objects from everyday materials
			Social World	E2h Talk about past and present events in their own and their family's lives E2i Talk about the jobs people do in the immediate locality
		Range	Found objects and materials from the environment, simple tools, observe and collect from nature, talking to people in the community. (ICT resources where available.)	

PERSONAL AND SOCIAL DEVELOPMENT ACTIVITIES

<p>The ECD phase is a critical period for children’s personal development. It is during this time that they establish their own identities and learn to co-operate with others.</p> <p>They learn though the examples set by their teachers and other adults. They need a supportive and loving environment in which they can grow and develop with confidence, be also become aware of how to stay safe.</p> <p>Through learning to care for others and the natural world they begin to realise that they have responsibilities that go beyond themselves and their families. This provides a framework for respecting and valuing others.</p>	PP1	Learning Outcomes	P1a Co-operate with others and begin to take account of other children in their group or class P1b Know that classroom rules are important, and show regard for them. P1c Understand that personal hygiene and nutrition are important, and begin to develop good personal habits P1d Discuss things they like and do not like P1e Begin to know how to stay safe in familiar situations
		Range	Role-play, stories, songs, books, talking to people in the community, observe and collect from nature and grow plants. (ICT resources where available)
	PP2	Learning Outcomes	P2a Co-operate with others, line up, take turns and share. P2b Know how to behave well, understand the importance of rules and follow classroom rules. P2c Understand that people have differing needs and feelings and take account of this when dealing with others. P2d Understand the importance of personal hygiene and nutrition, and understand the need for good personal habits. P2e Understand and value the similarities and differences between themselves and others, and amongst communities and traditions P2f Explain, using simple language, what they can do, enjoy and find difficult. P2g Understand how to stay safe inside and outside the home
		Range	Role-play, stories, songs, books, talking to people in the community, observe and collect from nature. (ICT resources where available.)

RELIGIOUS EDUCATION			
<p>Religious education provides a way of looking at the world and of making sense of that world in a spiritual way. It encourages children to look beyond themselves and to think about others. It provides a strong moral compass.</p> <p>These outcomes apply to both Christian and Islamic religious education, and can be interpreted within the contexts of each religion.</p>	PP1	Learning Outcomes	R1a Be aware of their creator God/Allah. R1b Appreciate the creation of God/Allah and his generosity. R1c Develop values and virtues to enhance spiritual development R1d Know who Jesus Christ and Mohamed are and their goodness. R1e Appreciate own beliefs and that of others. R1f Say or recite verses and prayers.
		Range	Drawing, colouring, painting, printing, modeling, collage, construction modeling with found materials, paints, crayons, paste, glue, cardboard, wood, construction kits. Storytelling, role-play poems, songs, question and answers.
	PP2	Learning Outcomes	R2a Appreciate the significance of God’s creation. R2b Identify importance of religious practices, values and virtues. R2c Begin to understand the importance of prayers R2d Demonstrate appreciation of God’s creation.
		Range	Drawing, colouring, painting, printing, modeling, collage, construction & modeling with found materials, paints, crayons, paste, glue, cardboard, wood, construction kits. Storytelling, role-play poems, songs, question and answers, Dramatizing, Discussions.

