FEDERAL MINISTRY OF
EDUCATION



One Year Pre-Primary Education Curriculum and Teachers' Guide

NIGERIAN EDUCATIONAL RESEARCH
AND DEVELOPMENT COUNCIL (NERDC)

PART ONE

One Year Pre-Primary Education Curriculum

Developed by

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NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)

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Headquarters: Lokoja -Kaduna Road, Sheda, PMB 91, Abuja
Nigeria
Phone:
Email: info@nerdc.gov.ng
Website: www.nerdc.gov.ng

ZONAL OFFICES

North-Central
3rd Floor, Rm 313, Federal Secretariat Complex, Minna, Niger State.

North-East
Commissioners' Quarters Road, Off Maiduguri Road, Damaturu, Yobe State.

North-West
GP 109, State Road, Opposite Kano State High Court, Kano, Kano State.

South-East
Old SUBEB Building, Waterworks Road, Abakaliki, Ebonyi State.

South-South
TTC Road, Ikot Ansa, Calabar, Cross River State.

South-West
3, Jibowu Street, Yaba, Lagos State

Foreword

The revised one-year pre-primary school curriculum is one of the products of the Nigerian Educational Research and Development Council (NERDC) in meeting its mandate of developing curricula for Basic and Post-basic levels of education in Nigeria. The review responds to global best practices in early childhood care and development as well as ensuring the most efficient smooth transition from home to primary education. The revised curriculum is focused on preparing the pre-primary pupils for educational success through benefitting from learning opportunities available prior to primary education.

The curriculum is based on abundant scientific evidences which show:1) that the early years of a child's life are critical periods which set the stage for successful holistic development; 2) the critical role pre-primary education plays in supporting early childhood development and closing gaps in attainment of developmental goals and; 3) the critical role of play in the organization of early childhood learning experiences. The curriculum takes advantage of the fundamental changes in the Nigerian pre-primary education sphere and ensures uniformity of practice across all states in Nigeria. It also harmonizes knowledge and skills for effective play-based pre-primary service delivery and incorporates the use of play, rhymes, stories, songs and other activity-based methods as veritable tools for early learning.

The focus of the curriculum is to give learners many opportunities to think, speak and imagine other possibilities in what they see, hear and create as well as in making comparisons/links in the use of daily growing vocabulary. The curriculum focuses on six domains of development - Physical, Social and Emotional, Cognitive, Language, Creative Art and National Values and consciousness to promote successful outcomes for the Nigerian child. The underlying philosophy is that no one domain is more important than the other as all domains are inter-related and play equal parts in overall child development.

In line with the above, as a teacher, it is essential to be familiar with the curriculum you have to implement in your school. The teachers' guide provides structure and guidance, facilitates lesson preparation, supports diverse learners, enhances subject understanding, incorporates best practices and provides assessment tools that align with the curriculum.

It is therefore a great privilege to present this Teachers' Guide for use by our Teachers, Caregivers and Parents now and the future. I must congratulate all those who contributed to the development of this Teachers' Guide. I particularly want to thank the Nigerian Educational Research and Development Council (NERDC) for keeping faith with its mandate in partnering with UNICEF and the resource persons for a job well done.

It is my fervent hope that the Teachers, Caregivers and Parents for whom this Teachers' Guide is produced would demonstrate commitment and assiduity in using the content to prepare children of five years old and five plus to get them ready for schooling.

I therefore strongly enjoin, that pre-primary school service providers to be committed to the implementation of the one-year pre-primary school curriculum for the good of the Nigerian child.

Dr Morufu Olatunji Alausa
Honorable Minister of Education

Preface

The review of the Pre-primary Education curriculum and the Teachers guide was carried out with a view to developing a curriculum that aligns with global standards in early childhood care and development. The review also took into consideration its appropriateness to the level of intended learners. It was designed to ensure smooth transitioning of the child from the home environment to primary education.

The design of the curriculum and the teachers guide is based on scientific evidences which show that the early years of a child's life are critical periods which set the stage for successful holistic development. Consequently, the revised one-year pre-primary education curriculum and the teacher's guide will help to support the early development of children and close the gaps in the attainment of developmental goals, which are critical foundations to the organization of early childhood learning experiences. The curriculum and the teacher's guide takes advantage of the fundamental changes in the Nigerian pre-primary education sphere and ensures uniformity of practice across all states in Nigeria.

Furthermore, the curriculum and the teachers guide was designed to harmonise knowledge and skills for effective play-based, pre-primary education service delivery; and incorporate the use of play, rhymes, stories, songs and other activity-based methods to provide authentic learning experiences for young children. One of the major objectives of the curriculum is to give learners many opportunities to think, speak and imagine other possibilities in what they see, hear and create, as well as providing a systematic mix of knowledge-based contents aimed at meeting the various developmental needs of the child; i.e, Physical, Social and Emotional, Cognitive, Language, Creative Art, National Values and consciousness etc; while the aims of the teachers' guide is to support the teachers, caregivers and parents in navigating the unique challenges and joys of pre-primary education. It is designed to serve as both a practical resource and an inspiring companion, offering insights into child development, effective teaching methodologies and strategies for creating a safe, engaging and inclusive learning environment for the implementation of the pre-primary education curriculum.

As the one-year pre-primary education curriculum and the teachers' guide has completed its first cycle of use, NERDC in collaboration with UNICEF and other stakeholders embarked on its revision. As we all know, the early years experiences of children play a critical role in their all-round development both in their childhood and later years. With this consciousness, stakeholders in the early childhood education sub-sector ensured a high standard in the design of the pre - primary curriculum and the teachers' guide. This is not only meant to meet international standards, but also to help foster the holistic development of the child, thereby preparing him/her for effective life-long learning.

After the review exercise, a pilot study of the curriculum was done across the six geo-political zones of Nigeria and FCT. Data collected were collated, analysed and report on the study was written to enable tracking. The outcome/report of the pilot study was harmonised with the curriculum, further inputs and other necessary amendments were made.

The curriculum is structured into developmental domains: Physical development, Social and Emotional development, Cognitive development, Creative Art and National values and consciousness. The various contents appropriate to the various domains were provided as well as the indicators, sample activities, sample teaching and learning resources and evaluation guide to correlate with the teachers' guide.

Furthermore, appropriate child development checklist/report card for each school term for the learners to ascertain the progress and ability of the learners are provided. This is in a bid to ensure that learners benefit maximally from the curriculum and teachers guide, that the objectives of the curriculum and teachers guide are achieved. The efforts of experts in early childhood education, curriculum developer from academia, NERDC, FME, UBEC, NCCE, TRCN, teachers and other stakeholders are highly appreciated.

Prof. Salisu Shehu
Executive Secretary,
NERDC

Introduction

Early Childhood Development (ECD) is concerned with the care and education of children aged 0-6 years or just before the age of formal schooling. This period is perceived as the period of immense opportunity for growth and development. It is the most delightful, yet risky period in the development of the child as experience gained at this stage may make or mar the child permanently.

Research in neuroscience has shown that early years are very significant in an individual's life due to rapid brain development and the role of the environment in fundamentally shaping the child's development (UNICEF, 2017). The early years are 'critical windows' for developing various competencies in the child. This is so because synaptic proliferations and pruning occur during the early years and these largely depend on the type of care the child receives as well as the experiences, he/she has. In other words, if the environmental experiences of the child are unfavourable and characterised by deprivations, the child's brain development is negatively affected, and the 'windows of opportunity" for functional brain development would have been irreversibly lost.

In view if these compelling evidences, the development of the Nigerian pre-primary education sub-sector is no longer negotiable. One of the tools to initiate this development is an effective pre-primary school curriculum. The rationale for designing the new curriculum for pre-primary school curriculum and the teachers' guide in Nigeria therefore is to take advantage of the critical window of opportunity to develop the full potentials of the Nigerian pre-primary school child by providing rich learning experiences in a safe and child-friendly environment which provides the right stimulation and care that will spark neural connections across multiple regions of the brain for increased capacity and function for early cognitive and language skills, social competency and emotional development. The curriculum prioritizes the importance of play-based learning pedagogies and related child centered methodologies to build the capacity of the teachers and caregivers for the benefit of the Nigerian Child. This is expected to enhance smooth transition of the Child from home environment to primary education and also increases enrolment to ECD centres via parental engagements and school partnership.

All over the world, it is recognised that deliberate efforts must be made to ensure the provision of quality care for children at this age. Thus, the most ratified intervention treaty which has since become international law – the Convention on the Rights of the Child (CRC) clearly stipulates the proper development of the child as the inalienable right of the child.

In Nigeria, the Federal Government of Nigeria has domesticated the CRC into Child Rights Act and further into the Universal Basic Education (UBE) Act of 2004, which placed Early Childhood Education (ECE) into the mainstream. These laws and acts provided the political impetus for interventions and actions that would improve the well-being of Nigerian Children. One of such is the planning and institutionalisation of ECE; such that Nigeria's youngest citizens may have the opportunity for such schooling.

The Federal Government of Nigeria went a giant step further when Mr. President whole-heartedly approved the inclusion of One-year early child care education as part of the formal school system, thereby making the national school structure to be 1-6-3-3-4 (1 year of Pre-Primary, 6 years of Primary Education, 3 years of Junior Secondary Education (Basic Education), 3 years of Senior Secondary Education, and 4 years of Tertiary Education.

This Presidential approval is in consonance with what the Federal Ministry of Education has been doing since 2004 when it developed a strategy plan for the Development of the Education sector out of the Roadmap on Education. Two additional areas were added in 2006 which are Teacher Education and Development as well as Institutional Management. For the particular priority area of Access and Equity, Early Childhood Care and Development is

emphasised. This Curriculum reviewed by the Nigerian Educational Research and Development Council (NERDC) and UNICEF will further promote the ideals and targets expressed in Access and Equity and taking a lead in providing a national curriculum for the One-year Pre-Primary education programme.

The purpose of developing the One-year Pre-primary education curriculum is to ensure that:

- the curriculum prepares children age 5 years for formal schooling effectively bridging the gap between school and home;
- the curriculum is more flexible and practicable for use by Teachers, Parents and Caregivers (TPCs); and
- issues of globalization, information technology, security, safety, climate change, deregulation and socio-financial literacy which have been identified and influencing curriculum development are brought to the fore early in the life of the child.

Globalization concerns issues to topics that have common concern for humanity such as freedom, human rights, equality, peace, justice, fair play and health. Information technology is concerned with the facilities for rapid sharing of ideas and knowledge; security provides the knowledge of being safe, stable and free from anxiety; safety provides information on being protected; climate change is on long-term shifts in temperature and weather patterns; deregulation is concerned with the means of empowering people to manage their affairs, while socio-financial literacy to prepare them to take charge of their finances and life.

Our belief on the way Children Learn

The one-year pre-primary education curriculum is domain-based using the integrated approach with emphasis on performance indicators. This differs from the usual unit and termly approach in content presentation to domain based thematic approach. This presentation is perceived as more robust and allows the elastic infusion of contemporary issues, such as quality learning through play experiences.

The curriculum focuses on the following six developmental domains to promote successful outcomes for the Nigerian child:

1. Physical development domain
2. Social and Emotional development domain
3. Cognitive development domain
4. Language domain
5. Creative Art
6. National Values and Consciousness

The underlying philosophy is that no one domain is more important than the other as all domains are inter-related and play equal parts in overall child development. Furthermore, each domain is broken down into sub-domains along with indicators for the development, sample activities and evaluation type for each sub-domain.

The content of this curriculum is broken down into domains and sub-domains for assimilation. One of the major scope and aspiration of the curriculum is to give learners many opportunities to think, speak and imagine other possibilities in what they see, hear and create. It also provides a systematic mix of knowledge-based contents aimed at meeting the various developmental needs of the child, thereby, preparing the child for effective life-long learning.

Another prominent feature of this One-year Pre-primary Education Curriculum is the field testing of the Curriculum in collaboration with UNICEF Field Offices, their State and LGA partners and Communities across the country. This is to ensure thorough and effective validation of the curriculum making sure inputs from local peculiarities as well as cultural diversities from the zones are keyed in.

Implementation Strategies

ECD programmes are premised on basic service delivery. This implies the involvement of several service delivery sectors, such as health, water, and environmental sanitation and nutrition agencies. Caregivers are expected to receive as much training as possible from these agencies. NERDC will constantly be required to give technical backstopping to trainings in the communities and LGAs. NERDC/UNICEF will be required to develop and provide support materials such as checklists for ECE on child-friendly

environment, charts on basic rights of the child which are to be displayed to the full view of Children, Parents and Caregivers in the classroom.
Relevant documents to enable caregivers monitor and assess development have been attached as appendices as follows:

Appendix 1: Activity Bank
Appendix 2: Play Dough and Finger Paint Recipes
Appendix 3: Pre-Primary Child Development Checklist/Report card
Appendix 4: Pre-Primary Child Development Checklist
Caregivers are encouraged to familiarize themselves with these documents and use them in the classroom. With all hands-on deck, it is hoped that this curriculum will be properly implemented to ensure that Nigerian youngest citizens are given a proper head start in life. It is therefore expected that the implementation of the curriculum conforms with the learner-centred teaching and learning approach.

Dr. Margaret T. Lawani
Director, Special Programme Centre
NERDC, Sheda - Abuja

Glossary of Terms

Collage: Art work made by sticking different pieces of various materials and textures – paper, feathers, buttons, fabric, plastic etc. on a surface (paper, wood, fabric etc.)

Developmental Domain: Broad areas of development. This curriculum focuses on 6 key developmental domains (insert) to promote successful outcomes for the Nigerian child. No one domain is more important than the other. All domains are inter-related and play equal parts in child development.

Dialogic Picture Book Reading: Research proven method of reading that involves teacher's engaging children in the story through: 1). Asking relevant questions that help children link the story to their own experiences e.g. "the girl has a red umbrella. Who here also has a red umbrella?", 2). Asking questions to provoke children's imagination and prediction of what might happen, 3). Explaining the meaning of new words, 4.) inviting children's contributions and responses, during the reading of picture books.

Evaluation: Methods/tools by which a teacher can assess each child's development. These include observation checklists, teacher notes, samples of children's work, portfolios, photographs of child's work/child at work etc.

Indicators: Actions or signs that show a child is meeting developmental expectations. Teachers see these signs in how children talk about what they are doing, what children do and how they do what they are doing.

Portfolios: A record or file with compiled evidence of children's development over time. It includes a collection of children's work, photographs of children at work, children's scribbles/writing attempts, adult written recordings of children's description of their specific work e.g. where a child says "this is my daddy and my dog running after the ball" regarding what they have drawn etc.

Props: Physical objects/materials that children can use to complete their roles in role play e.g. a feather fan may be a prop to complete the role of a king, a plastic/rolled up paper microphone is a necessary prop to playing the role of presenter or stage performer. Props include items for pretend play; and items placed in different learning areas to enable children engage deeper with play in that area e.g. play safety glasses and white coats in the science area enable children engage deeper with the role of scientists etc.

Sample Activities: Play-based examples of how the teacher can organize learning to support children's practicing of skills in each sub-domain. Teachers are encouraged to develop their own list of interesting hands-on activities based on local resources and what the children enjoy doing.

Sample Resources: Resources that are brought into the classroom and organized logically into learning areas for children to play with. Materials include books, crayons, pencils, paper, slate, mud, clay, sand, water, sticks, pots and pans, dress up clothes, old containers, empty boxes etc.

Sub-Domain: Sub-domains are smaller areas of focus under each domain. Skills developed in each sub-domain contribute to overall development in the domain.

List of Acronyms

ECC	Early Childhood Care
ECD	Early Childhood Development
ECE	Early Childhood Education
ECCD	Early Childhood Care Development
ECCE	Early Childhood Care and Education
ECCDE	Early Childhood Care Development and Education
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
ICT	Information and Communication Technology
NCCE	National Commission of Colleges of Education
NCE	Nigeria Certificate in Education
NERDC	Nigerian Educational Research and Development Council
NGO	Non-Governmental Organisation
NPE	National Policy on Education
TRCN	Teachers' Registration Council of Nigeria
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children's Fund
SUBEB	State Universal Basic Education Board

Icons:



Classroom Practice:
Daily classroom standards of behaviour and practice. Purposefully organized to support character development.



Circle Time:
Circle time is a fun time when children and teachers sit in a circle to talk, sing, read, play games and engage in positive “family type” communication and attachment building activities. Children should have many opportunities to take turns, initiate ideas, participate in leading activities, choose songs, tell their own stories, “show off” etc. Circle time should typically include several of the following: greetings, songs/rhymes, story/picture book, children's-initiated conversations and thoughts, games, introduction to the learning concepts for the day, reminder of group expectations, discussion of child appropriate hopes and dreams.



Literacy practice:
Good teacher practice to promote language development. Strong language skills are basic foundation for strong literacy development.



Numeracy Practice:
Good teacher practice to promote language development. Strong numerical skills are basic foundation for strong numeracy development.

Information to Users

This booklet/document is meant to assist the 1-year pre-primary education teachers and other stakeholders in proper implementation of the curriculum. It is a summary of the skills contained in the different developmental domains as shown in the curriculum. The information should be spread into sequence to drive the Curriculum. The purpose is to help teachers to understand the skills they are expected to develop in children in each of the domains by week in a term. More than one domain could be handled in a sequence. As much as possible, teachers must plan activities for children to practice the skills in the six domains namely; Physical development, Social and Emotional development, Cognitive development, Language development, Creative Art and National values, and consciousness. These skills should be repeated in first term, second term and third terms respectively. The activities planned must reflect the sampled activities as contained in the curriculum.

A Snapshot of the One-Year Pre-Primary Education Curriculum

MONTH (Date)	DEVELOPMENTAL DOMAINS					
WEEK	**PHYSICAL**	**SOCIAL AND EMOTIONAL**	**COGNITIVE**	**LANGUAGE**	**CREATIVE ART**	**NATIONAL VALUES AND CONSCIOUSNESS**
1	Body Balance	Interaction with other children	Quantity, numbers and counting	Listening	Visual Art	Acceptable behavior and mutual respect
2 – 3	Control of Body Parts Safety and security	Interaction with adults	Add and subtract numbers with sums less than ten (10) using concrete objects (problem-solving)	Speaking	Visual Art	Citizenship and national consciousness
4 – 5	Body Co-ordination with Purpose	Interaction with people and materials in local environment. Resilience	Classification and seriation (serially)	Pre-reading • Alphabet awareness • Phonological awareness • Print awareness Story comprehension	Performance Art	Cultural norms and traditions
6	Body Awareness in terms of Movable and Immovable Objects	Identifying similarities and differences between people	Measurement	Pre-writing	Performance Art	Religion
7	Control of Hand and Finger Movements	Differentiating between familiar and unfamiliar adults	Patterns	Writing	Performance Art	Notable places in Nigeria

8 – 9	Manipulation of Toys and various objects for general use	Building of Self-concept	Practicing scientific approaches to understanding (Exploration and experimentation).	Listening	Explorations and Approaches to understanding the environment and climate change	National heroes and heroines – Patriotism
10	Body balance	Interaction with other children	Quantity, numbers and counting	Listening	Technology in the early years	Acceptable behaviour and mutual respect

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Developmental Domain: Physical Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Gross Motor Development	• Shows balance when marching, jumping and walking forward or backwards on a tape or rope.	• Game: Follow the leader's game e.g., Jumping, Skipping, Hopping, Obstacle Course, Floor rope walking.	• Skipping ropes or string/tape • Low stools • Plastic containers	Child development checklist
Safety and Security	• Throws and shoots objects at targets.	• Shoot bean bags into a drum/on a paper plate/in a bucket.	• Bean bags, balls, buckets/plastic bowls, baskets, drums, empty cartons, paper plates • Tree trunks, chairs • Old cartons, scavenged wood, clay • Saw • Hammer	Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Can imitate adult movements such as dance steps and gymnastics.	• Play games like 'Everybody do as I do' or 'Simon says'. Actions to include: jumping, hopping, ball throwing/ catching games.		
	• Climbs low heights/obstacle crossing without falling.	• Create an obstacle course – place things for climbing, stacking, jumping, etc.		
	• Attempts to construct large objects with available materials in the environment, e.g. building with wood, branches, etc.	• Make fun things using wood, branches, old tyres, cardboard. Create large sculptures using clay etc.		
Fine Motor Development	• Uses fingers to write/draw	• Writing and drawing.	• Sand – wet and dry, plastic trays	Child development checklist
	• Holds cutlery, eats and drinks independently.	• Feeding self/dolls		

Developmental Domain: Physical Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Laces, ties, buttons and zips clothing.	• Dressing self/dolls	• Spoons, forks, cooking utensils, plates, dolls, play pets • Zippers, snap buttons, lace-up shoes • Beads, strings, stones, empty containers, plastic needles, stickers • Safety scissors, old newspaper/ magazines, rulers	Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Collects small objects such as stones, seeds, beads etc. and positions them in ordered rows and designs.	• Beading with big and medium beads, lacing, sewing with big plastic needles, peeling and sticking.		
	• Folds paper into simple shapes and cuts with age-appropriate scissors using one hand.	• Fold paper and cut shapes with age-appropriate scissors.		
Sensory Motor Development	• Responds to stimuli e.g. sounds, odour, temperature – hot/cold, taste, texture etc.	• During circle time have different bowls/plates with items for children to touch and express themselves. 	• Fruits (sweet/sour), clay (dry/muddy), playdough (scented /unscented), sensory bag with materials (soft/hard/squishy/ crunchy etc.)	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Physical Development

Sub-Domain	Indicators (Developmental Expectations)	Sample Activities	Sample Resources	Evaluation
	• Identifies objects by touch with eyes closed, e.g. identify a ball by touching it with eyes closed.	• Blindfold game: Place objects in a bag or box and have children touch it blindfolded. They will try to identify it by touching it and shaking the bag before describing it and guessing what it is. Once they stop, they bring it out to see what it is and another child gets a turn.	• Sensory bag with materials – hard (stones), soft (cotton), round (ball), edged (block), squishy (bagged pap), crunchy (dried leaves); materials/ furniture in the environment • Clay, playdough, paper mâché • Trays/plastic basin with mud, clay, leftover pap, old maize cobs/kernels, outdoor sand/water pit, paint, yam/potato cut up shapes	
	• Forms objects using different materials such as sticks, clay, playdough, cardboard etc.	• Group discussion with  children: e.g. to list objects found at home. (TV, bed, car, chicken, chair, etc.) Children choose any of the objects to draw or mould.		
	• Enjoys messy play	• Cut out shapes/numbers/letters etc. blocks using yams, potatoes, etc. Children freely paint using the shapes.		

Developmental Domain: Physical Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Identifies details through sight, e.g. big, small, thin, fat, etc.	•  Describe and draw game: Teacher hides a picture, e.g. of four different sized carrots out of sight of the children. Children will work in pairs. One of the pair will go and look at the picture, as many times as necessary, and come back to describe what they see without naming the object to his/her partner, whose job is to draw what is described.	• Picture books, picture cards showing objects such as big rocks/small rocks, tall tree/short tree etc., matching game cards, storytelling, natural environment	

Developmental Domain: Social and Emotional Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Social interaction with other children	• Shows loyalty towards his/her friend e.g. helps the friend to put the dress/shirts on, to zip the zipper etc.	✓ Get adult clothes from parents, teachers, etc., such as shoes, jackets, shirts, sweaters, etc. (make sure that all items are thoroughly cleaned before use). Ask children to pretend to be their parents going to work. They should follow the process from waking up in the morning to sleeping at night. Interactions should be positive and courteous.	• Pretend area: clothes, lace-up shoes, scarfs, dolls, comb/brush • Cooperative games: e.g. Mancala (Ayo, dara, okwe, daa, nsa-isong, zonga), card matching, Ludo, Snakes and ladders etc. • Outdoor play: e.g. freeze tag, 3-legged race, balls matching, all-in musical chairs (game instructions in Appendix 1) • Playdough, clay, blocks, empty cartons, containers, play clothes, cooking utensils, cutlery, various games e.g. cards, Ludo	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Chooses to play with a new friend (e.g. initiate chat with another child in the new environment).	✓ 4-5 well set up learning areas. Children choose who to play with at their area of choice.		

Developmental Domain: Social and Emotional Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Cooperates when playing collective games with other children in group activities e.g. let's do this like that, this will not do etc.	✓ Outdoor game: e.g. 'letter crossing' (game instructions in Appendix 1), football, relay race.	• Cooperative play, Pretend play • Outdoor game materials • (See list in Appendix 1) • Clay, playdough, books on friendship, art materials, dolls, pretend play materials etc.	
	• Makes friends in several places (in places of worship, at school and his/her immediate neighbourhood).	✓  Circle discussion: "my friends in the community". ✓  Circle: Show and tell moulds or drawn pictures of their friends.		
Social interaction with adults	• Names familiar persons on a photograph (Father, mother, sister, brother etc.).	✓ "My Family Album" story project. Children create their family albums using real pictures or by drawing pictures of family members. (Remember to display children's work)	• Photos, art materials, stage set up for show and tell etc.	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of

Developmental Domain: Social and Emotional Development

Sub-Domain	Indicators (Developmental Expectations)	Sample Activities	Sample Resources	Evaluation
	• Communicates easily with familiar persons from the surroundings, e.g. the neighbours, the family doctor, friends of the family and relatives etc. • Communicate the importance of nutrition and health to the pupils. • Tips on child protection (Survival, Development, Protection, and Participation)	✓  Take the children for a walk to meet people in their community or invite important people in the community to the school, e.g. farmer, policeman, firefighter, doctor, nurse, builder, driver, market trader, etc. Support friendly adult–child conversations.	• Picture books • Photos of people in various roles	child's work, photographs of child at work etc.)
	• Greets a familiar person when entering a room or when meeting them in various places.	✓  Field trips within the school and community. Support the children to greet and interact positively and without fear, with adults. (Teacher: protect the children from intimidation)		

Developmental Domain: Social and Emotional Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Asks for help from adults in the school, community or neighbourhood.	✓ Involve parents and  community volunteers in the classroom to join in play activities with children	• Dress up clothes	
Identifies similarities and differences in people	• Describes his/her own appearance and compares it with others (e.g., your dress is blue in colour while mine is white in colour).	  ✓ Circle: "What am I wearing today?" activity. E.g. To rhythmic clapping teacher says "I'm wearing red (colour or style) and Nana's wearing blue". Nana continues, identifying own colour or style and another child's colour or style. Every child has a turn. Teacher  provides support with naming the colour/style.	• Colour/clothing style cards, mirror, materials for pretend play, creative art materials	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Social and Emotional Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
		✓ Creative: Children colour freely on paper. Collect all artwork at the end and lift each one up so children can look around and call out the name/names of those wearing the same colour of dress, shoes or bags as in the artwork.		
	• Recognizes different social roles of the persons surrounding him/her (e.g. my trusted adult helps me to lace my shoes).	✓ Group discussion: ask the children what chores they do at home before coming to school (e.g. sweeping the floor, washing plates, fetching water, doing their homework, washing the car, cutting the grass etc.) Discuss the different roles people play in different homes – cooking, shopping, driving children to school, buying books, clothes and other thing for them, etc. (Remember not to stereotype/judge. Every home type is normal and acceptable.)	• Materials for pretend play, creative art, sensory play, book area. Puzzles, e.g. of community members and roles (created from cardboard drawing or photo), picture story sequencing cards (created from cardboard) • Puzzles, matching games, picture story	

Developmental Domain: Social and Emotional Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Asks questions about other children, their physical characteristics, their families, ethnic characteristics, cultural differences (e.g. how many boys/girls do you have in your family?).	✓ Get pictures of dressing/hair style from different tribes/ethnic groups in Nigeria. Discuss with the children the tribe/ethnic group each picture belongs to. Lift up the pictures one after the other, and have the children say/guess the tribe each picture belongs to.	sequencing cards, pretend play – cultural attire, body paint e.g. camwood, lalle, native chalk, jewellery, bead anklets/bracelets, etc.	
	• Begins to take another person's point of view (e.g., you are correct about your observation about always eating eba).	 Engage children in conversation about favourite foods/toys and other fun topics. Direct conversation to be respectful of differences of opinion; e.g. one child says "I like beans" and other children say "eewww". Redirect by explaining "you may not like it but that does not mean s/he should not like it. It is delicious and gives you energy to walk, run, dance, jump, play, work, etc."	• Games with rules – Ludo, Snakes and ladders, Mancala (locally known as Ayo in Yoruba and Dara in Hausa), "mother may I", hide and seek, "ten-ten", hopscotch, seed throw game (locally called wonge by Yoruba people, charabke by Hausa people and okwe by Igbo people.	

Developmental Domain: Social and Emotional Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Appropriately expresses differing opinion (e.g., I don't agree with you. I think ….).	✓ Games with rules etc. for children to play. Observe each group and engage children in conversation about which games they like or don't like to play and why. ✓ Respect and  support and promote ongoing respect for every child's point of view.		
Emotional Development Building self-concept	• Shares information about himself/herself with other children (age, birthday, number of siblings, place of residence etc.).	✓ Prior to this activity, give the children homework and send letters to their parents. Ask them to help their children make a personal "All About Me" book. Have parents partner with their child to create the book and learn the following details about her/himself: age, birthdate, colour of hair, eyes, number of siblings, home address, tribe, language, favourite colour, favourite foods, etc.	• Teacher's own created "All About Me" book for circle time and book area.	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work, etc.)

Developmental Domain: Social and Emotional Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Becomes aware of his/her cultural identity; says which language they speak, what kind of dresses they wear, etc.	✓ Choose a day for this activity and inform the parents of your children. You can call it “Pre-primary Cultural Day”. Before that day (e.g., a week before the day) let parents know their children are going to make a presentation about their culture. Have children come to class in their cultural dress on activity day. During the class activity, have each child come out and say something about his/her culture. Support and appreciate children’s efforts and whatever they are able to say.		

Developmental Domain: Social and Emotional Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Recognizes own skills and abilities (e.g., I can play football very well, I can dance very well). • Sees and speaks of self as important and valuable, e.g. I am smart, I can …. I contribute, I … (e.g. wash plates) in the house etc.	✓ Create an opportunity for every child to lead an activity or help in class, e.g. daily helpers chart. Make sure every child has an equal turn. ✓ Show and tell "good things about myself". ✓ Creative art "Myself" activity. ✓ Promote and maintain classroom environment of respect and use of kind words.	• Child name cards • Leader role cards • Daily/weekly leader chart (sample photo in appendix) • Paint, crayons, cement paper, paper • Clay, playdough	
Controls and expresses feelings and emotions	• Expresses anger and sadness appropriately.	✓ Encourage and redirect children to resolve conflicts using kind words e.g. "I see Adamu broke your wall of blocks. Please use your words and tell him how you feel".	• Picture books • Emotion (face) cards for circle time pretend activity.	Child development checklist Observation notes Teacher notes

Developmental Domain: Social and Emotional Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Calms down his/her negative emotions and momentary impulses (stops being upset, crying or sulking within a short time). • Child expresses fears and concerns to teacher. • Talks about the reasons for his/her own emotions, e.g. I'm happy because we are going to be visiting, I'm crying because I am hungry/sad, etc. • Expresses emotions through play, e.g. consoles friend/doll, etc.	✓ Normalize emotions in classroom and provide quiet area with soothing toys and books for individual stress time. ✓ Name/sing emotions and discuss the feelings and positive ways of expressing them. Discuss feelings and guide. ✓ Maintain caring, respectful classroom where children feel safe and protected. Gain trust by building responsive, nurturing and friendly relationship with children. Respond to children's needs.	• Puppets, flashcards, dolls • "If you're happy/sad/angry/scared and you know it" song • Pretend play home area, utensils, dolls, play first aid kit, medical kit • Building blocks, cartons, scissors, empty containers	Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Beginning to persist through difficult tasks, e.g. continues trying to build a tower when the blocks fall down; manages duties on own portion of class farm.	Construction play		

Developmental Domain: Social and Emotional Development

Sub-Domain	Indicators (Developmental Expectations)	Sample Activities	Sample Resources	Evaluation
Pride of achievement	• Presents his/her own ideas and opinions during play or activity e.g. I prefer using red colour to paint the car. • Proudly presents own work to others (adult, peers etc.) e.g. "see. I am making…/I made …."	✓ Circle time: show and tell children'spresentation of their work 	• Children's work (completed or in progress)	Child development checklist Observation notes Teacher notes Portfolios (samples of children's work, photographs of child's work, photographs of child at work etc.)
	• Is completely dedicated to the set activities, e.g. "I want to complete my (activity) before leaving".	✓ Construction play ✓ Creative art	• Construction materials • Art materials	
Resilience	Coping, Competence, Control, Connection, Character, Confidence, Contribution.	✓ Games: Tug of war ✓ Songs/Rhyme: "we are family we are one" ✓ Stories: Tortoise stories ✓ Drama: acting-out relevant stories, etc.	• Collection of stories from the environment • Story books • Game materials, Ropes	Child development checklist Observation notes Teacher notes Portfolios (samples of children's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Quantity Numbers & Counting	• Identifies and counts numbers up to 50.	✓ Create funny counting song for singing daily ✓ Indoor/outdoor counting games "Mother may I", Ludo, dice rolling, playing Ayo/Dara, ten-ten, hopscotch (locally known as Ile Baba Sarki in Yoruba	• Puppets and pieces for counting rhymes e.g. 10 green bottles standing on the wall, 10 little monkeys swinging in the tree, cardboard card "mats" with	Child development checklist Observation notes Teacher notes
		language), Tinini-Tanana, etc. ✓ Pretend games, e.g. party planning. Children decide the number of people to invite and they create and gather all materials needed to serve that number of people: invitations, plates, cutlery, food (playdough/ plasticine, cakes, leaves) etc. and have a birthday party.	numbers for children to sit on • Game boards for Snakes and Ladders, Ayo/Dara, etc. • Playdough/ plasticine, mud, clay, plastic cutlery and utensils, containers, chairs, resources from the outdoors – sticks, leaves, chair etc.	Portfolios (samples of children's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
		✓ Matching games, flashcard games, e.g. arrange cards in order, match objects to the number ✓ Estimation jars: 2-3 transparent jars of different sizes filled with items – rocks, marbles, sticks etc. Children/teams freely estimate the number of items inside the jar and write (with teachers help) their guess on chart/graph anytime during the week. Jar opens on Friday and teacher-children count items. Child with closest guess gets to fill jar for the next week's estimation. ✓ Creative: Create number line activity	• Matching games • Flash cards • Clean, empty transparent juice bottles/jam jars. Marbles, cotton wool (different colours mixed), stones (same approximate sizes), feathers, twigs etc. Not more than 30 items to start. Number can grow as children get better at estimating and counting. • Cardboard, cartons, markers, crayons, paper, buttons, glue • Number lines, Packs of mixed cardboard number cards 1–50	

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
		 ✓ Game: Number line find and match team game. (Instructions in Appendix 1)	• Flash cards of different colours, shapes and sizes, different pictures of objects	
	• Sorting and classifying according to numbers 1-25 items.	✓ Flash cards ordered in ascending or descending order, play matching game, trace, match objects using different types of cards ✓ Sort and arrange real objects	• Real objects like pencils, plastic bottle covers, toys, objects in the classroom, food flask, water bottle etc.	
Adds and Subtracts Numbers with Sums less than 20 Using Concrete Objects.	• Uses concrete objects to solve addition and subtraction problems with sums less than 20.	✓ Pretend play: Shopping using counters for money. Items cost N1, N2 or N3 each. Shoppers start with 10 counters each. Teacher supports children's counting and	• Counters, shopping area with items labelled N1, N2 or N3 each. Several pieces of paper pretend money in various denominations.	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
		subtraction e.g. "you have to take out N3 from your N10. Let's count together 1, 2, 3. Pay. How much do you have left?" etc. ✓ Post the number of  children who can play in each centre at the same time e.g. water table = 6. Anytime there are more children in a centre, ask "how many children are allowed to play here?" pointing to the number card and saying the number. Game: Ask "how many children are here now?" Count the children. "How many children do we need to subtract (or add) to get the correct number?" Invite children who came	• Child limit number cards for each learning area e.g. Quiet area **1 – 2**, • Sensory area **6**, • Block/Construction area **8**, • Tabletop area **6**, Creative area **7**, House centre **8**, Book centre **9**, Small group outdoor play teams **10** etc.	

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
		last to choose another activity. If number is low, add interested children to make up the number for the centre. No centre may have more than 10 children. Be consistent and do this at every opportunity during the day. ✓ Bowling game		
Sorts and Classifies Objects	• Seriation: orders objects according to size (largest to smallest, shortest to tallest etc.), position, location (front, behind; over, under, beside)	✓ Mixed bucket sorting. Children get buckets with various sized items inside. It's a race to arrange them according to size. ✓ Plastic bottle organizing. Put different quantities of same coloured liquid in many clear water bottles (1/8, ¼, ½, 1/3, 2/3 full). Children play, organizing the bottles according to the volume of liquid.	• Small buckets, objects of different sizes – width/height e.g. counters, stones, dolls, books, sticks etc.	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
		✓ Water play with various sizes of measuring cups. Children figure out which cup is bigger, how many smaller cups are needed to fill bigger cup etc. Teacher guides exploration and conversation e.g. "I wonder, if you pour the water from this cup into the other, do you think it will fill it?" etc. Such questions enable children to think, explore and find answers.	• Water basin, measuring cups, bucket, towels, big plastic spoon, etc.	
	• Matches and sorts objects in series according to several features e.g. colour, size, shape.	✓ Mixed object sorting.	• Big bag of mixed buttons, coloured fabric pieces, socks etc.	

Developmental Domain: Cognitive Development

Sub-Domain	Indicators (Developmental Expectations)	Sample Activities	Sample Resources	Evaluation
Measurement	• Uses both unstandardized (e.g. fingers/string as ruler, cup, two hands as a scale) and standardized measuring tools (e. g. ruler, measuring jar, scale) in play.	✓ Sorting activity with various items for children to measure using their fingers, string etc. for length	• Cartons, boxes, wood pieces, plastic blocks, string, dolls, toy animals etc. • Metre rule, tape measure, ruler, scissors, cartons, boxes, empty containers • Various measuring cups and different sized containers • Sand, paper, paint, cardboard, crayons/markers • Circle Can with song cards • Old clock with movable hands	Child development checklist Observation notes Teacher notes Portfolios (samples of children's work, photographs of child's work, photographs of child at work etc.)
	• Measures and compares two objects using tools and comparison e.g. uses tools such as scales, tapes, fingers, feet and comparison words such as: as tall as, faster, heavier etc.	✓ Construction play using various measurement tools ✓ Water play ✓ Children arrange themselves by height, make finger and footprints in sand, on paper tracing or with colours to compare size ✓ Physical play: children run short distances to determine the differences in speed		
	• Uses everyday math language to describe time and sequence relating to daily routines e.g. going to school in the morning and coming back in the afternoon; sleep in the night and wake up in the morning.	✓ Use action songs to start and end the day, go to sleep and wake up. ✓ Pretend play: Home area play clock with movable hands ✓ Use old clock to talk about time		

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Demonstrates understanding of positional patterns (between, inside, outside, behind).	✓ Use live objects such as birds, trees, objects in the class; children describe their position in relation to others e.g. Omole is beside Aisha	• Binoculars (real/homemade/ pretend paper ones)	
	• Uses ordinal numbers; for example, describes order in a line of children using first, second, last etc.	✓ Outdoor physical play: Children run short distances and earn positions on arrival. ✓ Sing songs to take position, move objects to positions, use corners in the class to display positions	• Construction materials, empty containers, cartons, vehicle toys	

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Make and Recognize Patterns	• Claps hands to follow a rhythm.	✓ Children make shapes using their bodies/linked hands. ✓ Art: Cutting of shapes ✓ Construct different shapes using straws ✓ What shape am I game: leader sticks a secret shape on children's forehead and each child asks other children questions such as "am I round?", "do I look like this?", drawing the shape on paper. ✓ Children suggest and perform rhythms by clapping	• Shape chart • Cut up shapes • Straws of different shapes and colours • Children, cardboard and paper, scissors, pencils, crayons, colours	Child development checklist Observation notes Teacher notes Portfolios (samples of children's work, photographs of child's work, photographs of child at work etc.)
	Creates and describes own patterns with a variety of materials e.g using colour, arrangement of toys etc.	✓ Free play: Children use objects and materials to make patterns. ✓ Drawing, colouring patterns with crayons and scissors to cut out different shapes	• Coloured beads, feathers, brushes, cotton wool, sticks, papers, carton, old magazines, crayons, toys, scissors	

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
		✓ Children arrange colourful toys to make patterns of their choice	• Large colourful beads, straws, seeds, string	
	• Does bead work with appropriate bead sizes, colours or shapes.	✓ Bead stringing		
	• Recognizes patterns and can make or extend patterns of two qualities, e.g. stick/stone/stick	✓ Construction area play arranging different objects such as sticks, stones, plastic containers to create patterns	• Sticks, stones, plastic containers, coloured pencils, colourful straws, rubber rings	
Practises Scientific Approaches to aid Understanding	• Makes careful observations of the natural world such as birds, plants, insects, shadows (large and small birds, different ways of moving; carrying objects in beak).	✓ Outdoor observation of nature – birds, tree, insects, lizards in their natural environment	• Outdoor field, school garden/ farm, biological garden • Magnifying glasses, empty clear containers, binoculars (real/ home-made/pretend paper ones). • Estimation jar, materials for estimation (varying between 12 and a	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work,
	• Demonstrates scientific curiosity by asking questions about observations (What were they doing with objects in their beaks?).	✓ Science area investigative play. ✓ Observations: outdoors/indoors monitoring of natural – bird watching, insect crawling, caterpillar changing to butterfly etc.		

Developmental Domain: Cognitive Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Makes predictions about scientific questions e.g. how long does it have to rain for the container to fill up? How many days of sunshine will dry the field? How long will different types of birds stay still before they fly? etc.	✓ Art journalling: drawing books for children to freely express/capture their observations ✓ Estimation jar ✓ Insect jars in class	maximum 30 same objects) • Cut up pieces of paper, pencils for child record taking • Drawing books, colouring materials/pencils	photographs of child at work etc.)

Developmental Domain: Language Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Communication				
Listening	• Comprehends what they hear and responds appropriately.	 • Listens to and recognizes familiar and unfamiliar sounds in the environment such as sounds of various animals, the wind, thunder, etc. • Make eye contact and be at child's level most of the time when talking. • Engage in slightly more complex conversations with children • Encourage free conversation in class	• Adult's face. If needed, use gentle hands to guide child's attention to face of speaker (not for children on the Autism spectrum) • Mats/low stools for adults to sit • Recorded sounds of various animals, the wind, thunder, etc. • Photographs of different animals. • Action songs and rhyme cards in Circle Can, e.g. head and shoulders, toe-knee-chest-nut (nut means head) etc.	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
		• Circle time song and rhyme with actions 	• Fidgets: soft toys, bean/sand bag etc. children hold to help calm themselves and learn to wait. • "Talking stick" or other prop held by someone talking and passed on to the next person to talk.	

Developmental Domain: Language Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Remembers and follows instructions involving two or three steps, including steps that are not related such as "please pick up your toy and put on your shoes".	 • Talk gently and wait for child to respond to you	• Pictures, props, actions, songs etc. for child involvement in story • Parents and older siblings.	
	• Recognizes spoken words other than his/her mother tongue.	• Speak and encourage children to speak their various languages in class. • Involve parents/ community to speak their various languages while playing with children in class		
	• Listens to others without interrupting; waits for turn to talk. •	• Take turns talking, singing, showing off etc. 		
	• Maintains attention during storytelling.	• Storytelling • Picture book reading		

Developmental Domain: Language Development

Sub-Domain	Indicators (Developmental Expectations)	Sample Activities	Sample Resources	Evaluation
Speaking	• Has growing vocabulary (i.e. the child uses new words) and can name family members, animals, household objects, natural objects, people, places, things, events and locations. • Child's words are understandable and spoken with clarity	• Picture book reading • Word of the week classroom activities • Puzzles – family, animals, word of the week etc. • Story basket sessions (Table top or book area)	• Picture books, magazines with pictures • Word of the week chart • Puzzles (made from cardboard, old cartons etc.) • Old basket or plastic container with various objects that can be used to make up stories e.g. cut out pictures from newspaper/ magazines, plastic animals, fabric piece, button, bead, stone, leaf, toy wheel, brush, plastic food etc. • Live insects in jars, new seeds growing, broken old radio, picture books of interesting things e.g. butterflies, beetles, aeroplanes, old encyclopedia etc.	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Asks "when", "why" and "how" questions	• Introduce  "something new" for children to explore freely • Answer children's questions respectfully to encourage more questions. No question should be denied or disregarded		

Developmental Domain: Language Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Sings and recites familiar poems, rhymes, songs and changes the intonation of his/her voice.	• Sing familiar songs and rhymes, repeatedly as many times as children want	• Puppets and props to go with songs and rhymes	
	• Re-tells a story or an event of their own and what they heard from another person, book, or a television series, movie, theatre play.	• Daily small-group storytelling opportunities: children tell stories of their own (real or fiction) and re-tell stories they have heard from books or folk stories.		
Pre-Reading				
Alphabet Awareness	• Distinguishes letters as being the same or different such as: capital A is the same as small letter a and letter a is different from letter b.	• Alphabet matching games	• Small letter/ capital letter cards, alphabet and picture cards • Alphabet chart • Letters of the alphabet, alphabet chart • Junior Scrabble or other letter/word making games • Alphabet and animal cards, alphabet chart	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Recites some alphabet letter names. • Recognizes written letters such as small and capital letters A-Z. • Recognizes and uses sounds of weekly class letter-of-the-week activity.	• First letter of my name fishing game Junior Scrabble game. • Animal Alphabet Link game. (instructions in Appendix 1)		

Developmental Domain: Language Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Phonological Awareness	• Identifies words that have similar first sounds such as boy and ball, see and sea. • Demonstrates understanding that letters represent sounds; and that groups of letters form a word such as the 's' in snake sounds ssss.	• Letter sound matching games • Word-sound listening game. Teacher starts slowly sounding the middle or end of words that sound the same. Different words are thrown in after every few repetitions e.g. ball, but, bet, bug, top, bag, beg, set etc. The children's job is to hold up a stop sign every time they hear a different sound. Teacher picks up speed as children get better at the game.	• Stop signs, alliteration word cards for starting, middle or end words (Sample in photo resources).	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Produces rhyming words in response to a prompt such as 'P' in the rhyme Peter Piper • Counts numbers of syllables in a word from oral cues by clapping syllables /parts: such as clapping 3 times when the word mosquito is mentioned or 2 times for Papa.	• Name syllables clapping circle transition activity 	Colouring activity sheets	

Developmental Domain: Language Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Identifies words with the same ending sounds such as the 'd' in sand and grind.	• Make up a story colouring activity (description in appendix)		
Print Awareness	• Identifies different types of everyday print materials such as dailies, magazines, picture books etc. • Describes that print carries meaning and spoken words can be written down	• Reading • Writing • Pretend play: reading to self/others/dolls/ over the phone	• Picture books, newspapers, magazines • Curved pipes in basket by book area. Children hold the pipes to their ear and mouth	Child development checklist Observation notes
	• Identifies features of a book such as cover, illustration, front, back, turning pages from the right to left and writing at the top of the page • Proper handling/Care of books, holding the book in the correct position • Stimulates interest to look at a picture book or some other printed material, and recognize the order in which a page is read.		and read to themselves over the "phone". • Children's name cards. • Helper of the day job chart. • Labelled interesting charts and pictures. • Written labels on shelves and bins	Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Language Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Recognizes familiar signs in the environment such as traffic signs, caution sign etc.	• Community walk to explore all posted print - signs and logos. • Interact with posted print in class: interesting charts/ pictures with labels, labelled shelves and toy bins, posted signs, logos and sight words		
	• Differentiates between a letter and a word.	• Picture book reading • Sight words hunt game: how many of each can children find in class, books and magazines.		
Story Comprehension	• Listens to stories with interest and attention; such as folklore.	• Storytelling.	• Story sequencing cards, flash cards. • Puppets, toys, animals.	Child development checklist
	• Uses pictures and context to make predictions about story content: e.g. using the pictures on each page to explain the story.	• Arranging story sequencing cards to make stories (home-made story cards).	• Picture books, wordless pictures books, pictures	Observation notes Teacher notes

Developmental Domain: Language Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Participates in telling of familiar stories by saying key phrases that are repeated or sounds in the story such as animal roars. • Names characters and events in a story such as Kofi the tortoise, the cunning animal. • Re-tells familiar traditional stories in correct sequence such as the beginning, middle and end of the story. • Tell stories on moral and identify aspects of the story that relates to their own lives:	• Dialogic picture book reading. • Interact with books in book area, using familiar story puppets and props. • Circle time story/ book discussions.  • Picture storytelling • Wordless picture book reading		Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Language Development				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Pre-Writing **Writing**	• Uses fine motor skills for lacing, drawing and holding pencil/crayons • Draws pictures to represent ideas, such as body parts and facial features e.g. eyebrows, eyes, nose, mouth, ears • Attempts scribble writing; tracing • Writes child's own name • Writes all alphabet letters such as a, b, c, etc. and some simple words e.g. ball, chair, etc.	• Free play: Moulding, beading • Free play: lacing • Free play: writing, tracing, drawing, scribbling • Free play: construction with small blocks • Free play: cutting with age-appropriate scissors • Free play: puzzles, connecting chain links	• Beads, lacing cards/felt/soft plastic with holes, straws, string, clay, plasticine, Dough. • Empty containers, cartons, textures of fabric and leather • Building blocks, chain links, puzzles • Paper, markers, crayons, pencils, charcoal, brushes, paint	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Creative Art

Sub-Domain	Indicators (Developmental Expectations)	Sample Activities	Sample Resources	Evaluation
Visual Art	• Creates own unique pictures through scribbling and schematic drawings, enjoys colours.	• Free painting	• Paper, cardboard, pencils, crayons, colourful plants with stems that can be held like pencils etc. • Shells, seeds, coloured paper pieces, interesting fabric pieces, foil, groundnut shells, seeds, sticks, leather etc. • Clay, plasticine, moulding sand, paper, crayons, markers, pencils, paints, etc.	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Creates collage pieces of different relevant materials	• Free collage: materials in baskets for children to explore and use to create collage.		
	• Colours already drawn shapes, objects, human and animal figures	• Free colouring/drawing		
	• Moulds/models objects using local clay, mashed paper/egg crates and plasticine. • Engages in outdoor construction using moist sand.	• Free moulding		
Performance Art	• Learns and sing songs with enthusiasm. • Remembers and demonstrates songs previously heard. • Makes rhythm from objects in the environment, traditional or home-made instruments and dance to beats.	• Home area: free play	• Dressing up clothes, musical instruments, microphones (old real microphones/toy/paper), traditional dance objects, local musical instruments and local home items for making music	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Creative Art

Sub-Domain	Indicators (Developmental Expectations)	Sample Activities	Sample Resources	Evaluation
	• Remembers and demonstrates sequence of dance steps such as in traditional dance.	• Music and dance with invited community dancer.		
	• Uses body and expression to mime songs and dance. • Engages in role play.	• Staged class presentation/show.		
Explorations and Approaches to Understanding the Environment and Climate Change	• Exhibits interest in project work initiated by self or peers.	• Organized class exhibition of children's work. Children organize the exhibition – choose their work for display, arrange class, create invitations, invite families etc.	• Collection of children's works – drawings, colouring, mouldings, beads etc. • Dance presentations	Child development checklist Observation notes Teacher notes
	• Makes careful observations of the natural world around such as: birds, plants, insects and within the home, the school, the market square, the hospital • Demonstrates scientific curiosity by asking questions about observations. • Weather: Rains, Sunshine, Temperature, Humidity, wind. • Environmental hazards: Desertification, Erosion, Flood • Pollution: Open defecation, indiscriminate waste disposal	• Nature walks • Drawing observations • Stories • Role play/pretend play • Songs about weather • Kites • Projects Observations, Discussions of weather conditions, Documentation ✦ Empty bottles, plastic containers,	• Art materials; weather measuring instruments, rain gauge, wind vane, barometer, thermometer, buckets, weather chart, pictures, video clips	Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: Creative Art				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Draws and describes what was observed from the environment around	✓ Art area: free play		
Technology in the Early Years	• Digital literacy skills (creativity, • imagination, problem-solving skills effective communication, critical thinking) • Uses technology to support early play-based learning.	• Identify and explore the technology devices • Operate devices • Apply technology to solve problems	• Radio • Calculator • Tablets • Laptops • SD cards • Desktops • Camera • Drones • Phones	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: National Values and Consciousness

Sub-Domain	Indicators (Developmental Expectations)	Sample Activities	Sample Resources	Evaluation
Family, Society and Culture **Acceptable behaviour and Mutual respect**	• Follows simple rules. • Displays respect for self and others by using generally accepted courtesy words (please, sorry, thank you, excuse me and you are welcome). • Recognizes, values, and accepts similarities and differences – plays well with others regardless of what the children look like or where they come from.	• Speak respectfully to children  • e.g. Can play the game 'Simon Says', Give simple instructions such as 'Please, sit down', 'Kindly close the door', etc. • Songs, rhymes, on wonder words (please, excuse me, sorry, thank you, you're welcome, pardon me, etc.) • Circle time: Greet all children and encourage greetings in children's languages daily.  • Give opportunity for children to relate positively with peers through play. 	• Class agreements chart • Traditional costumes, uniforms, props etc. for dress-up • Pictures of adults in different roles for circle time discussion/practice	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: National Values and Consciousness				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
		• Role play greetings during circle time daily. (This can be done according to assigned numbers.) • Home area: pretend various professions and traditional roles		
	• Imbibes respecful behaviour - follows class rules and agreements. • Exhibits tolerance and honesty – resolves conflicts with words not aggression, not afraid to tell the truth.	• Visit community and practise talking with elders, listening to stories with morals. • Follow the leader games e.g. “Mother may I?”, “Everybody do as I do, don’t worry”, “Simon says” etc. • Develop class agreements with children		

Developmental Domain: National Values and Consciousness				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Citizenship and National consciousness	• Self-identity, family, community, and LGA Identifies the national flag, coat of arms.	• Show picture of self, family tree, maps of LGA • Identify the features of coat of arms • Mould/model the coat of arms • Draw and paint pictures of the flag, e.g. Green – for agriculture and white – signifies peace. • Outdoor play/spying game. "(I spy with my little eye something green)"	• Mirrors, height chart/stadiometer, weight balance, pictures, family pictures, • Colouring materials – green and white paint, brushes, stems, markers, crayons, paper, cardboard, old cartons etc. • Props, costumes – head gears, shoes, bags, play glasses etc. in home area.	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Attempts to recite national anthem and pledge alongside adults/older children.	• Pretend play school assembly with various roles and costumes – head teacher, teachers, LGA chairman, chief, children, etc.	• Picture books, old newspapers, magazines. • Puzzles (home-made)	

Developmental Domain: National Values and Consciousness				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
	• Recognizes name of own state or residence and attempts mentioning other states. • Attempts to name some current serving national leaders e.g. President, Vice President, and State Governors	• 36 states map of Nigeria puzzle • Pretend reading with local magazines and books with pictures • Find your state matching game	• Matching games (home-made) • Pictures of current national leaders cut out of magazines etc.	
Cultural Norms and Traditions	• Mentions his/her ethnic group and or state.	• Select your ethnic group pictures activity. Teacher sources traditional pictures from families for the activity. Children get to choose which one they think they belong to; which ones are their favourites, etc.	• Local seeds, foods such as dried maize, grains, photos of local foods, local utensils and cutlery. • Traditional photographs, cut out photos from magazines. • Paper, glue, old empty photo albums with their own pictures	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Names important festivals celebrated by their family and or community.	• Circle time: Traditional pictures, festivals discussion. • Projects		

Developmental Domain: National Values and Consciousness				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Ethnic Groups in Nigeria and Ethnic Dressing	• Recognizes and describes his/her own traditional type of local attire.	• Book of cultural pictures (made by teacher and children using photos from families).	• Traditional costumes and materials for dress up.	
	• Participates in cultural activities at home and school e.g. wears cultural costumes, plays cultural roles, demonstrate cultural dance.	• Classroom celebration of one festival per term. • Pretend play dress up/ cultural show and tell		
	• Distinguishes favourite local foods. – Draw a picture on a round paper plate or round paper of a plate of food.	• Pretend play cooking		
	• Speaks and sings in own local language.	• Storytelling by invited community elders/teachers etc.		
Religion	• Identifies different religions and religious practices in their community. • Identifies own religion and religious practices	• Outdoor walk in the community and identify local places of worship • Draw different religious buildings e.g. from a picture, from the community	• Art materials – paper, markers, charcoals, flowers for paint, stems, brushes etc.	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)

Developmental Domain: National Values and Consciousness				
Sub-Domain	**Indicators (Developmental Expectations)**	**Sample Activities**	**Sample Resources**	**Evaluation**
Notable places in Nigeria	• Shows interest in notable places in the immediate community and Nigeria generally e.g. Aso Rock, Central Bank, museums, tourist parks etc.) • Identifies pictures of notable places	• Picture storytelling using local magazines, photographs of notable places in the country. • My favourite building/places picture sorting.	• Pictures of notable Nigerian places/buildings/ people, magazines, newspapers	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
National Heroes & Heroines – (Patriotism)	• Identifies and shows interest in past and present Nigerian heroes and heroines and tells their attributes and their contributions in national building	• Storytelling and picture book reading • Community storytelling, visit or in-class storytelling visit by an elder. Stories of local heroes.	• Relevant picture books. • Dress up costumes • Clay, playdough, paper, crayons, markers, Pictures, Books	Child development checklist Observation notes Teacher notes Portfolios (samples of child's work, photographs of child's work, photographs of child at work etc.)
	• Mentions some national heroic deeds: Demonstrates deeds and draws pictures of some heroic deed that they can do themselves.	• Pretend play: Dress up and role play with relevant costumes. • Creative projects based on "My hero"		

Appendix 1: Activity Bank

Games:

Outdoors

1. **All-in Musical Chairs:** Have one less chair than the number of children and arrange the chairs in a line or circle. Tell the children that everyone must have a place to sit when the music stops and their job is to help each other do this. Play music and stop it as you like. Everyone needs to find a seat in the group. Remove an extra chair after every round. Rules remain the same. Children will come up with creative ideas to help keep everyone sitting in the few chairs available.

2. **3-Legged Race:** Use wide scarfs or rags to tie one child's left leg to another child's right leg to make a team. Set all teams at starting line and have them walk or hop (on the count of 3) to the finish line. Each pair must work together to avoid falling. Pairs that fall should be encouraged to get up and continue to the finish line. All participating children receive cheers and claps for working together.



3. **Ball Matching:** Ensure you have 2 balls per colour and put 1 of each colour in a separate bag. Make 2 lines of children with their backs to each other, standing at least 10 feet apart. Pass one bag down each line and ask children to each pick a ball from the bag. On the count of 3, children turn around, run to find the child on the other line with the same colour ball. Children hold on to their ball match partners until all children have found their partner. Each pair plays any game of their choice using the balls.

4. **Freeze Tag:** One child is “it” and chases the other children who run as fast as they can. Any child tagged (touched) by “it” freezes and remains frozen until someone who is not frozen tags (touches) them and then they can resume running.

5. **Letter crossing:** This is a game where you spread the letters like stones in a river. The children cross by stepping on the stones to get to the other side. When they step on a stone they will name the letter, tell you the sound, and use it to begin a word. (image from www.twinkle.com)



6. **Number or object hunt:** Like treasure hunt, object/shapes/numbers are hidden in the environment and children go on a hunt for them.

7. **Pitu stone building game:** Made up of 2 teams of 5 players and 2 balls, 1 per team. The teams jointly build a tower of stones and then take turns. Team 1 collapses the tower with a ball and team 2 members try to build it up in a hurry while team 1 members throw their ball to try and hit team 2 builders. Any builder who is hit is out. If all members of the building team get knocked out, they switch sides, i.e. team 1 tries to build and team 2 attack with the ball. The team that successfully completes the tower wins.

Indoors/Outdoors

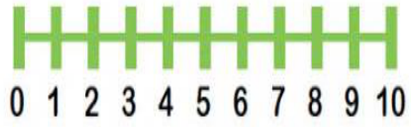
1. **All-in musical chairs** (described above in outdoors section)

2. **Mother may I:** One player plays the role of the "mother" while the others act as the "children". To begin the game, the mother stands at one end of a room and turns around facing away, while all the children line up at the other end. The children take turns asking "Mother may I take an action?",

e.g. May I take 5 steps forward? The mother replies, "yes you may" or "no you may not". If mother declines, she can give the child a different action to take; e.g. "No, you may not. Take 5 steps backwards instead." The children must carry out any instruction given by the mother whether favourable or not. The first of the children to reach the location of the mother becomes the mother while the original mother becomes a child, and a new round begins.

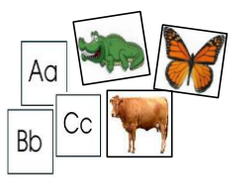
3. **Number Line Find and Match Relay Race:** Several number lines are placed on the wall (finish line) and teams of 3 children each (standing at starting line) receive bags of numbers 1-20 (numbered counters or cardboard). They have to:
    a. Sort and find the numbers that match those on the line
    b. Each member shouts out their number and takes a turn to run and place the number in serial order at the finish line. Another member of the team waits, ready to call out the next number and run with it as soon as the first runner returns.
    c. The first team to complete the task chooses any number on the line as the number of claps for their reward.





Indoors

1. **Animal Alphabet Link Game:** (Maximum 5 players) Make A-Z cards and cut out pictures of animals to go with each letter of the alphabet; i.e. you will have one set of alphabet cards and one set of A-Z animal picture cards. Place animal picture cards face up on a table. Shuffle and deal alphabet cards to children (5 children will get 5 cards each and dealer keeps 1 card). Children take turns linking their alphabet to the right animal photo, but they must beat the timer or lose their turn (1-minute sand timer). Every linked pair goes to the zoo (basket/floor/table). Dealer makes the last link and children work together to arrange animals in alphabetical order. Cards are shuffled and the game starts again for as long as the children want to play. Another child becomes the dealer. Players may give up their spots for others at the end of a set.



2. **Number Matching Card Game:** Cardboard cards with numbers on one set and objects on another set. Children play the game by placing the cards face up and taking turns matching the number cards to the object cards. Children who make a correct match keep the cards until the end when each child will count his/her cards.



3. **Alternative number game**. (Retrieved from laughingkidslearn.com)

4. **Alphabet Matching Card Game:** Same as above. Children match capital letter Alphabet with small letter Alphabet, keeping the cards when they make a correct match.

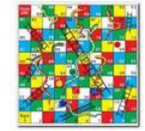


5. **Alphabet Matching Game:** Alphabet cards are placed on the table and children find items with names that begin with each letter. Items can include friends etc.

6. **Play Money:** May be plain paper with values written on each and laminated. Children play shopping, making change, etc., using the money.



7. **Snakes and Ladders:** Children practise counting, paying attention and observation playing board games. The board can be made locally and the concept can be changed from snakes to tunnels, rivers, lion, etc. Anything that works for each community.



8. **Bottle Top Numbers/Alphabet:** Numbers/Alphabet may be written using permanent marker. Children may make up their own games or play traditional matching, letter sounding, addition games etc.



9. **Colour Counting Cans:** Coloured cups or painted empty cans with coloured stones, cards etc. for children's play. Children find the matching colour and place the number of items specified in each container.



Appendix 2: Playdough and finger paint recipes

Recipe for making 'playdough'
1 cup plain flour
1 tbsp. oil
1 cup hot boiling water
½ cup salt
2 tsp cream of tartar
2 tsp food colouring

- our all dry ingredients together in a saucepan/bowl.
- Add oil.
- Combine food colouring to hot water.
- Add coloured hot water to dry ingredients.
- Use a wooden spoon to mix it quickly until it becomes a thick blob. This part is really hard work!
- Turn playdough out onto a clean surface and knead into a smooth blob. Be very careful; it is very hot!
- When cool, store in a zip lock bag or airtight container to keep it from drying out. Playdough can last up to 3 months or more in an airtight container.

Recipe for making finger paint
3 tbsp. sugar
1/2 cup cornstarch
2 cups cold water
food colouring

Mix the first 2 ingredients, add water. Cook over low heat, stirring constantly until well blended. Divide mixture into 4 to 5 portions and colour each portion. A little addition of detergent makes cleanup easier.

Appendix 3: Pre-Primary Child Development Checklist/ Report Card

Adapted from the
Early Learning Development Standards (ELDS) for Nigeria
on
Assessment of Child Learning in Nigeria Pre-Primary Education

Child Name: .....Date of birth: ....

Age: ..... Education Registration Number: .....

Teacher Name: ..... School: .....

LGA..... Checklist start date: .....

Checklist end date: .....

General Guidelines

Purpose
This checklist has been adapted from the Early Learning Development Standards for Nigeria for the following purposes:

1. To provide information to help teachers, parents and caregivers track expected child development outcomes for 5-year-old.
2. To support implementation of play-based pre-primary education through providing relevant criteria by which teachers may assess, identify and report on children's learning in pre-primary classrooms.
3. As a strategy for supporting optimal child development through provision of a practical tool to equip parents, caregivers, teachers and communities with knowledge of appropriate developmental skills as well as activities to support child development

INSTRUCTIONS

Pre-primary classroom

- As much as possible, every child in a pre-primary classroom should have one checklist started a few weeks into the beginning of each term. Start date should be indicated on the cover page of this checklist - Checklist start date

- Teachers, through observing children daily, should note the children's strengths, the skills they are already practising and skills yet to be observed. Records of the daily observations should be kept for each child to form the basis for termly evaluation.

- Teachers **must** provide opportunities for children to practise skills in those areas that are just emerging; e.g. where a 5-year-old child is not yet able to walk on a straight line, the teacher must provide activities for the whole class where children get opportunities to walk, hop, jump on a straight line. With practice, most children will gain the skills.

- Towards the end of the term, the teacher should tick **(U)** for all skills that are **Unseen** in children; **(P)** for those skills where children are seen to be **Progressing** but have not yet mastered and **(M) for all skills that are Mastered**, indicating skills that the child has fully developed.
- Last date for filling the checklist must be indicated on the cover – Checklist end date.

NOTE: Children gain skills through play experiences. It is important that teachers work with parents and caregivers to intentionally provide opportunities, in school and at home, for children to practise all the required skills throughout the school years.

Home

- Parents and caregivers may contact their Universal Basic Education Board/SUBEB ECD Desk Officers (Dos), or UNICEF ECD Section to find out where they can download/obtain free copies of this checklist to be used at home. Home use should be in the same manner as described for teachers above.
- Parent-school partnership is critical for successful education of children. Parents are the first teachers and know their children best.

LEGEND

- **U = Unseen:** This means the child is not yet showing those skills; e.g. a child is unable to take any step on a straight line
- **P = Progressing:** This means the child is developing the skills; e.g. a child is able to walk a few steps on a straight line before they stumble/step off the line
- **M = Mastered:** This means the child has fully gained the skills; e.g. a child is able to walk, one foot in front of the other on a straight line, from the beginning to the end, without stepping off the line

PHYSICAL DEVELOPMENT												
SCHOOL TERM:			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U	
Gross Motor Development	**Body Balance**	Marches, jumps and walks on a straight line										
		Jumps and hops forward/backwards with ease										
		Climbs low heights without falling										
		Throws and shoots objects at targets										
	Control of body parts	Imitates adult movement (dance steps, gymnastics)										
		Combines sequence of different motor movements										
	Body coordination with purpose	Imitates any adult movement (dance steps, gymnastics)										
		Pedals or rides a small bicycle										
		Combines sequence of different motor movements										
Fine Motor Development	**Control of hand and finger movements**	Holds cutlery, carries plates, washes dishes										
		Holds writing materials properly										
		Catches and holds objects firmly										
		Cuts with age-appropriate scissors using one hand										
		Draws, paints and moulds										
	Manipulation of toys and various objects for general use	Paints and colours										
		Holds cutlery to feed self										
		Buckles/ties shoelaces without help										
		Paints with brushes/crayon,										
		Cuts with age-appropriate scissors using one hand										
Sensory Motor Development	**Ability to use sense organs**	Responds to stimuli e.g. music, odour, hotness, coldness										
		Makes rhythmic sounds and movement										

PHYSICAL DEVELOPMENT												
SCHOOL TERM:			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U	
	(Eyes, Skin, Tongue, Ears, and Nose)	Responds to simple relational operations. e.g. big, small										
Interaction with the Environment	**Interaction with people and materials in the locality**	Shares personal belonging with peers										
		Engages in group play										
		Makes and follows plans for games with other children										
		Attempts to construct objects with available materials in the environment										
		Responds to stimuli										
		Makes rhythmic sound and movements										

SOCIAL AND EMOTIONAL DEVELOPMENT												
SCHOOL TERM:			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U
Social Skills Development	**Differentiate between familiar and unfamiliar adults**	Names familiar persons in a photograph									
		Connects easily with trusted familiar persons from the neighbourhood/community									
		Asks for help from a trusted familiar and close person when facing a problem									
		Asks questions about a person he/she does not know or a person he/she sees for the first time (who is that, what's his name?)									
		Confides in a close person									
		Accepts and returns hugs									
	Interaction with other children	Shows loyalty towards his/her friend (helps the friend to put the dress/shirts on, to zip the zipper etc.)									
		Chooses to play with a new friend									
		Catches and holds objects firmly									
		Cooperates when playing collective games with other children in group activities									
		Makes friends in several places (in the Sunday/Islamiya school, at school and his/her immediate neighbourhood)									
	Interaction with adults	Greets familiar people at sight									
		Asks for help from trusted adults in the school community or neighbourhood									
	Identify the similarities and differences between people	Describes his/her own appearance and compares it with others									
		Recognizes different social roles of the persons surrounding him/her									
		Asks questions about other children									

SOCIAL AND EMOTIONAL DEVELOPMENT												
SCHOOL TERM:			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U
Emotional Development	**Building of positive self-concept**	Shares information about himself/herself with other children (age, birthdays, number of siblings, place of residence etc.)									
		Shows awareness of his/her cultural identity e.g. says what language they speak, what kind of dresses they wear, etc.									
	Expression of emotions	Talks about the reasons for his/her own emotions (I'm happy because we are going visiting, I'm crying because I am sad.)									
		Expresses emotions through his/her play (soothes dolls, pretends to be happy, sad, excited etc. alone or with a friend)									
	Pride of achievement and abilities	Presents his/her own ideas and opinions during play or activity									
		Makes a presentation of a finished task to an adult (teacher, parent)									
		Shows complete dedication to completing play activities									
	Control of feelings and emotions	Appropriately expresses anger and sadness (when another child would not give him/her a toy or an object, he/she offers another object in exchange)									
		Calms down own emotions and momentary impulses (stops in a short time being cross, or crying, or grumping)									
		Accepts going to school without being upset and angry									
	Recognition and expression of emotions appropriately	Reacts when hurt									
		Reports wrongdoings of other children to adults									
		Expects justice to be implemented when hurt									
		Shares food and toys with others									
	Controls own feelings	Pacifies other children when they are hurt									
		Isolates self when hurt									

COGNITIVE DEVELOPMENT												
SCHOOL TERM			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U	
Mental Development	**Exploration and experimentation**	Observes objects in the environment										
		Explores objects in the environment										
		Successfully disassembles and reassembles different toys/ objects										
	Problem-Solving, Identification and use of objects in the Environment	Observes and discusses the changes which he/she has observed (e.g. there is a new building here)										
		Predicts what will happen based on observation and investigation										
		Attempts to verify statements given by adults										
	Quantity, Numbers and Counting	Counts 1 to 20 and beyond										
		Counts 10 or more objects accurately										
		Gives the next number in the sequence 1 through 10										
		Counts and groups things by number										
		Compares groups of up to 10 objects										
		Finds the sum when joining two sets of up to five objects										
	Classification and Seriation	Describes daily activities according to how they happen										
		Matches and sorts simple shapes (circles, squares, triangles)										
		Orders objects by characteristics (from smallest to largest)										

COGNITIVE DEVELOPMENT												
SCHOOL TERM:			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN			M	P	U	M	P	U	M	P	U
TOPIC	STANDARD	PERFORMANCE INDICATOR										
		Fits puzzles with up to 10 pieces										
		Sorts buttons according to the number of holes in them										
		Matches and sorts objects according to attributes (size, colour, shape and use)										
		Describes relationships between groups of objects										
	Measurement	Uses measuring tools in play (ruler, cups or parts of the body)										
		Compares objects using comparison words e.g. “I’m taller than the teacher’s table”										
		Uses various standards measuring tools for simple measure tasks e.g. weight, scale										
		Uses appropriate vocabulary to describe time and sequence relating to daily routines										
		Demonstrates understanding of positional patterns (between, inside, outside, behind)										
	Patterns	Identifies and names simple shapes (circle, square, rectangle, triangle) found in the environment										
		Creates patterns with a variety of materials e.g. bead work with appropriate bead size, colour or shape										
		Describes the pattern they are creating using appropriate vocabulary										

LANGUAGE DEVELOPMENT												
SCHOOL TERM			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U	
Communication	**Listening and Speaking**	Comprehends what they hear and responds appropriately										
		Remembers and follows instructions involving two or three steps, including steps that are not related such as please pick up your toy and put on your shoes										
		Re-tells a story or an event they heard about or seen, in correct sequence										
		Remembers details in a request and responds correctly e.g. bring me the green plate										
		Tells short make-believe stories with adult's help										
		States own point of view, likes and dislikes using words										
		Participates in conversation with peers										
		Uses different intonations when telling about some event or reciting poetry										
		Sings familiar songs and recites familiar rhymes										
		Tells the opposite of some given words (small-big, day-night, hot-cold)										
		Participates in speech games (finish the sentence, continue the story etc.)										
	Pre-Reading	Enjoys looking at picture books or other printed material, holding the book in the correct position										
		Recognizes the order and direction in which a page is read (English is read from left to right and top to bottom)										
		Tells a story following pictures which s/he sees for the first time										
		Begins to identify individual letters of the alphabet (or characters of the home language)										
		Identifies three or more letters by their sound at the beginning of a word (such as day, dog, Dauda [d])										

LANGUAGE DEVELOPMENT												
SCHOOL TERM			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U	
		Recognizes some signs and symbols in the classroom and community such as a stop sign, and uses them for information										
		Begins to recite some words in familiar books from memory										
		Recognizes own name in print										
	Pre-Writing	Writes or draws different shapes with several strokes.										
		Writes a given letter of his/her first name independently										
		Makes marks, scribbles or letter-like shapes and identifies them as words										
		Uses pretend writing activities during play										
		Attempts to all alphabet letters and some simple words										
		Begins to print or copy own name and identifies at least some of the letters										

CREATIVE ART												
SCHOOL TERM:			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U	
		Creates unique pictures by scribbling and schematic drawings										
Visual Art	Drawing	Creates collage/images using groundnut shells, seeds, pieces of coloured paper or sticks using paste/glue										
	Painting	Enjoys playing with colours Colours already drawn shapes, objects, human and animal figures using colour pencils, crayon and paints										
	Moulding/Modelling	Moulds objects using local clay, mashed paper/egg crates and plasticine										
		Engages in outdoor construction using moist sand										
Performance Art	Music	Learns and sings songs with enthusiasm										
		Remembers and demonstrates previously heard songs										
		Makes rhythm using objects in the environment or traditional/home-made musical instruments										
	Dance	Dances to beats and rhythm of music										
		Remembers and demonstrates sequence of dance steps such as in traditional dance										
		Uses body and expressions to mime songs and dance.										
	Drama	Engages in role play										
Exploration and approaches to understanding the Environment Around	Scientific curiosity	Shows interest in project work initiated by self or others										
		Demonstrates scientific curiosity by asking questions about observations										
		Describes and draws what has been observed from the environment.										

NATIONAL VALUES AND CONSCIOUSNESS												
SCHOOL TERM			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U	
Family, Society and Culture	**Acceptable behaviour within the culture**	Obeys simple rules										
		Respects and greets elders according to societal norms										
		Imbibes respectful behaviour and uses courtesy words, e.g. please, thank you, I am sorry, etc.										
		Shows tolerance and treats others with respect regardless of differences										
		Performs acts that manifest honesty (e.g. reports any useful object found)										
		Reports wrongdoings										
Citizenship and National Consciousness	**Develop National Consciousness**	Attempts reciting the national anthem and pledge										
		Mentions own state of origin										
		Identifies colours of the national flag										
		Attempts naming national/state or local leaders										
		Shows awareness of the national day										
Cultural Norms and Traditions	**Cultural Traditions and Celebrations**	Attempts to name important festivals of each major ethnic group in Nigeria										
		Participates in cultural day activities at home and school										
		Mentions days of some cultural events in his/her locality										
		Names some cultural festivals in his/her locality										
		Enjoys wearing cultural costumes										
		Plays cultural roles in pretend play										
Religion		Identifies own religion										
		Identifies different religious buildings from a picture										
		Attempts to pray according to family norms										
		Says the different religious groups in Nigeria										
		Draws his/her religious place of worship										

NATIONAL VALUES AND CONSCIOUSNESS												
SCHOOL TERM			1st			2nd			3rd			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	STANDARD	PERFORMANCE INDICATOR	M	P	U	M	P	U	M	P	U	
Ethnicity	**Ethnic groups in Nigeria**	Mentions his/her ethnic group when asked										
		Can identify some major ethnic groups in Nigeria										
		Identifies various food eaten in his/her locality										
		Sings songs in local language										
	Ethnic Dressing	Identifies her/his local dressing from a picture										
		Imitates adult type of dressing of his/other ethnic groups in Nigeria										
		Describes his/her own traditional type of local attire										
		Recognizes different kinds of ethnic dresses from a picture										
Notable places in Nigeria	**Important places and sites**	Shows interest in pictures of Nigerian notable places in magazines										
		Attempts to name/describe a few notable places in the locality and the country from experience (travelling, visiting or exploring picture in magazines, television etc.)										
National Heroes and Heroines	**Patriotism**	Recognizes and mentions a few Nigerian heroes and heroines from picture books, stories, pictures or television										
		Role plays heroes/heroines of her/his choice										
		Mentions some national heroic deeds										

Appendix 4: Child Developmental Milestones

ADAPTED from the Early Learning Development Standards (ELDS) in Nigeria for NCE ECCE Programme of Study

PHYSICAL DEVELOPMENT

TOPIC	STANDARD	PERFORMANCE INDICATOR
Gross Motor Development	**Body Balance**	**0–6 months** **Child:** • Sucks • Holds his/ her head upright • Chews objects lying around • Adjusts self in anticipation of something interesting • Lifts up head and chest while lying on the stomach • Rolls over from back to the stomach and vice versa • Lies on his/her stomach and pulls self along with his/her arm • Grasps objects and puts in the mouth
		6–18 months **Child:** • Sits upright independently • Crawls on all fours towards a desirable object • Stands with support • Walks upright independently • Bends under the table to take a toy and straightens up again without the help of an adult
		18–24 months **Child:** • Climbs into and out of bed independently • Stands in straight position and throws a ball overhead without falling down • Enjoys musical sounds and makes few dancing steps • Climbs and descends the stairs, placing both feet on each step and supporting self • Takes a few steps backwards independently

TOPIC	STANDARD	PERFORMANCE INDICATOR
		24–36 months **Child:** • Walks short distances on tiptoes • Jumps forwards on one foot • Walks on the edge of the pavement without stumbling or falling down • Runs around independently • Kicks the ball without falling
		3–4 years **Child:** • Walks on a straight line • Climbs stairs, ladder, etc. • Throws and catches objects • Moves forwards and backwards with ease • Hops forwards and backwards with both feet together
		4–5 years **Child:** • Marches, jumps and walks on a straight line • Jumps and hops forward/backwards with ease • Climbs short walls without falling • Throws and shoots objects at targets
	Control of body Parts	**0–6 months** **Child:** • Moves hands towards his/her mouth • Stretches out and tucks up legs and arms when lying on back • Transfers an object from one hand to another • lifts one leg when lying on back and puts toes In the mouth
		6–18 months **Child:** • Uses both arms and legs to change body position • Rises from a seated or a lying position using all fours • Attempts to climb from floor to higher surface or another lower part of a flat form, independently

TOPIC	STANDARD	PERFORMANCE INDICATOR
		18–24 months **Child:** • Walks and stands upright, with narrowed base between the feet • Holds the adult's hand and with one leg kicks a ball forward
		24–36 months **Child:** • Walks and runs changing pace and direction of movement • Walks up and down the stairs/raised platform with alternate footsteps • Mimics different steps, dancing, matching etc.
		3–4 years **Child:** • Moves about the environment avoiding obstacles • Attempts to ride or pedal bicycle • Moves in slow and fast motion as the need arises • Moves body in rhythm of music • Moves chairs, tables from one place to another
		4–5 years **Child:** • Imitates any adult movement(dance steps, gymnastics,) • Combines sequence of different motor movements
	Body Coordination with Purpose	**0–6 months** **Child:** • Turns head towards source of light or sound • Reaches with his/her body towards an indicated object when seated
		6–18 months **Child:** Lifts up from seated into standing position Attempts to lift up on tiptoes to grasp an object placed higher above Attempts to mount a chair and sits on it independently

TOPIC	STANDARD	PERFORMANCE INDICATOR
		24–36 months **Child:** • Moves indoors and outdoors and overcomes barriers in order to explore (runs or jumps over smaller obstacles) • Attempts to carry objects • Jumps about while playing
		3–4 years **Child:** • Moves about the environment avoiding obstacles • Attempts to ride or pedal bicycle • Moves in slow and fast motion as the need arises • Moves body in rhythm of music • Moves chairs, tables from one place to another
		4–5 years **Child:** • Imitates any adult movement (dance steps, gymnastics,) • Pedals or rides a small bicycle • Combines sequence of different motor movements
	Body Awareness in terms of Movable and Immovable Objects	**0–6 months** **Child:** • Bounces with feet from hard base when held in upright position • Leans backward when placed in seated position
		6–18 months **Child:** • Stops movement in front of a set obstacle • Goes around a set obstacle when walking
		18–24 months **Child:** • Walks upright and crawls under the table • Goes around set obstacles • Pushes/pulls obstacles (curtains) or bends to pass through

TOPIC	STANDARD	PERFORMANCE INDICATOR
		24–36 months **Child:** • Moves about the space without hitting against pieces of furniture/objects • Slow down or speeds up walk (stops or slows down walking if comes across an obstacle – a tree, piece of furniture, another child etc.)
Fine Motor Development	**Control of Hand and Finger Movements**	**0–6 months** • Reaches out a hand to obtain an offered object • Grasps an offered object with his/her hand • holds object and releases it after a certain time • Attempts to clap hands
		6–18 months **Child:** • Throws a given ball with both hands • Holds cup with both hands and drinks independently • Grasps and tears books • Waves bye-bye • Splashes water when bathing
		18–24 months **Child:** • Disassembles and reassembles simple toys • Twists his/her wrists in all directions (opens the door handle, turns door-knob etc.) • Takes hold of an offered cup with the fingers of one hand or takes hold of the cup handle by closing fingers • Assembles toys according to their different colours
		24–36 months **Child:** • Puts smaller objects into a basket and takes them out • Builds a tower consisting of 5-7 blocks/objects • Uses thumb and index finger when holding writing materials (pencil, felt tip pen, marker) etc. • Unbuttons or buttons up a wallet or a bag with snap buttons….

TOPIC	STANDARD	PERFORMANCE INDICATOR
		3–4 years **Child:** • Throws and catches objects • Attempts to dress self, e.g. Button dress, tie shoelace without assistance • Washes hands without help • Puts playthings together • Plays with sand and water
		4–5 years **Child:** • Holds cutlery, carries plates, washes dishes • Holds writing materials properly, • Catches and holds objects firmly • Opens, closes and cuts with scissors using one hand • Writes letters and numbers • Draws, paints and moulds
	Manipulation of Toys and various Objects for General Use	**0–6 months** **Child:** • Holds small objects with both hands
		6–18 months **Child:** • Holds an object/a toy with one hand and with the other hand plays with it • Picks up small objects from the surface using thumb and index finger
		18–24 months **Child:** • Picks up small objects from the table using thumb and index finger • Winds and unwinds a toy with one hand using all his/her fingers
		24–36 months **Child:** • Picks up toys from the floor with his/her own hands and fingers • Disassembles and reassembles part of toys or objects (removes the cap of a felt tip pen, opens and closes a box)

TOPIC	STANDARD	PERFORMANCE INDICATOR
		3–4 years **Child:** • Attempts to open water bottles and pour water into cups • Opens and closes bags neatly • Disorganizes and reassembles objects (e.g. playthings)
		4–5 years **Child:** • Paints and colours • Feeds with cutlery • buckles his/her shoes • Ties his/her shoelaces without help • Paints with brushes/crayon, • Cuts with scissors with one hand • Eager to manipulate electronics (tv, radio, phones, et)
Sensory Motor Development	**Child is able to use sense organs (eyes, skin, tongue, ears, nose)**	**3–4 years** **Child:** • Imitates adult activities • Can express the difference between hot, cold, sweet and sour/bitter
		4–5 years **Child:** • Responds to stimuli e.g. music, odour, hotness, coldness • Makes rhythmic sounds and movement • Responds to simple relational operations e.g. Big, small
Child Interaction with the Environment	**Child is able to interact with people and materials in his/her locality**	**24–36 months** **Child:** • Responds to sound • Responds to external stimuli • Makes rhythmic sound and movements

TOPIC	STANDARD	PERFORMANCE INDICATOR
		3–4 years **Child:** • Plays with objects unaided • Interacts with people and materials within the environment • Identifies dangerous objects (nails, broken bottles, harmful insects etc.) and avoids them • Shows delight in playing with materials (sound, sand, water, fabric-wet, cold, dry, hot)
		4–5 years **Child:** • Shares personal belongings with peers • Engages in group play • Makes and follows plans for games with other children • Moulds objects with clay • Attempts to construct objects with available materials in the environment • Responds to stimuli • Makes rhythmic sound and movements

SOCIAL AND EMOTIONAL DEVELOPMENT

TOPIC	STANDARD	PERFORMANCE INDICATORS
Social Skills Development	• **Differentiates between familiar and unfamiliar Adults**	**0–6 months** **Child:** • Stops crying when taken in the arms by a familiar person • Responds with crying or body movement to an unfamiliar person • Recognizes the voice and presence of the mother
		6–18 months **Child:** • Responds with a smile to a familiar person, stretches arms towards a familiar person • Looks around in order to find the familiar person • Comes closer to a familiar adult person in an unfamiliar environment • Attempts to imitates voices of people they know, like grandpa's coughing • Reacts to sudden or unfamiliar sound
		18–24 months **Child:** • Imitates the activities of a close person • Responds sometimes to greetings of close persons
		24–36 months **Child:** • Starts interaction with a familiar person during play • Shakes hands with familiar person when in an unfamiliar environment
	Interaction with other children	**0–6 months** **Child:** • Touches the hair or parts of the face of another child
		6–18 months **Child:** • Smiles at another child • Shows his/her toy to another child • Cries or protests if play material or toy is taken away

TOPIC	STANDARD	PERFORMANCE INDICATORS
		18–24 months **Child:** • Comes closer to them and touches them • Plays with a friend for a short time • Offers his/her toys to another child
		24–36 months **Child:** • Gets excited in company of peers (laughs ,giggles, claps) • Joins other children at play • Becomes closer with the friend when playing
	Interaction with Adults	**0–6 months** **Child:** • Watches mother or another known member when talking to them • Attracts the attention of a familiar person by vocalizing
		6–18 months **Child:** • Accepts and asks for help from a familiar person (not in the environment) • Rejects unfamiliar person's touch
		18–24 months **Child:** • Participates in joint activities with adults
		24–36 months **Child:** • Asks the adult person to join the play • Asks questions and starts a conversation • Asks adult for permission to perform a task • Tries to imitate some words from another language
Emotional Development	**Building of Self Concept**	**0–6 months** **Child:** • Explores the body e.g. by observing the hand and putting them in the mouth

TOPIC	STANDARD	PERFORMANCE INDICATORS
		• Adjusts his/her crying according to needs e.g. hunger, fatigue, asking for attention • Enjoys being curdled
		6–18 months **Child:** • Responds with gestures and sounds when name is called • Protests and refuses to eat food he/she does not like • Gets excited watching self in the mirror
		18–24 months **Child:** • Recognizes his/her objects and toys, e.g. can name a piece of clothes that belongs to him/her • Imitates social roles by adults e.g. (girl child wants to make up like mother) • wants to back the doll as mother back their children • Talks to the doll and sometimes feeds the doll
		24–36 months **Child:** • mentions his/her names when talking to another person • knows his/her own sex e.g. I am a boy/girl • insists on getting what he/she wants • says his/her name • identifies with family members
	Recognition and expressions of Emotions appropriately	**0–6 months** **Child:** • Smiles at a familiar and friendly face • Cries when a familiar person leaves his/her vicinity
		6–18 months **Child:** • Responds to an emotional expression on a person's face • Laughs and giggles when someone makes faces or unusual movements

TOPIC	STANDARD	PERFORMANCE INDICATORS
		18–24 months **Child:** • Recognizes when others are sad, happy or angry • Interrupts play when another child starts crying • Tries to calm down another child crying
		24–36 months **Child:** • Sensitive to other people's emotions • Notices the difference between his/her emotions and that of others
		3–4 years **Child:** • Sensitive to other people's emotions • Reports the faults of other children • Reacts when hurt • Prefers to play with other children's toys
		4–5 years **Child:** • Reacts when hurt • Reports the faults of other children • Expects justice to be done when hurt • Share food and toys with others
	Takes Pride with Achievements and Abilities	**0–6 months** **Child:** • smiles and is happy when able to do an activity e.g. picking a toy • shows interest in moving objects
		6–18 months **Child:** • Repeats certain sounds or movements that made some impacts • Smiles at encouragement when he/she starts to toddle • Persists in trying to reach an object out of reach

TOPIC	STANDARD	PERFORMANCE INDICATORS
		18–24 months **Child:** • Smiles with satisfaction when he/she achieves success • Claps hands when an activity is successfully finished
		24–36 months **Child:** • Likes to show successfully finished tasks • Likes to take care of self
	Controls Own Feelings and Emotions	**0–6 months** **Child:** • calms down when upset if given a suckling or toy • stops crying when he/she notices a familiar person nearby
		6–18 months **Child:** • Stops crying when attention is given
		18–24 months **Child:** • stops crying when toy taken by another child is returned
		24–36 months **Child:** • starts to control impulses e.g. when touching hot substance
		3–4 years **Child:** • Reports the faults of other children to adults • Pacifies other children when hurt • Isolates himself/herself when hurt
		4–5 years **Child:** • Reports the faults of other children to adults • Pacifies other children when hurt • Isolates himself/herself when hurt

TOPIC	STANDARD	PERFORMANCE INDICATORS
Social Skills Development	**Differentiate Between Familiar and Unfamiliar Adults**	**3–4 years** **Child:** • Asks for help from and offers help to a close adult person • Raises hand to talk to the caregiver/ teacher • Comes nearer to a familiar person (parent/caregiver) in an unfamiliar environment to ask for help (to go to the bathroom)
		4–5 years **Child:** • Names familiar persons on a photograph • Contacts easily with familiar persons from the surroundings (the neighbours, the family doctor, friends of the family and relatives) • Asks for help from a familiar and close person when facing a problem • Asks questions about a person he/she does not know or a person he/she sees for the first time (who is that, what's his name?) • Confides in a close person • Accepts and returns hugs
	Interaction with other Children	**3–4 years** **Child:** • Starts playing with another child; initiates an activity with another child • Shares toys and other objects with another child
		4–5 years **Child:** • Shows loyalty towards his/her friend (helps the friend to put the dress/shirts on, to zip the zipper etc.) • Chooses to play with a new friend • Cooperates when playing collective games with other children in group activities (let's do this like that, this will not do…) • Makes friends in several places (in the Sunday/Islamiya school, at school and his/her immediate neighbuorhood)

TOPIC	STANDARD	PERFORMANCE INDICATORS
	Interaction with Adults	**3–4 years** **Child:** • Plays joint games with adults • Likes to run errands for adults • Likes to help adults in doing chores
		4–5 years **Child:** • Greets a familiar person when entering a room or when meeting in a place where the child is • Asks for help from adults in the school community or neighbourhood
	Identify the similarities and differences between people	**3–4 years** **Child:** • Asks simple questions related to the other children • Changes his/her own appearance (dresses in other persons clothes, or changes facial expression in order to look like some other person in his/her surroundings)
		4–5 years **Child:** • Describes his/her own appearance and compares it with others • Recognizes different social roles of the persons surrounding him/her • Asks questions about other children, their physical characteristics, their families, ethnic characteristics, cultural differences
Emotional development	**Building of Self Concept**	**3–4 years** **Child:** • Introduces himself/herself in different roles in the symbolic play • Recognizes his/her personal belongings and puts them on when going out • Decides to do a certain activity independently (e.g. to make a tower out of building blocks.) • insists on playing the role of “the doctor” during a role play
		4–5 years **Child:** • Shares information about himself/herself with other children (age, birthdays, number of siblings, place of residence etc.) • Becomes aware of his/her cultural identity; says which language they speak, what kind of dresses they wear, etc.

TOPIC	STANDARD	PERFORMANCE INDICATORS
	Expression of Emotions	**3–4 years** **Child:** • Tries to comfort another crying or sad child • Sees a picture of another child crying (in a book, on tv.) And asks why that child is crying • Shows happiness when given a present
		4–5 years **Child:** • Talks about the reasons for his/her own emotions and talks about them (I'm happy because we are going to be visiting, I'm crying because I am sad.) • Expresses emotions through his/her play (tries to find a friend's lost toy, helps a friend build a tower.)
	Pride of Achievement and Abilities	**3–4 years** **Child:** • Presents the task they have done alone and show it to an adult to pride themselves on it • Confirms with great assurance and confidence if asked can you ride a bike, can you swim, can you fix a toy, do you know how to turn on the TV...
		4–5 years **Child:** • Presents his/her own ideas and opinions during play or activity • Makes a presentation to an adult (teacher, parent) of a finished task • Is completely dedicated to the set activities
	Control of Feelings and Emotions	**3–4 years** **Child:** • Responds with a facial expression when angry or withdraws from the play • Waits patiently to take his/her turn and do some activity he/she likes to (to seesaw or to get some juice)
		4–5 years **Child:** • Expresses anger and sadness appropriately, with control (when another child would not give him/her a toy or an object, he/she offers another object in exchange) • Calms down his/her negative emotions and momentary impulses (stops in a short time being cross, or crying, or grumping • Accepts going to school (kindergarten) without being upset and angry

COGNITIVE DEVELOPMENT

TOPIC	STANDARD	PERFORMANCE INDICATOR
Mental development	**Exploration and Experimentation**	**0–6 months** **Child:** • Gazes or turns body to follow a toy or an object in motion • Drops a toy or object which is given to him/her and observes what will happen
		6–18 months **Child:** • Finds partially hidden objects • Opens drawers and cupboards • Places an object on an inclined plane and watches it roll down • Cries if any of the play materials disappear
		18–24 months **Child:** • Pours water in the sand to make mud • Tears any paper close by • Plays with sand (cooking, moulding, etc.)
		24–36 months **Child:** • Discovers a new way to use a toy or object • Explores the cause and effect of actions (e.g. If you turn on the tap water will flow) • Completes simple puzzles
	Observation and Manipulation	**0–6 months** **Child:** • Holds object in his/her hand and puts it in his/her mouth • Grasps objects close by
		6–18 months **Child:** • Presses buttons on the television, radio • Observes movement within the environment • Imitates receiving phone calls • Shakes rattles repeatedly to hear sounds • Looks at colourful shapes within his/her environment

TOPIC	STANDARD	PERFORMANCE INDICATOR
		• Sits on the floor to play with objects • Links specific sounds with the images of specific animals (cat with “miaow”, dog with “woof, woof” • Turns over objects
		18–24 months **Child:** • Points to named animals and pictures • Points to parts of the body • Repeats actions • Notices and moves to rhythms • Imitates sounds and actions (e.g. Clapping of hands)
	Quantity, Numbers and Counting	**6–18 months** **Child:** • Hands over an empty cup to ask for more
		18–24 months **Child:** • Mentions numbers when playing (sings with number, counts steps, objects, toys, blocks etc.) • Hands over an object when requested to do so
		24–36 months **Child:** • Counts up to five • Share things with others • Counts own age with fingers • Differentiates sizes and colours • Chooses bigger portions
		3–4 years **Child:** • Counts 1 to 10 and beyond by rote • Points to objects while counting • Identifies and counts objects • Uses rhymes in counting and solving problems • Uses symbols to represent numbers • Uses number words in the context of daily routines, activities and play

TOPIC	STANDARD	PERFORMANCE INDICATOR
		• Connects a number with specific objects • Discovers that there is a sufficient number of plates for every one • Finds the total sum of small groups of items • Uses and creates symbols to represent numbers
		4–5 years **Child:** • Counts 1 to 20 and beyond • Counts 10 or more objects accurately • Gives the next number in the sequence 1 through 10 • Counts out 10 items, may use fingers, body part or other counters as used in the child's home culture • Counts and groups things by number • Compares groups of up to 10 objects • Finds the sum when joining two sets of up to five objects
	Classification and Seriation (serially)	**18–24 months** **Child:** • Sorts objects into groups according to size and colour with help
		24–36 months **Child:** • Sorts objects (balls, balloons, blocks) into groups according to their colours • Sorts objects into groups according to shapes, size independently • Puts objects in the right place • Covers a smaller object with a bigger object
		3–4 years **Child:** • Groups and matches objects according to similarities • Observes opposite features of objects (big-small, long-short, light/heavy) and sorts them into groups • Tells which objects are in front of him/her, behind him/her, far away from him/her)

TOPIC	STANDARD	PERFORMANCE INDICATOR
		4–5 years **Child:** • Describes daily activities according to how they happen • Matches and sorts simple shapes (circles, squares, triangles) • Orders three objects by one characteristics (from smallest to largest) • Works puzzles with up to 10 pieces • Sorts buttons according to the number of holes in them • Draws with pencils in a given position (in front of, behind, inside, outside) • Matches and sorts objects by one attribute (size, colour, shape and use) • Matches and sorts objects in series according to several features (colour, size, shape) • Matches and sorts objects by two or more attributes by size and by colour • Describes relationships between groups of objects
	Exploration and Experimentation	**3–4 years** **Child:** • Observes objects in his/her environment • Explores different types of objects and materials • Asks questions about things he/she sees or hears • Participates in simple exploring activities (e.g. Kneels down to breathe in the scent of different boxes and tries to find out what is in them)
		4–5 years **Child:** • Observes objects in the environment • Explores objects in the environment • Disassembles and reassembles different toys/ objects
	Problem-Solving, Identification and use of Objects in the Environment	**3–4 years** **Child:** • Identifies objects with bright colours • Solves a problem through active observation and exploration • Attempts to verify statements given by adults • Pulls apart and reassembles different play materials/toys/objects.

TOPIC	STANDARD	PERFORMANCE INDICATOR
		4–5 years **Child:** • Observes and discusses the changes which he/she has observed (e.g. There is a new building here, in the past there wasn't one) • Predicts what will happen; prediction is based on observation and investigation • Attempts to verify statements given by adults
	Use of Measurement	**3–4 years** **Child:** • Compares size by sight, feel and comparing hands, feet etc. (visual and tactile) • Attempts to compare two objects by weight • Compares two objects by size • Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower
		4–5 years **Child:** • Uses measuring tools in play (ruler, cups or parts of the body) • Compares two objects using comparison words such as "I'm as tall as the teacher's table" • Compares two objects using comparison words such as smaller, faster and heavier • Uses various standards measuring tools for simple measure tasks e.g. weight, scale • Uses appropriate vocabularies to describe time and sequence relating to daily routines • Demonstrates understanding of positional patterns (between, inside, outside, behind)
	Patterns	**3–4 years** **Child:** • Copies simple patterns • Extends simple patterns • Creates simple patterns
		4–5 years **Child:** • Identifies and names simple shapes (circle, square, rectangle, triangle) found in the environment • Creates own patterns with a variety of materials • Describes what the pattern is • Does bead work with appropriate bead size, colour or shape

LANGUAGE DEVELOPMENT

TOPIC	STANDARD	PERFORMANCE INDICATOR
Communication	**Listening and Speaking**	**0–6 months** **Child:** • Shows interest in speech of others • Responds when their name is called • Moves arms and legs when child hears familiar sound • Gazes at the speaker's face • Cries, coos and makes other sounds • Cries in different ways depending on whether hungry, in pain or tired • Imitates adult facial expressions • Vocalizes, squeals, laughs and gestures to communicate • Babbles
		6–18 months **Child:** • Pays attention to what adult is looking at or pointing to • Turns eyes to a mentioned object • Nods head to answer simple question • Stops activity when told "no, no" • Begins to say consonant sounds, such as "m", "b" • Uses a variety of sounds to express emotions • Listens to a short and simple story • Reaches and points to communicate • Looks at the picture on book cover • Says first word
		18–24 months **Child:** • Turns to the person speaking • Pays attention to what the speaker is looking at or pointing to • Responds appropriately to familiar words (such as clapping when caregiver says "clap") • Points to familiar persons and things in answer to the questions Who is this? Where ismy ball? • Connects words with objects

TOPIC	STANDARD	PERFORMANCE INDICATOR
		• Turns, stops or speaks when name is called • Uses words, sounds and gestures to get attention, makes requests, comments, greets • Uses consistent sounds to indicate a specific person or thing, such as saying "dada" for daddy • Names familiar people, animals and objects • Repeats short verbal messages when they hear them • Imitates word which he/she hears for the first time • Attempts to explain a picture or a drawing with three to four words • Likes to have the same story read aloud to them again and again • Recognizes printed logos or symbols of favourite objects or food (e.g. ball, ice cream, mango)
		24–36 months **Child:** • Observes various printed materials and pictures in books • Enjoys following single-step directions ("bring me the ball") • Shows with fingers when asked how old he/she is. • Uses eight to 20 understandable words in home language • Uses single-word speech (such as saying "up" to be picked up) and short, two-word sentences ("me, go") • Communicates with gestures and facial expressions, if learning two languages • Takes part in simple conversations • Brings a book to an adult to read aloud • Pays attention for a short period of time when looking at books • Participates in stories, songs, finger plays and rhymes • Points to the pictures in the book • Gazes at various printed materials
		3–4 years **Child:** • Understands meanings of spoken words • Acts on given instructions with one or two activities • Produces words correctly • Attempts to describe past events • Mentions uses of common objects (cups, plates broom)

TOPIC	STANDARD	PERFORMANCE INDICATOR
		• Asks questions on almost everything as she/he freely explores the environment • Manifests advanced vocabulary for age level • Replaces familiar words or rhymes with silly ones (e.g. Twinkle, twinkle little star to twinkle, kinkle) • Listens attentively to stories that are told, read aloud or heard from radio or television and ask questions • Makes up stories from books • Communicates with body language, facial expression, tone of voice and in words • Says name (tribal or religious) • Says age and sex • Speaks language spoken in his/her home • Names most familiar things • Names one or more friends and relatives • Asks the meaning of new words, then tries using them • Speaks so that most people can understand • Uses words like: I, me, we, you and some plurals such as cars, dogs, etc. • Enjoys repeating rhyming words or word patterns in songs, poems or stories • Remembers and follows directions of one or two steps • Participates in conversation
		4–5 years **Child:** • Becomes involved in a conversation • Comprehends what they hear and responds appropriately • Re-tells a story or an event they heard about from another person or a television series, movie, theatre play • Talks in sentences of five and six words • Remembers and follows instructions involving two or three steps, including steps that are not related such as “please pick up your toy and put on your shoes” • Remembers details in a request and responds correctly, e.g. “bring me the green plate” • Tells some details of a recent event in sequence • Tells a short make-believe story with adult’s help • States own point of view, likes and dislikes using words, gestures and/or pictures • Recognizes spoken words rather than his/her mother tongue • Shows his/her own ideas in several ways

TOPIC	STANDARD	PERFORMANCE INDICATOR
		• Converses with his/her peers about events (how was the birthday party, the walk, the vacation)? • Tells about his/her experience • Uses different intonations when telling about some event • Recites a poem and changes the intonation of his/her voice • Sings familiar songs • Recites familiar rhymes • Tells the opposite of some given words (small-big, day-night, black-white, hot-cold) • Participates in speech games (finish the sentence, continue the story, etc.)
	Reading	**3–4 years** **Child:** • Recognizes printed symbols in his/her surroundings • Thumbs a picture book, turning the pages one by one • Shows interest and pretends to "read out" a book to a younger child or a toy (doll, puppy, kitty…) • Identifies print on signs, etc. and asks "what does that say?" • Identifies own name as a whole word • Matches the beginning sounds of some words • Finds objects in a picture that have the same beginning sound, with some adult help • Listens to and follows along with books in a different language • Turns book pages one at a time • Re-tells simple, familiar stories from memory while looking at the book
		4–5 years **Child:** • Sits over a longer time and looks at a picture book or some other printed material, holding the book in the correct position Tells a story following pictures which he/she sees for the first time • Begins to identify individual letters of the alphabet (or characters of the home language) • Identifies three or more letters with their sound at the beginning of a word (such as day, dog, and Dauda all beginning with d) • Recognizes some signs and symbols in the classroom and community such as a stop sign, and uses them for information • Begins to recite some words in familiar books from memory

TOPIC	STANDARD	PERFORMANCE INDICATOR
		• Recognizes own name in print • Begins to recognize the order in which a page is read (English is read from left to right and top to bottom)
	Pre-Writing	**6–18 months** • Attempts to finger play in the sand, on the wall /table
	Writing	**3–4 years** **Child:** • Draws specific shapes resembling letters (circle in the shape of the letter O) • Makes marks or scribbles when an adult suggests writing • Attempts to copy one or more letters or characters of the alphabet • Draws pictures and tells their stories
		4–5 years **Child:** • Writes or draws different shapes with several strokes. • Writes a given letter of his/her first name independently. • Makes marks, scribbles or letter-like shapes and identifies them as words. • Uses pretend writing activities during play. • Attempts to copy one or more letters in the alphabet. • Begins to print or copy own name and identifies at least some of the letters.

NATIONAL VALUES AND CONSCIOUSNESS

TOPICS	STANDARD	PERFORMANCE INDICATOR
Family, Society and Culture	**Acceptable Behaviour within the community**	**2–3 years** **Child:** • Obeys simple rules • Respects and greets elders
Societal Norms	**Acceptable Behaviour within the community**	**3–4 years** **Child:** • Obeys simple rules • Respects elders according to societal norms • Plays with peers in the community • Wears cultural attire • Plays cultural roles • Greets in local language • Imbibes respectable behaviour (“thank you”, “I am sorry”, “you are welcome”, etc.) • Shows tolerance (e.g. treats others with respect regardless of differences of opinion) • Performs acts that manifest honesty (e.g., reports any useful object found) • Reports wrongdoing
	Acceptable Behaviour within the community	**4–5 years** **Child:** • Greets and responds in local language according to the norms • Imbibes respectable behaviour • Shows tolerance • Exhibits honesty • Reports wrongdoing • Reports lost but found materials
Citizenship and National Consciousness	**Develop National Consciousness**	**2–3 years** • Attempts reciting national anthem and pledge • Attempts reciting states and capitals • Attempts to identify colours of the national flag

TOPICS	STANDARD	PERFORMANCE INDICATOR
		3–4 years **Child:** • Attempts reciting national anthem and pledge • Attempts reciting states and capital • Identifies colours of the national flag • Attempts to name national leaders
		4–5 years **Child:** • Attempts reciting national anthem and pledge • Attempts reciting states and capital • Identifies colours of the national flag • Attempts to name some current serving national leaders
Cultural Norms and Tradition	**Cultural celebrations and traditions**	**18–24 months** **Child:** • Says a few words in his/her local language • Participates in cultural and religious celebrations • Accepts a variety of food in the locality
		24–36 months **Child:** • Says a few words in his/her local language • Participates in cultural and religious celebrations • Performs acts that manifest honesty • Reports wrongdoing • Reports lost but found materials • Plays with peers in the community • Shows tolerance • Obeys simple rules • Respects/greets elders • Wears cultural costumes • Plays cultural roles • Promotes birth registration messages

TOPICS	STANDARD	PERFORMANCE INDICATOR
		3–4 years **Child:** • Uses local language • Attempts to name some local languages spoken in Nigeria • Dances to rhythm of local songs, nursery rhymes in indigenous language • Identifies and names some local musical instruments from pictures
		4–5 years **Child:** • Attempts to names important festivals of each major ethnic group in Nigeria • Participates in cultural day activities at home and school • Mentions days of some cultural events in his/her locality • Names some cultural festivals in his/her locality • Wears cultural costumes • Plays cultural roles • Mentions favourite local foods • Speaks and understands own local language • Sings in his/her language • Participates in cultural dances • Sings religious songs
Religion	**Identify with a religion**	**3–4 years** **Child:** • Tells major religions in Nigeria • Identifies religious leaders in Nigeria from pictures • Names different places of worship of the major religions in Nigeria • Identifies own religion
		4–5 years **Child:** • Identifies different religious buildings from a picture • Prays according to family norms • Says the different religious groups in Nigeria • Draws his/her place of worship • Identifies his/her own religion

TOPICS	STANDARD	PERFORMANCE INDICATOR
Ethnicity	**Ethnic groups in Nigeria**	**2–3 years:** • Attempts to say the name of his/her ethnic group • Identifies his/her indigenous type of dress from a picture
		3–4 years **Child:** • Can attempt to say the name of his/her ethnic group, • Can tell the type of food they eat • Sings songs in local language
		4–5 years **Child:** • Can tell the major ethnic groups in Nigeria • Mentions his/her ethnic group when asked • Attempts to mention his/her state • Identifies various food eaten in his/her locality • Sings songs in local language
	Ethnic Dressing	**3–4 years** **Child:** • Identifies his /her local type of dressing from a picture
		4–5 years **Child:** • Describes his/her own traditional type of local attire • Imitates adult type of dressing of his/other ethnic groups in Nigeria • Recognizes different kinds of ethnic dresses from a picture
Notable Places in Nigeria	**Important places and sites**	**3–4 years** **Child:** • Attempts to name a few notable places in Nigeria
		4–5 years **Child:** • Names more notable places in Nigeria
National Heroes and Heroines	**Patriotism**	**3–4 years** **Child:** • Recognizes the pictures of some Nigerian heroes/heroines

TOPICS	STANDARD	PERFORMANCE INDICATOR
		4–5 years **Child:** • Recognizes and mentions a few Nigerian heroes and heroines • Role plays any hero/heroine of his/her choice • Mentions some national heroic deeds
National Identity	**National Consciousness**	**4–5 years** **Child:** • Recognizes the national flag and the coat of arms • Identifies the colours of the national flag • Sings the two stanzas of the national anthem • Says the national pledge • Aware of the national day

Appendix 4: List of Contributors

NAME	ORGANIZATION
Prof. Ismail Junaidu	Executive Secretary, Nigerian Educational Research & Development Council (NERDC) Abuja
Dr Margaret T. Lawani	Nigerian Educational Research & Development Council, Abuja
Prof. David K. Omole	Nigerian Educational Research & Development Council, Abuja
Dr Gandu D. Garba	Nigerian Educational Research & Development Council, Abuja
Dr Judith Kanu	Nigerian Educational Research & Development Council, Abuja
Dr Stella O. Nwankwo	Nigerian Educational Research & Development Council, Abuja
Dr Bernard M. Otaru	Nigerian Educational Research & Development Council, Abuja
Dr Madu Samuel	Nigerian Educational Research & Development Council, Abuja
Mrs Oremeyi S. Omokide	Nigerian Educational Research & Development Council, Abuja
Mr Adebayo L. Ojo	Nigerian Educational Research & Development Council, Abuja
Dr Sunday Jacob	Federal College of Education (FCE) Pankshin, Jos
Aisha Kadiri	Federal College of Education, Yola, Adamawa State
Prof. Henry Owolabi	University of Ilorin, Kwara State
Prof. Esther Oduolowu	University of Ibadan (UI)
Dr Salami Ishola Akindele	University of Ibadan (UI)
Dr Iquo Okon	National Commission for Colleges of Education (NCCE) Abuja
Dr Mchica Abelega	National Commission for Colleges of Education (NCCE) Abuja
Dr Amy B. Panyi	National Commission for Colleges of Education (NCCE) Abuja
Ugwuanyi Chukwuma	National Commission for Colleges of Education (NCCE) Abuja
Jonathan Usman Yock	National Commission for Colleges of Education (NCCE) Abuja
Asabe C. Ismail	Federal College of Education (Technical), Gombe
Dr Ganya Adamu	Adamu Augie College of Education, Argungu, Kebbi State
Dr Sunday Jibrin	Shehu Shagari College of Education, Sokoto, Sokoto State
Oladeji Adeyemi	UNESCO
Patricia Falope	Early Childhood Development Initiative (ECDI)
Swadchet Sankey	UNICEF
Yetunde Oluwatosin	UNICEF

PART TWO

Teachers' Guide

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CHAPTER ONE: UNDERSTANDING THE ONE-YEAR PRE-PRIMARY EDUCATION CURRICULUM

Introduction

This chapter introduces teachers, caregivers and parents (TCPs) to the One-Year Pre-Primary Education Curriculum. The roles of teachers, caregivers and parents are pivotal in the implementation of this curriculum. They are responsible for imparting academic knowledge, as well as accountable for fostering a safe and inclusive space where children can develop socially, emotionally, cognitively and physically. It is, therefore, essential for them to have a good understanding of how to effectively implement this curriculum. This chapter covers the following areas:

A. Rationale for the curriculum
B. The general structure of the curriculum

A. Rationale for the curriculum

The One-Year Pre-Primary Education Curriculum is the result of a comprehensive review process, which incorporated current research, global best practices and the evolving needs of children at the pre-primary level. It reflects a strong commitment to enhancing early childhood education in Nigeria by addressing critical areas such as child safety and security, adherence to the Child Rights Act (which encompasses Survival, Development, Protection and Participation) and attention to children's nutrition, health, climate change and the role of technology in early education.

The revision reflects global best practices in early childhood care and development, while also ensuring a smooth and efficient transition from home to primary education. The updated curriculum aims to prepare pre-primary pupils for academic success by leveraging learning opportunities before they enter primary school. The curriculum emphasizes the importance of creating a supportive, child-friendly environment where every child can actively participate in the learning process, regardless of their abilities, background, uniqueness or cultural identity.

An important aspect of the curriculum revision is the integration of early learning development standards (ELDS) and developmental milestones. ELDS is a curriculum-related policy initiative focused on meeting the early learning needs of children. These standards help educators, caregivers and parents understand what children are expected to achieve at various developmental stages, providing a solid foundation for curriculum planning, instructional practices and assessment.

Developmental milestones serve as key indicators of a child's progress. These milestones, which are typically organized by age and cover various domains of development, help track the child's growth. The standards and milestones are designed to guide Nigerian educators and caregivers in creating an enriching and supportive learning environment for children.

B. Structure of the Pre-primary Education Curriculum

The curriculum covers six key developmental domains: Physical, Social and Emotional, Cognitive, Language, Creative Arts and National values and consciousness. To facilitate easy understanding and application of the curriculum by teachers/caregivers, each domain is divided into sub-domains: performance indicators, sample activities, relevant sample resource materials and evaluation.

The following is a breakdown of the domains and sub-domains:

Developmental Domain 1: Physical Development
Sub-Domains:

i. Gross motor development
ii. Fine motor development
iii. Sensory motor development

Developmental Domain 2: Social and Emotional Development
Sub-Domains:

i. Social interaction with other children
ii. Social interaction with adults
iii. Identification of similarities and differences in people
iv. Emotional development
v. Building self-concept
vi. Control and expression of feelings and emotions
vii. Pride of achievement
viii. Resilience

Developmental Domain 3: Cognitive Development
Sub-Domains:

i. Quantity, numbers and counting
ii. Addition and subtraction of numbers with sums less than 10 using concrete objects
iii. Sorting and classification of objects
iv. Measurement
v. Making and recognition of patterns
vi. Practising scientific approaches to understanding

Developmental Domain 4: Language Development
Sub-Domains:

i. Listening
ii. Speaking
iii. Pre-reading
    - Alphabet awareness
    - Phonological awareness
    - Print awareness
iv. Story comprehension
v. Pre-writing
vi. Writing

Developmental Domain 5: Creative Art
Sub-Domains:

i. Visual Art
ii. Performance Art
iii. Explorations and approaches to understanding the environment and climate change
iv. Technology in the early years

Developmental Domain 6: National values and consciousness
Sub-Domains:

i. Acceptable behaviour and mutual respect
ii. Citizenship and national consciousness
iii. Cultural norms and traditions
iv. Religion
v. Notable places in Nigeria
vi. National heroes and heroines

The core philosophy of the curriculum is that no single developmental domain is more important than the others. All domains are interconnected and contribute equally to a child's overall development. One of the key objectives of the curriculum is to provide learners with numerous opportunities to think critically, speak confidently and imagine new possibilities based on what they see, hear and create. Also, it offers a balanced mix of knowledge-based content designed to address the various developmental needs of the child, thereby preparing them for lifelong learning.

The curriculum encourages child-centred teaching practices, promotes active learning, and emphasizes the importance of play as a foundation for

development. Through these approaches, children will be empowered to explore, ask questions, solve problems and engage meaningfully with the world around them.

Conclusion

This chapter introduced teachers, caregivers and parents (TCP) to the One-Year Pre-Primary Education Curriculum, whose role is pivotal in the implementation of this curriculum. They, as major stakeholders, are responsible for imparting academic knowledge, fostering a safe and inclusive space where children develop socially, emotionally, cognitively and physically. The chapter covered the following areas: Rationale for the curriculum and the Structure of the curriculum.

Furthermore, the revision reflects global best practices in early childhood care and development, while also ensuring a smooth and efficient transition from home to school. An important aspect of the curriculum revision is the integration of early learning development standards (ELDS) and developmental milestones, which is curriculum-related policy initiative focused on meeting the early learning needs of children. The curriculum covers six key developmental domains: Physical, Social and Emotional, Cognitive, Language, Creative Arts and National values and consciousness. The core philosophy of the curriculum is that no single developmental domain is more important than the others. All domains are interconnected and contribute equally to a child's overall development, thereby preparing them for lifelong learning.

CHAPTER TWO: TEACHING METHODS AT PRE-PRIMARY EDUCATION LEVEL (PLAY-BASED APPROACHES)

Introduction

Pre-primary education creates a rich, interactive and supportive learning environment that caters for the developmental needs of each child. Effective methods blend structured learning with play, exploration and creativity, ensuring that children develop not only academically but also physically, socially and emotionally. Teachers/caregivers at this level are facilitators and guides, helping children develop curiosity, independence and a love of learning that will serve as a foundation for future education. As a teacher/caregiver, you are expected to familiarize yourself with these methods for effective teaching and learning at this level. This chapter is discussed under these subheadings: Activity-based learning and daily learning sequence/routine.

A. ACTIVITY-BASED LEARNING

Activity-based learning (ABL) is a dynamic and hands-on approach to teaching and learning that emphasizes the active involvement of children in the learning process through engaging in practical activities. In pre-primary education, ABL is particularly effective because it aligns with young children's natural curiosity and developmental stages. This approach focuses on making learning interactive, enjoyable and relevant to the children's experiences. ABL is centred on play-based learning technique.

Play-based learning

Children learn best through play as it allows them to explore, experiment and make sense of the world around them. Play-based learning provides opportunities for children to develop the six domains: cognitive, creative art, language, physical, social and emotional and; national values and consciousness in an enjoyable and relaxed setting. Some of the play-based learning techniques are:

i. Montessori approach

The Montessori approach emphasizes self-directed learning and self-corrected materials where children are encouraged to freely explore materials and activities at their own pace. The environment is carefully prepared to be accessible and conducive to independent learning.

Features

- Use of specially designed materials for hands-on learning (e.g. Montessori beads, puzzles, tactile toys, counting rods, brown stairs, colour tablets, dressing frame, etc)
- Child-centred, with a focus on developing independence, concentration, and self-discipline
- Mixed-age grouping where children can collaborate and learn from each other.

To use this approach in teaching, teachers/caregivers must ensure that the classroom is well-structured, and the materials are accessible to children. For example, shelves should be low enough for children to access independently and materials should be specifically designed for hands-on learning. Teachers can set up activities that allow children to work on their own or in small groups. For example, a child could choose to complete a puzzle, pour water into cups, or work with a set of building blocks to develop

fine motor skills. Teachers/caregivers should allow children to explore tasks for as long as they need. They should quietly observe and provide guidance only when necessary.

ii. Reggio Emilia approach

This approach views the child as a capable, active learner and emphasizes the importance of the environment as the third teacher in supporting learning. The approach is flexible, emergent and often based on children's interests.

Features

- Creativity and artistic expression (e.g. drawing, sculpting, music, dance, etc)
- Exploration through project-based learning
- Collaboration and critical thinking between children, teachers/caregivers and families
- Documentation of learning through pictures, anecdotal reports, checklists, portfolio and displays to make learning visible.

In using this approach, teachers/caregivers should decorate the Centre with children's artwork, create inviting spaces for exploration and use of local materials like wood, cloth and plants. Listen closely to children's questions, observe their curiosities and use those interests to design learning activities. For example, if a child shows interest in insects, the teacher can plan activities involving insect observation, books, arts and crafts. Teachers/caregivers can take notes, photos, or videos of children's activities and document their learning process. This documentation can be displayed on walls, creating a narrative of the child's learning journey for both the child and parents to see.

iii. Inquiry and exploration through nature

Inquiry and exploration through nature refers to an approach where learning is driven by curiosity, observation and hands-on exploration of the natural world. It encourages learners to interact with their environment and engage in inquiry-based, experiential learning. Exploring the environment is a natural and effective way for young children to learn. This could involve trips to parks, gardens, or other natural settings.

Features

- Hands-on exploration: Pre-primary children learn through all their senses. Nature offers opportunities for children to touch, see, hear, smell and even taste (safely) different elements of the environment, such as leaves, flowers, rocks and the sounds of birds or wind.
- Multisensory learning: Activities like feeling the texture of tree bark, smelling flowers, or listening to the rustling of leaves engage children's senses and help them develop a deeper understanding of the natural world.
- Child-centred inquiry: The learning process begins with the natural curiosity of young children. Questions like “Why do leaves change colour?”, “Where do birds live?”, or “What happens to the water in the puddle?” drive the inquiry process.
- Open-ended questions: Educators encourage open-ended questions that invite exploration and allow for multiple answers, fostering creative thinking and problem-solving. These types of questions stimulate curiosity and engage children in thinking critically, even at a young age.

Examples

- Nature walks to collect leaves, pebbles, or flowers for sorting and science exploration
- Observation activities (e.g. watching insects, planting seeds, or learning about weather patterns, etc).
- Using outdoor play spaces as a classroom to explore concepts of balance, measurement and spatial awareness.

Teachers/caregivers should foster an environment where children feel comfortable asking questions. When a child asks, "Why is the sky blue?" you can help them explore the question with activities that allow for investigation, such as looking at the sky, reading books about colours, or doing a science, technology, engineering and mathematics (STEM) activity.

Teachers should provide simple tools and resources (magnifying glasses, microscopes, picture books, etc.) to help children explore their environment and deepen their understanding. Instead of giving direct answers, teachers/caregivers can encourage children to discover answers through discussion, exploration and hands-on activities.

Teachers should take children on nature walks to observe plants, animals and the weather. They can discuss what they see, feel and hear, and relate it to the activities they are learning about in the classroom. Teachers can organize activities like planting seeds or building a birdhouse, providing children with hands-on learning about the environment.

iv. Story-based learning

Story-based learning in pre-primary education is a dynamic and engaging approach that uses stories as a central tool for teaching and learning. Stories capture young children's imaginations, making abstract concepts concrete and providing opportunities for exploration, creativity, social-emotional growth and language skills.

Features

- Engagement through narratives
- Cultural and emotional connections
- Active participation
- Creativity and imagination

Examples

- Teachers/caregivers read aloud to children, use puppets, or encourage children to tell their own stories
- Story-based activities involve re-enacting stories, drawing characters, or creating new stories together
- Stories also introduce key concepts such as numbers, letters, or moral lessons.

Teachers/caregivers should read or tell stories aloud daily, using expressive voices, puppets and props to make the experience interactive. After reading, teachers can ask open-ended questions such as, "What do you think will happen next?" or "How did the character feel?" You can work with children to create group stories, where each child contributes to the story. This encourages creativity, teamwork and language development. Teachers can encourage children to act out stories, using costumes or props, which help them understand narratives, emotions and character development.

B. DAILY LEARNING SEQUENCE/ROUTINE ACTIVITIES

A daily learning sequence in pre-primary education is the structure or routine that guides the flow of the day's activities for young children. The sequence includes a balance of various types of activities that support children's development in the six domains. A well-organized daily learning sequence provides children with a sense of security and predictability, while also offering them opportunities for active learning, exploration and play. A typical daily schedule for pre-primary children is structured as follows:

1. OPENING CIRCLE: 8:00–8:45am

Circle time is a popular and important activity in pre-primary education that fosters a sense of community where children bond together. It is typically held at the beginning of the day or during transitions between activities. It helps develop social skills and promotes active learning in a structured and flexible format. It provides children with an opportunity to gather in a circle, listen, share, and participate in a variety of activities. Pre-primary pupils are in school for only 3-4 hours daily. It is therefore an opportunity for teachers/caregivers to provide the experiences needed to help them gain the core skills required for successful lifelong education.

Components of circle time

- **Greetings and welcoming:** Greeting and welcoming in pre-primary education are an essential practice that sets the tone for children's day, helps them feel safe and valued and creates a positive, inclusive atmosphere in the classroom. These simple but powerful

interactions are key to establishing routines, building relationships and fostering a sense of belonging. The way children are greeted at the start of the day shapes their emotional experience in the classroom. A warm, friendly and respectful greeting helps children feel acknowledged, safe and excited.

- As a teacher/caregiver, start by greeting each child individually, using their names, which makes each child feel special. This can be done through a song, handshake, or simple “Good morning” practices. Greet children with a smile or a hug (if culturally appropriate). This provides emotional comfort, signalling that the classroom is a safe space where they are valued.

- **Songs and rhymes:** Songs and rhymes are integral components of pre-primary education, providing a playful and engaging way to support young children's development across a wide range of skills. Language acquisition, cognitive development and social-emotional growth can be acquired through repetition, rhythm, melody and body movements in young learners. Also, songs and rhymes can be in the local languages.

- Teachers/caregivers should introduce new words through songs and rhymes to help children learn new vocabulary in a fun and memorable way. For example, a song about animals exposes children to animal names and sounds. Rhymes are a great way to help children recognize and practise sounds. Teachers can encourage children to identify rhyming words, such as in “The Cat Sat on the Hat” or “Twinkle, Twinkle Little Star” which reinforces the concept of rhyming and phonological patterns.” Other songs like "The Wheels on the Bus", "If You're Happy and You Know It" or seasonal songs like "Pawpaw is a kind of fruit”, “Roll your boat” can also be used. Children may also use instruments like tambourines or shakers for rhythm exercises.

- **Storytelling or book reading:** Storytelling and book reading are cornerstone activities in pre-primary education because they engage children's imaginations, support language development, and foster emotional and social growth. These activities help create a positive learning environment where children can explore ideas, expand their vocabulary, and deepen their understanding of the world around them. In pre-primary settings, storytelling and book reading are not just about telling a story or reading text, they are dynamic experiences that engage children in multiple ways. Teachers/caregivers can read a story aloud to the children, using props, gestures, or even puppets to bring the story to life. Children can engage in discussion by predicting what will happen next or answering questions about the story.

- **Calendar and weather charts:** In pre-primary education, calendars and weather charts are essential tools that help introduce young children to the concepts of time, sequencing and observation. These charts are typically used during daily routines, particularly in circle time, to engage children in a hands-on and visual way of learning.

- The teachers/caregivers and children work together to identify the current day of the week. For example, the teacher/caregivers might ask, “What day is it today”? as children respond and point to the day on the chart. Children help identify the date using a number line. The teacher may use songs or rhymes to reinforce the days of the week or the months of the year. Counting the days and marking the date can also help with number recognition and retention.

- The calendar can also be used to highlight special events like birthdays, holidays or field trips, providing children with a sense of anticipation and excitement. Children can discuss the date, day of the week, season, and weather conditions with visual aids like a calendar, or a weather chart. Children can also count the days of the week or practise identifying the date.

- Children can be invited to look out of the window and observe the weather. They might ask, “Is it sunny, cloudy, rainy today?” Children can take turns placing a weather symbol (sun, cloud, raindrop, snowflake, etc.) on the chart to represent the current weather. This not only introduces the concept of weather patterns but also engages them in physical activities like choosing and sticking the symbol.

- **Circle-CAN/ Treasure box activities:** The Circle-CAN activity is often part of an opening circle or morning meeting, where children sit in a circle and participate in various interactive activities that promote connection, sharing and personal expression. The “CAN” part of the activity emphasizes positive reinforcement, self-expression and celebrating what children can do. Providing activities that facilitate short movement such as stretching, yoga, or simple games like "Simon Says" can be part of circle time. Activities that align to the curriculum contents for the day should be written and put in a Circle-CAN. Children pick from the Circle-CAN and demonstrate what they pick.

- **Sharing time or show and tell:** “Sharing time" or "show and tell" is a popular activity often used in pre-primary education settings. It's designed to give children an opportunity to practise public speaking, develop social skills and build confidence in a supportive environment. Children may take turns sharing something important to them, such as a toy, a drawing, or a story. This could also include a brief "news time", where children can talk about something exciting or meaningful to them (e.g., a family trip or an event).

- **Estimation jar activities:** Estimation is when we try to figure out how many things are in a group without counting them all exactly. We make a guess based on what we can see or know. To carry out this activity, choose a clear jar or container and fill it with small items (e.g., buttons, beads, small toys, or coins, etc). The amount should be enough that children can't easily count the items at a glance, but they should be able to estimate reasonably. Start by showing the jar to the children and telling them, "I have something in this jar, and I wonder how many items are inside, can you guess?" This naturally sparks curiosity and invites them to start thinking critically, before revealing the contents of the jar during the closing circle, ask guiding questions to help children think about the estimation process:
    - "What do you think is inside the jar?"
    - "How many items do you think are in the jar? etc.”

- **Transition to Classroom:** Teachers/caregivers allow the children to transit back to classroom after the circle time activities are over, to continue with the free play and teacher-guided activity, using colours, age, etc.

NOTE: Circle time can also revolve around special themes or topics based on the curriculum, like a unit on "Animals", "Colours" or "The Seasons”. Teachers/caregivers might introduce new concepts or reinforce lessons from earlier activities in the morning. Children should always wash their hands after the circle activities and other outdoor activities.

Tips for effective circle time

- Keep it short and engaging: Young children have limited attention spans, so circle time should be interactive and last not more than 45 minutes
- Use visual aids: For younger children, visual aids like pictures, charts, or props help to keep them engaged and help them make connections between words and images.
- Encourage participation: Ensure that every child is included and encouraged to speak, even if they just want to say "hello" or respond with a short answer. Use prompts or questions that invite all children to be engaged.
- Use positive reinforcement: Praise children for sharing ideas, speaking clearly and participating actively. Positive reinforcement builds confidence and encourages future participation.
- Provide a calm environment: Circle time should be in a calm

welcoming space. Keep distractions to a minimum and create a comfortable setting with sitting arrangement for everyone to see and hear the teacher.

- Include different learning styles: Some children may be more auditory, while others are visual or kinesthetic learners. Incorporate a variety of activities (songs, storytelling, movement, etc.) to cater to different learning styles.

Note: Teachers should sing songs and rhymes in the local languages in line with national values and consciousness.

2. FREE PLAY IN LEARNING AREAS: 8:45–9:30am

Free play in learning areas is a key component of pre-primary settings. It allows children to explore, interact, and learn at their own pace in a safe, stimulating environment. Free play provides children with the opportunity to use their creativity, problem-solving skills, and social-emotional abilities while having fun. It is guided by the belief that children learn best when they are actively engaged and motivated by their own interests and curiosity. It allows children to explore, experiment and express themselves in a flexible environment. The purpose of free play is to support holistic development in the six developmental domains.

Learning Areas

The following are the learning areas available in the pre-primary centres where free play activities are anchored:

- **Cognitive area:** A cognitive play area in a pre-primary classroom is a designated space where children engage in activities that stimulate their intellectual and mental development. These areas are carefully structured to encourage exploration, discovery, and independent thinking through hands-on activities, games and structured tasks. Key elements of cognitive play area include puzzles, memory card matching games, shape sorters and categorizing activities. The materials teachers can use to set up this learning area include building blocks and construction materials, fabric pieces, buttons and natural objects (e.g., sticks, leaves), Counters (bottle tops, stones, straw, sticks, beads), Games (Ayo/Dara, whot, cards, ludo, etc.).
- **Home pretend area:** The home pretend area (also called the dramatic play area or imaginative play area) is a key part of pre-primary classrooms where children can engage in role-playing activities that mimic everyday experiences. This area is typically designed to represent a home or family setting, offering a space where children can simulate real-life scenarios such as cooking, caring for babies, shopping, or running a household. Common items found in this area include furniture and household items, dolls and stuffed animals, kitchenware and food items, clothing and accessories, etc.

- **Construction area:** The construction area (also called the building area or block play area) is a designated space in pre-primary classrooms where children can engage in activities related to building, creating, and constructing using various materials. Some key materials in this area include building blocks, magnetic tiles, pieces of wood, building tools and accessories, natural materials, clay, playdough, sand, mud, etc.

- **Creative art area:** The creative art area is an important space in pre-primary education, designed to foster children's creativity and self-expression through various forms of artmaking. The creative art area encourages children to think outside the box, make decisions, and develop a sense of ownership and pride in their work. Key materials for the creative art area include drawing and painting materials, collage and mixed media materials, clay, playdough, and sculpting materials, printmaking materials, textiles, sewing materials, etc.

- **Sensory area:** The sensory area in a pre-primary setting is a dedicated space designed to stimulate and engage children's senses,

allowing them to explore materials, textures, colours, sounds, and scents in a hands-on, interactive way. The materials in this category include tactile (touch), visual (sight), auditory (sound), olfactory (smell) sensory materials, etc.

- **Language (book area):** This is a designated space in pre-primary classrooms or play environments that encourages children to develop language and literacy skills through storytelling, reading, and interaction with books. The materials here are books, media player, video clips, magazines, comics, pictures, story books, tracing books/papers, puzzle, pencil, etc.

- **STEM Area:** The science, technology engineering and mathematics (STEM) area in a pre-primary classroom is a dynamic and hands-on space designed to encourage young children's curiosity and foster skills in these foundational areas. materials related to STEM, e.g. lens, measuring tape, measuring cups of different sizes, food colours, palm oil, vegetable oil, liquid soap, insects (specimen), scale balance, funnel of different sizes, etc.

Teachers'/caregivers role during free play

Teachers/caregivers should observe and provide subtle guidance when necessary. They should provide materials or suggest ideas without interrupting the flow of play. Allow children to make their own decisions during play. This promotes independence and problem-solving skills.

When interacting with children during free play, use questions like, "What do you think will happen next?" or "How could you make this work differently?" This is done to stimulate critical thinking.

Steps in organizing free play session

During free play sessions, the teacher should follow the steps below:

- If the class number is large (50 and above) the children should be divided into two equal groups.
- One of the groups should be outdoor for the circle time and the other group will be indoors to have free play at all the learning areas created in the classroom.
- Swap the groups after a period of 20/30 minutes and the teachers/caregivers repeat similar domain activities with the children.
- If the number of children in the class is moderate (less than 50), the teacher should organize the children in groups of less than ten into learning areas of their choice, and transit them interchangeably to other areas then continue to the teacher-guided activity.

3. TEACHER-GUIDED ACTIVITIES: 9:30–10:00 am

Teacher-guided activities in pre-primary education are structured lessons or experiences where the teacher takes a more active role in directing and facilitating the children's learning. These activities often involve guidance, modelling and direct instruction to help children develop new skills, knowledge or behaviours. Pre-primary education is centred on play-based and child-directed learning. Teacher-guided activities are important for introducing new concepts, building foundational skills, and supporting children's development in key areas. By providing a balanced guided instruction and child-directed exploration, teachers can ensure that children are actively engaged, learning new concepts and developing critical skills that will support their future learning.

Some teacher-guided activities commonly used in pre-primary education are described below, with instructions on how teachers can guide such activities:

Structured art activities

Structured art activities in pre-primary education are guided, intentional creative tasks that provide young children with opportunities to explore various art forms (drawing, painting, sculpting, etc.) in a way that encourages

both creativity and skills development. Structured art activities involve a more focused approach, with specific learning objectives, materials and steps introduced by the teacher. These activities aim to develop fine motor skills, creativity and cognitive abilities while also helping children understand basic artistic concepts like colour, shape, texture and composition. The purpose of these activities is to develop fine motor skills, creativity and self-expression through hands-on creative work.

Drawing and colouring: Drawing and colouring are fundamental activities in pre-primary education that play an essential role in young children's development. These activities are not only fun and engaging, but they also contribute to various aspects of a child's cognitive, emotional, social, and physical growth. Through drawing and colouring, children explore their creativity, practice fine motor skills, and develop a deeper understanding of concepts such as shapes, patterns, and colours. Teachers/caregivers can provide children with various art materials like crayons, markers, paints, brushes, paper, cardboard, etc. and guide them in creating simple drawings. For example, the teacher can demonstrate how to draw shapes or animals and then encourage children to copy or modify the design. The teacher/caregiver may first guide children to draw the outline of a tree, then help them add details such as leaves, branches and texture.

Tracing: Tracing is a simple, yet highly effective activity in pre-primary education that helps young children develop essential fine motor skills, hand–eye coordination and early literacy abilities. It involves copying or following over lines or shapes, often printed on paper, with a pencil, crayon, marker, or other writing tool. Tracing allows children to practice controlled movements while reinforcing basic concepts like shapes, letters, numbers and patterns. Teacher can guide children to trace objects, shapes, numbers or animals.

Cutting and gluing: Cutting and gluing are hands-on activities that play a crucial role in pre-primary settings. These activities help young children develop fine motor skills, hand–eye coordination, creativity, and an understanding of spatial relationships. By engaging in cutting and gluing tasks, children also learn to focus, follow instructions, and express themselves artistically. Introduce activities like cutting paper and pasting it to create collages. The teacher/caregiver can demonstrate how to hold scissors and safely cut along lines, while guiding children through the process of creating their own art.

Theme-based art projects: Theme-based art projects are creative, engaging activities in pre-primary education that allow children to explore various concepts through art while integrating learning across different subjects. These projects centre on a specific theme or topic, such as animals, seasons, family, nature, or holidays, providing a cohesive framework for both artistic expression and educational exploration. Through theme-based art, children engage in hands-on, multi-sensory learning that connects visual arts with other areas of development, such as cognitive, social, emotional, and language skills. For example, if the class is learning about animals, the teacher should guide children in creating animal masks using paper plates, feathers and glue.

Read-aloud sessions

These are a foundational practice in pre-primary classrooms. The purpose of these activities is to develop reading, listening, comprehension, language and vocabulary skills. Teachers/caregivers can read books aloud to the children, using expressive voice modulation and gestures to make the story come alive. While reading, teachers should pause and ask open-ended questions like, “What do you think will happen next?” or “How does the character feel?” After reading, teachers/caregivers should guide a discussion about the story, asking children to recall details, discuss the characters' emotions and connect the story to their own experiences. This helps with comprehension and promotes critical thinking. Teachers can use books with flaps, textures, or pop-ups to make the story more engaging and encourage interaction. For instance, after reading a story about animals, children could be invited to act out the animal movements or sounds.

Guided numeracy activities

This involves structured, teacher-supported tasks designed to help young children develop foundational numeracy skills. These activities are led by an educator who provides direct instruction, guidance and support as children explore mathematical concepts and practise skills. The focus of guided numeracy is on actively engaging children in learning, promoting understanding and fostering mathematical thinking through hands-on, interactive activities. These activities introduce children to early numeracy skills, such as counting, shape recognition and simple addition and subtraction.

Teachers can guide children in counting objects, such as blocks, beads, or fruits. For example, the teacher might have a set of 10 oranges and guide children to count them one by one, emphasizing number recognition and sequencing.

- **Shape sorting and recognition:** Teachers can guide children in identifying and sorting shapes (circle, square, triangle) using objects or flashcards. The teacher might hold up a shape and ask children to find matching shapes in the classroom.

- **Simple addition and subtraction:** Using physical objects (e.g., counting beads or blocks), the teacher can demonstrate simple addition and subtraction by grouping objects and then adding or removing items, helping children visualize basic numeracy concepts.

Phonics and early literacy activities

Phonics and early literacy activities focus on helping young children develop foundational reading and writing skills. These include:

- **Letter recognition:** Teachers can introduce individual letters through songs, games or flashcards. For example, they might say, “This is the letter A. A as in axe, arm, ant, etc.” and encourage children to repeat the sounds and name of the letter.

- **Sound games:** Teachers can play games to help children identify initial sounds in words. For example, “What sound does the word 'sun' start with?” The teacher can model how to blend sounds and encourage children to participate.

- **Write with the teacher:** Teachers can guide children in writing their names or other simple words, demonstrating how to hold a pencil correctly and how to form letters. Teachers can also model writing through shared writing activities, where the teacher writes while children dictate words or sentences.

Sensory play

Sensory play centres on the use of the sense organs to achieve sight, smell, touch, taste and hearing. The purpose of these activities is to engage children in hands-on, exploratory learning, promoting sensory development and cognitive skills. Examples of sensory play that can easily be incorporated into the classroom include:

- **Sensory bins:** Teachers can create sensory bins filled with materials like rice, beans, sand or water. Teachers guide children to explore different textures, colours and objects within the bin, asking them to describe what they feel or notice.

- **Texture exploration:** The teacher might have a variety of textured materials (e.g., cotton balls, fabric swatches, or plastic objects) and guide children in comparing the textures. For example, “Is the cotton soft or rough?” and encouraging the children to describe their experiences.

- **Playdough or clay:** Teachers can guide children in using playdough or clay to make shapes, letters or figures. This helps develop fine motor skills and creativity.

- **Water play:** Set up a water table with different containers, cups and funnels for pouring, filling and emptying water. Give children objects (e.g., a rock, leaf, plastic toy) to see whether they sink or float when placed in water. You can also add soap to water for bubble blowing or make a bubble foam station where children can touch and explore foam textures.

- **Smelly sensory play:** Add a few drops of essential oils (e.g., lavender, lemon) to home-made playdough or clay for a fragrant experience or fill small bottles with cotton balls soaked in different scents, such as vanilla, cinnamon or peppermint, and let children smell and match them.

- **Taste testing:** Provide different fruits (e.g., apples, oranges, mangoes) for children to taste, compare flavours, and describe textures or provide different textures of food items, such as soft yogurt, carrot sticks, for children to explore and describe.

Music and movement activities

These activities are integral to pre-primary education, providing children with opportunities to engage their bodies, minds and senses in a creative and fun way. These activities support motor development, rhythm, and listening skills through movement and music. Examples include:

- **Songs with actions:** Teachers can lead children in singing songs that involve hand movements, clapping, dancing, gross motor. For example, "If You're Happy and You Know It" or "My Head, Shoulders, Knees, and Toes" encourage physical activity while teaching body awareness.

- **Rhythm instruments:** Teachers can introduce simple instruments (e.g., tambourines, shakers, drums) and guide children in playing along to the beat of a song. This helps with coordination of sounds.

- **Movement games:** Teachers can guide children in activities that involve movement to music, such as "freeze dance", where children move around until the music stops, promoting listening skills and self-regulation.

Science exploration

Science exploration in pre-primary education involves hands-on activities and experiences that allow young children to discover and engage with the natural world around them. The purpose is to encourage curiosity and early scientific thinking through hands-on exploration and discovery. Examples of science exploration activities are:

- **Simple experiments:** Teachers can guide children through simple science experiments, such as observing water freezing into ice or mixing colours with water. The teacher might ask, "What do you think will happen if we put this ice in the sun?" and guide children in discussing their predictions and observations.

- **Nature walks:** Teachers can lead children on nature walks, pointing out different plants, animals or weather patterns. Afterwards, children can share what they saw, enhancing their observational and descriptive skills.

- **Sorting and categorizing:** Teachers can guide children in sorting objects by size, colour, or shapes. For example, sorting leaves by their shape or categorizing animals into groups (e.g., farm animals, domestic animals).

Role play and dramatic play

Role play and dramatic play are powerful tools in pre-primary education that fosters social, cognitive, and emotional development. These forms of play allow children to step into different roles, act out scenarios and explore the

world around them in a safe and imaginative space. Types of role play and dramatic play are:

- **Pretend play scenarios:** Teachers can set up a pretend play area (e.g., a pretend kitchen, doctor's office, or shopping corner) and guide children in taking on different roles. The teacher can model how to interact in these scenarios, providing props or prompts. For example, "You're the shopkeeper, and I'm the customer. How will we make a purchase?"

- **Story acting:** Teachers can read a story and then guide children in acting out parts of the story, encouraging them to use their bodies, voices, and imagination to portray characters.

Problem-solving and critical thinking

These are foundational skills that help children navigate tasks, make informed decisions and approach tasks with creativity and logic. In pre-primary education, these skills are developed through playful, hands-on experiences that encourage young learners to think independently, reason through situations and come up with solutions. Activities that help children develop such skills include:

- **Puzzle solving:** Teachers can give children puzzles or shape-sorting activities and guide them through the process of problem-solving, offering tips like "Can you find the piece that fits here?" or "Let's try turning the puzzle piece around".

- **Building tasks:** Using materials like blocks or Lego, teachers can set tasks for children, such as building a tower that is taller than themselves or creating a bridge that holds weight. Teachers can ask questions like, "What happens if we add more blocks?" to encourage trial and error.

4. OUTDOOR ACTIVITIES: 10:30–11:15 am

Outdoor activities are a fundamental component of play-based learning for pre-primary learners that fosters the development of the six domains. Engaging with the natural environment allows children to explore, imagine, and learn in ways that classroom settings cannot replicate. While promoting these outdoor experiences, it is crucial to implement appropriate safety measures to ensure a secure learning environment. This includes supervising activities closely, using age-appropriate equipment and setting clear boundaries for play areas.

The following are some outdoor activities that children can engage in:

- **Physical play:** The teacher designs games that gives children space to run, jump and move freely. They can also provide balls for kicking, throwing and catching. The teacher can also guide children to play traditional games like "Ayo", "Ten-Ten", etc. This helps with cognition, balance and to develop hand–eye coordination.

- **Nature exploration walks:** The teacher takes children on short, guided walks around the school's outdoor space, such as a garden or nearby safe environment. These walks introduce children to nature, help them learn to identify plants, insects, and animals, and teach respect for the environment. It also promotes vocabulary as they learn words related to nature, like "leaf", "flower", "butterfly" etc.

- **Sand and water play:** Set up sandboxes and shallow water trays where children can scoop, pour and mould using simple tools like cups, spoons and small buckets. Sand and water play builds fine motor skills and sensory awareness. It can also teach concepts like volume, measurement and textures, as well as encourage teamwork when children play together.

- **Outdoor storytelling sessions:** Organize storytelling sessions in a shaded area or under a tree where teachers tell stories, read books,

or encourage children to make up their own stories. Storytelling keeps children engaged and helps develop listening, comprehension and language skills. It fosters imagination and can introduce them to local folklore or moral lessons.

- **Music and dance:** Encourage children to dance or play musical games outside, using instruments like drums, rattles, or even improvised ones like sticks. Music and dance activities foster rhythm, gross motor coordination, and cultural appreciation, especially with traditional Nigerian music like 'wazobia' songs. They also provide a fun way to express emotions and release energy.

- **Art and craft with natural materials:** Children collect items like leaves, sticks and stones to create art pieces such as collages, shapes, or small sculptures. Nature-based art promotes creativity, fine motor skills, and respect for the environment. It also introduces them to the concepts of upcycling and sustainability.

Safety precautions for outdoor activities

Implementing safety precautions is essential when conducting outdoor activities with young children to ensure their well-being. Here are some key safety precautions to consider:

- **Supervision and adequate adult-child ratios:** Teachers/caregivers should ensure that there are enough adults or teachers supervising the children, especially for larger groups. An adequate adult-child ratio (e.g., 1 adult for every 25 children) can help prevent accidents and ensure that each child is monitored closely.

- **Safe and enclosed playground:** Choose an outdoor ground that is secure, ideally enclosed with a fence to prevent children from wandering off. Remove any sharp objects, broken glass, or other hazardous materials from the play area before starting activities.

- **Weather precautions:** Check the weather forecast and avoid outdoor activities in extreme conditions such as high heat, heavy rain, or thunderstorms. Provide shaded areas or hats to protect children from the sun and ensure they are dressed appropriately for the weather.

- **First aid kit availability:** Always keep a first aid kit readily accessible and ensure that at least one adult present is trained as first aider. Address any minor injuries immediately and have a plan in place for handling more serious injuries.

- **Hydration and snack breaks:** Encourage regular hydration, especially during hot weather, by providing clean drinking water. Make time for snack breaks to keep children energized, but ensure food is safely stored to prevent contamination.

- **Clear boundaries and rules:** Set clear boundaries for where children are allowed to play and ensure they understand the rules, such as staying within sight of the adults and not wandering off. Reinforce rules frequently, especially for younger children who may forget.

- **Sanitization for nature-based and sensory activities:** After activities like nature exploration, water play, or handling natural materials, make sure children wash their hands to reduce the risk of germs or exposure to potentially harmful substances.

- **Regular equipment checks:** Inspect any play equipment or props for wear and tear before each activity to ensure they are safe. Remove and replace damaged items immediately to prevent injuries.

- **Insect and plant safety:** Be aware of any harmful plants, insects, or animals in the area. Avoid areas with poisonous plants and teach children to stay away from any wild animal or unfamiliar plants.

- **Proper clothing and footwear:** Ensure that children wear appropriate clothing, such as closed-toe shoes, to protect their feet and avoid injuries. Long sleeves and pants can help prevent insect bites and minor scrapes.

- **Handling and storage of materials and tools:** For activities involving tools (e.g., gardening tools, building blocks, first aid box, etc.), supervise children closely and ensure that any sharp or potentially dangerous items are stored safely out of reach when not in use.

- **Emergency contact and communication:** Ensure that you have access to emergency contact information for each child and a means of communication (e.g., a mobile phone) in case an emergency arises.

5. CLOSING CIRCLES: 11:15am–12:00pm

Closing circle activities in education are essential to wrap up the day's learning activities in a meaningful way. These activities help children reflect on what they've learned, reinforce skills and help them transit smoothly out of the school environment.

Here are some samples of effective closing circle activities:

- **Reflection circle:** Gather children in a circle and ask them to share something they enjoyed or learned during the day. Use prompts like, “What was your favourite part of today?” or “What is one new thing you learnt?” or “Do you have any questions about what we did today”?

- **Story time recap:** Recap a story that was read or told earlier in the day, discuss themes or lessons. Ask the children some literal, inferential and value judgement questions to assess their comprehension of the story.

- **Sing-along or music time:** Singing a familiar song or chant can be a soothing way to end the day. Choose songs that relate to the day's themes or review skills, like counting or the alphabets.

- **Estimation jar:** Ask learners to count the contents of the jar they estimated during the morning circle time and applaud the children whose guesses were closest.

- **Preview of the next day's activities:** Briefly discuss something exciting planned for the next day to create anticipation and excitement. These closing activities help children end the day with structure, reflection, and a sense of accomplishment. They can also improve memory recall, social skills and emotional development by providing space for reflection and peer interaction.

- **Goodbye practices:** Develop a simple, consistent goodbye practice, such as high-fives, handshakes, or a unique classroom chant. This adds routine and provides closure, helping children transit from school to home.

Class agreement

In a daily learning sequence for pre-primary education, rules and regulations serve as a structure for creating a safe, organized and predictable learning environment where children can thrive. These rules help ensure that children understand the expectations, routines and boundaries in the classroom, making it easier for them to focus on learning, socializing and exploring new concepts.

While the specific rules and regulations will vary depending on the classroom and the developmental needs of the children, the teacher alongside the children should generate rules to guide the daily learning activities. The rules should incorporate specific learning areas, routines, transitions, behaviour expectations, safety guidelines and positive reinforcement and consequences.

Conclusion

The focus of this chapter was on teaching approaches in pre-primary education. Education at this level creates a rich, interactive and supportive learning environment that caters for the developmental needs of each child. The chapter reiterated that teachers/caregivers at this level are facilitators and guides, helping children develop curiosity, independence, and a love of learning that will serve as a foundation for future education.

The chapter discussed activity-based learning and the daily learning sequence/routine. The activity-based learning highlighted a few out of various approaches to include play-based learning, which provides opportunities for children to develop the six domains: cognitive, creative art, language, physical, social and emotional, national values and consciousness, in an enjoyable and relaxed setting. Some of the play-based learning techniques discussed were: Montessori approach, Reggio Emilia approach, Inquiry and Exploration through Nature and Story-based learning.

The daily learning sequence in pre-primary education is the structure or routine that guides the flow of the day's activities for young children. The sequence includes a balance of various types of activities that support children's development in the six domains. A well-organized daily learning sequence provides children with a sense of security and predictability, while also offering them opportunities for active learning, exploration and play.
Finally, a closing circle activity in pre-primary education is said to be essential to wrap up the day's learning activities in a meaningful way. These activities help children reflect on what they've learned, reinforce skills and transit smoothly out of the school environment.

CHAPTER THREE: PLAY-BASED ACTIVITY LESSON PLAN

Play-based learning is simply creating tasks, situations, activities and instructional ways to guide children to acquire, understand and apply new information and skills that will help them in their lives. The activities may include, playing cards, solving puzzles, games, storytelling, discussion, singing of songs, etc. For the activities to be effectively carried out there is the need for the teacher to plan the lesson. Activity lesson plan is a tool that guides the teacher in his/her teaching process. It helps the teacher to effectively facilitate his lesson. The features of a good weekly lesson plan include:

- Domain
- Sub-domain
- Performance indicators
- Sample Activities (fun name of activity)
- Sample Resources (must support practice of the domain skills)
- Modification/Inclusion (Ensure that all children have access and can participate)
- Family/Community Involvement

Domain: This refers to a specific area of a child's development or learning that the curriculum focuses on. It represents thoughts, emotions and behaviours, or what to think, feel and do in a learning process.

Sub-Domain: A sub-domain in a lesson plan is a part of main domain which is a continuum of processes that start from simple to complex.

Performance indicators: A performance indicator describes the actions a learner should be able to perform after the learning activity.

Sample activities (fun name of activity): Sample learning activities are hands-on experiences that make learning fun and promote critical thinking and problem-solving skills.

Sample resources (must support practice of the domain skills): These are learning materials and tools used to achieve learning objectives.

Modification/inclusion (Ensure that all children have access and can participate): Modification/Inclusion refers to the practice of creating learning environments that are accessible and supportive for all learners, regardless of their abilities or backgrounds. This involves making adjustments in learning activities and materials to ensure that every child has the opportunity to participate fully in the learning process.

Family/community involvement: Refers to the active participation of parents and community members in the learning and development of learners. It involves a collaborative partnership between schools, families, and the community to create a supportive and enriching environment for all learners.

Sample of play-based activity lesson plan based on domains

Physical development

Physical development deals with changes in size and use of the muscles and skeletal structure for movement and other activities. As a child grows from birth, certain changes in appearance and size can be observed. These include increase in size and use of parts of the body for different activities.

Table 3.1: Sample of play-based activity lesson plan on physical development

Description	Circle Time	LEARNING AREAS							Teacher Guided	Outdoor	Closing circle
		Cognitive Area	Home pretend	STEM	Construction	Creative Art	Language	Sensory			
Sub-Domain	Gross Motor (Activities)	Gross Motor (Activities)	Gross Motor (Activities)	Gross Motor (Activities)	Gross Motor (Activities)	Gross Motor (Activities)	Gross Motor (Activities)	Gross Motor (Activities)	Gross Motor (Activities)	Gross Motor (Activities)	Reflection Activities (Teacher and learners carry out all activities done during the week). Learners reflected on the activities of the week, sampled activities of the week, and sampled resource activities of the week
Performance indicators	Children Jumped and Balanced	Walked forward	Walked backward	Walked forward	Assemble and Dismantle objects	Children Paper mâché	Children sing and dance	Children smashed, and splashed water	Throws and Catches objects	Throw objects at target	
Sample Activities (fun name of activity)	Hopping	Rope walking	Obstacle course	Rope walking	Assembling and Dismantling	Paper mâché	Singing and dancing	Water play	Throwing and catching game	Throw small balls into basket/bucket	
Sample Resources (must support practice of the domain skills)	Masking Tape, Low Stools	Ropes	Plastic containers	Measuring tape	Building blocks, LEGO	Ashes, Charcoal, starch, gum	Audio tapes, local songs and locus beans bags	Water, empty bowl	Ball, bean bags	Balls, Baskets, Empty Cartons and Plastic bowls	
Modification /Inclusion (Ensure that all children have access and can participate)	Throws and shoots objects at targets	Ropes of different lengths	Plastic container of different sizes	Ropes of different lengths	Skittles	Wood shavings	Sticks and empty cans	Balloons filled with water	Paper mâché	Big and Small sized balls	

Family/Community Involvement	Provision of local Materials (Low stools, and other relevant objects)	Support with ropes	Support with unused plastic containers	Support with ropes of different lengths	Community member to make the skittles	Support with wood shavings	Teach the pupils local songs at home	Support with bowls and water	Support with Balls, Bean Bags	Support with empty cartons, plastic bowls	

Social and emotional development

Social development is the process through which children learn about their society and the proper ways to act within it. It involves how children learn to interact with others, build relationships and navigate social environment. Emotional development is the process of learning to understand, express and manage emotions effectively. It's a lifelong journey that begins in infancy and continues throughout adulthood.

Table 3.2: Sample of play-based activity lesson plan on social and emotional development

Description	Circle Time	LEARNING AREAS							Teacher Guided	Outdoor	Closing circle
		Cognitive Area	Home pretend	STEM	Construct-ion	Creative Art	Language	Sensory			
Sub-Domain	Social Interaction with other children	Social interaction with other children	Social interaction with other children	Social interaction with other children	Social interaction with other children	Social interaction with other children	Social interaction with other children	Social interaction with other children	Social interaction with other children	Social interaction with other children	Reflection Activities (Teacher and Learners carry out all activities done during the week). Learners reflected on the activities of the week, sampled activities of the week, and sampled resource activities of the week
Performance indicators	Shows loyalty towards his/her friend	Children matched cards of different colours in groups	Chooses to play with new friends	Chooses to play with new friends	Cooperate when playing with other children	Make friends	Name familiar children in pictures	Expresses emotions through play	Make friends	Moulds shapes of familiar children	

Sample Activities (fun name of activity)	Helping one another in dressing (fixing shoelace), dressing frame	Colour matching	Playing with children of their choice	Playing with children of their choice	Letter crossing game	Drawing (pictures of their friends)	My friend's album	Insect exploration	Teacher should lead my friend's game	Moulding	
Sample Resources (must support practice of the domain skills)	Clothes, shoelaces	Coloured cards of different sizes, and dressing frame	Playdough, empty carton, building blocks, and clay	Water, bowl, clay	Cooperative game, Ayo, Dara, Mancala, Okwe, and Snakes and ladder	Paper, crayon, pencil	Pictures of children	Different containers with 1 cockroach, 1 black ant, 1 grasshopper and 1 fire fly	Sticker note, card boards of different colours	Clay, water, and tray	
Modification /Inclusion (Ensure that all children have access and can participate)	Buckling of shoes, zipping of clothes	Sorting of colours	Containers, old clothes, ludo	Ludo, Ayo	Game instruction charts	Clay, Poster colour, and brush/feathers	Children's story book	Magnifying glass (large size), and Thick gloves	Objects of different colours (bottle tops)	Paper Mâché, water gum, pencil, and paper	
Family/Community Involvement	Support with the materials	Provision of cards of different sizes and colours	Support with materials such as ludo game, ayo, dara	Support with materials such as ludo, dara and ayo	Parents to engage children in cooperative game at home	Support with the materials such as feathers	Support with family pictures	Older children in the school join in the inset exploration activity to build confidence	Old children engage in my friend's game at home	Support with old newspaper, local gum	

Cognitive development

Cognitive development refers to the progression of mental processes like thinking, learning, memory, problem-solving and decision-making. It also involves the construction of knowledge of the world through physical activities and sensory experiences.

Table 3.3: Sample of play-based activity lesson plan on cognitive development

Description	Circle Time	LEARNING AREAS							Teacher Guided	Outdoor	Closing circle
		Cognitive Area	Home pretend	STEM	Construction	Creative Art	Language	Sensory			
Subdomain	Quantity numbers and counting	Quantity numbers and counting	Quantity numbers and counting	Quantity numbers and counting	Quantity numbers and counting	Quantity numbers and counting	Quantity numbers and counting	Quantity numbers and counting	Quantity numbers and counting	Quantity numbers and counting	Reflection Activities (Teacher and Learners carry out all activities done during the week). Learners reflected on the activities of the week, sampled activities of the week, and sampled resource activities of the week
Performance indicators	Identify numbers 1–10	Identify numbers 10–20	Count numbers 20–30	Count numbers 30–40	Count numbers 40–50	Matched numbers with objects	Matched numbers with words	Sort and classify objects according to numbers	Sort and classify objects according to numbers	Count and identify numbers from 1–50	
Sample Activities (fun name of activity)	Create funny counting song for singing daily	Playing of ludo game, ayo/ udara seed	Playing of ludo game, ayo/ udara seed	Playing of ludo game, ayo/ udara seed	Identifying quantities from 21–30	Matching game	Matching game	Sort and arrange real object	Support to Sort and arrange real object	Number line game, Hopscotch, and Matched team	
Sample Resources (must support practice of the domain skills)	Rhyme books, flashcards, video clips	Ayo, ludo, udara seeds	Ayo, ludo, udara seeds, plastic cups, plastic spoons	Ayo, ludo, udara seeds, Water, empty plastic bowl and plastic cups	Empty containers of various sizes, counting blocks, building blocks and empty cans	Flashcards, Clay, colours, and other objects	Flashcards, markers	Pencils, plastic bottle covers, water bottles etc.	Flashcards, pencils, plastic bottle covers, water bottles etc.	Number line, pack of mixed cardboard number cards 1–50	

Modification /Inclusion (Ensure that all children have access and can participate)	Big sizes of bottle tops, pebbles, straw, sticks, fruit seeds, corn stalks	Who is in the garden game	Pebbles	Use of fingers and toes	Sticks with figures on papers with gum	Paper mâché gum, stickers, cardboard, markers	Paper mâché, gum, stickers, cardboard, markers	Big size of objects (bottles tops, cans)	Additional Corn stalk, straw, and udara seed	Cardboard, empty cartons, home-made puzzles	
Family/Community Involvement	Support with local songs, local counting materials	Older siblings counts with children		Support with local material	Support with local materials (Karo)	Parent will participate in the game	Participate in the game	Support with bottle tops, empty cans etc.)	Support with bottle tops, empty cans, corn stalk, straw udara seed, etc)		

Language development

Language development is the process by which children acquire the ability to understand, produce and use language to communicate. It involves the ability to process speech, name objects, understand spoken language and; express thoughts and feelings.

Table 3.4: Sample of play-based activity lesson plan on language development

Description	Circle Time	LEARNING AREAS							Teacher Guided	Outdoor	Closing circle
		Cognitive Area	Home pretend	STEM	Construction	Creative Art	Language	Sensory			
Sub-Domain	Listening	Listening	Listening	Listening	Listening	Listening	Listening	Listening	Listening	Listening	Reflection Activities (Teacher and learners carry out all activities done during the week). Learners reflected on the activities
Performance indicators	Comprehend what they hear and responds appropriately	Recognizes spoken words other than his/her mother tongue	Comprehend what they hear and responds appropriately	Comprehend what they hear and responds appropriately	Comprehend what they hear and responds appropriately	Comprehend what they hear and responds appropriately	Comprehend what they hear and responds appropriately	Recognizes spoken words other than his/her mother tongue	Comprehend what they hear and responds appropriately	Comprehend what they hear and responds appropriately	

Sample Activities (fun name of activity)	Listening and recognizing with familiar and unfamiliar sounds in the environment, circle time song and rhymes with actions	Children take turns to speak to each other	Storytelling	Play recorded sounds of animals (dogs, cats, cock)	Drawing of animals that produces the sounds	Painting of different materials based on the sounds they produce	Storytelling, singing of songs	Drumming, Clapping	Children communicates in different languages in class	Singing and dancing	of the week, sampled activities of the week, and sampled resource activities of the week
Sample Resources (must support practice of the domain skills)	Recorded sound of various animals, the wind, thunder	Story books, word cards, tape recorder, musical instruments, and video tapes	Story books, story mats, picture books	Pictures of animals and recorded clips of animals	Pencils, Scissors, Colours, Cardboard papers	Local musical instruments, video clips, and tape recorder	Storybooks, Rhymes Books	Locally made drums	Pictures, props, actions, songs	Drums, empty cans, sticks, and radio tape	
Modification/Inclusion (Ensure that all children have access and can participate)	Gong, Locally made drum, whistles, and flute	Tape recorder, musical instruments, and video tapes	Provide wordless picture books, and talking drums	Action songs	Tape recorder, whistles, toy car, bell	Children can appear in cultural attires	Provide wordless picture books, and talking drums	Sticks, empty cans, balloons, empty bowls	Children in various traditional attires	Clapping	
Family/Community Involvement	Support with local materials	Community members to speak their various languages	Support in storytelling	Support with the pictures of the animals	Support with the materials and engaged in the activity	Support children with cultural attire	Support in storytelling	Drumming by community members	Parent and older siblings	Drumming by community members	

Creative art development

Creative art refers to the expression of ideas, emotions and imagination through various forms and mediums. Every child has an innate ability to create and come up with new ideas. This ability, however, needs to be stimulated for it to be used optimally. Children using this ability could demonstrate it through dance, poem recitation, play and other activities manifesting their imaginative skills.

Table 3.5: Sample of play-based activity lesson on creative art development

Description	Circle Time	LEARNING AREAS							Teacher Guided	Outdoor	Closing circle
		Cognitive Area	Home pretend	STEM	Construction	Creative Art	Language	Sensory			
Sub-Domain	Visual arts	Visual arts	Visual arts	Visual arts	Visual arts	Visual arts	Visual arts	Visual arts	Visual arts	Visual arts	Reflection activities (Teacher and learners carry out all activities
Performance indicators	Create own unique pictures	Colours already drawn shapes	Create collage of different	Colours already drawn human	Moulds/ models objects using	Moulds/ models objects using clay	Create own unique pictures	Colours already drawn human	Moulds objects using mâché	Construction using moist soil	
			relevant materials	and animal figures	paper mâché		through schematic	and animal figures	paper/egg crate and plasticine		done during the week). Learners reflected on the activities of the week, sampled activities of the week, and sampled resource activities of the week
Sample Activities (fun name of activity)	Scribbling and free painting	Free Painting	Material exploration (free collage material exploration)	Free colouring	Free drawing	Free moulding	Free Painting	Free colouring	Free moulding	Free moulding	
Sample Resources (must support practice of the domain skills)	Paper, cardboard, crayon, pencils, colours	Paper, cardboard, crayon, pencils, colours	Shells, seeds, coloured paper pieces, fabrics	Coloured paper pieces, leather, ground nut shells	Paper, pencil, crayons, makers	Clay, plasticine, paint, makers	Brush, paper, cardboard, pencil, crayon	Paint, crayons, paper, foil	Moulding stand, clay, plasticine, paint, paper mâché, water	Moulding stand, clay, plasticine, paint, paper mâché, water	

Modification/ Inclusion (Ensure that all children have access and can participate)	Free painting	Clay, zobo, charcoal, paper mâché	Plastic gloves	Clay, zobo, charcoal, paper mâché	Measuring tape, age-appropriate scissors	Flour, water	Clay, zobo, charcoal, paper mâché	Clay, zobo, charcoal, paper mâché	Plasticine, paper, local starch	Plasticine, paper mâché, local starch	
Family/Community Involvement	Support with materials	Support with clay, old newspapers	Support with fabrics	Children to be engaged in colouring activity at home	Support with old calendars, empty cartons	Parent to support in moulding of objects at home	Support with zobo, charcoal	Children to be engaged in colouring activity at home	Support with clay, old newspapers	Parent to support in moulding of objects at home	

National values and consciousness

National values are the shared ethical principles, ideas and standards that shaped the collective identity of a nation. National consciousness refers to the awareness, sense of identity and unity shared by the members of a nation.

National values and consciousness is a very strong sense of feeling of attachment to one's country over and above every other consideration, interests and peculiarity for the promotion of common welfare or development.

Table 3.6: Sample of play-based activity lesson on national values and consciousness

Description	Circle Time	LEARNING AREAS							Teacher Guided	Outdoor	Closing circle
		Cognitive Area	Home pretend	STEM	Construction	Creative Art	Language	Sensory			
Sub-Domain	Family, society, and culture	Family, society, and culture	Family, society, and culture	Family, society, and culture	Family, society, and culture	Family, society, and culture	Family, society, and culture	Family, society, and culture	Family, society, and culture	Family, society, and culture	Reflection Activities (Teacher and learners carry out all activities done
Performance indicators	Follows simple rules	Follows simple rules	Display respect for self and others	Follows simple rules	Follows simple rules	Display respect for self and others	Display respect for self and others	Follows simple rules	Display respect for self and others	Display respect for self and others	

Sample Activities (fun name of activity)	Speak respectfully to children	Giving simple instructions	Speak respectfully to children	Giving simple instructions	Giving simple instructions	Speak respectfully to children	Singing songs and rhymes on wonder words (please, thank you)	Giving simple instructions	Speak respectfully to children	Singing songs and rhymes on wonder words (please, thank you)	during the week). Learners reflected on the activities of the week, sampled
Sample Resources (must support practice of the domain skills)	Class agreement charts, pictures of adults	Class agreement charts	Traditional costumes, pictures of adults	Class agreement charts	Class agreement charts	Traditional costumes, uniform, and props	Traditional costumes, uniform, and props	Class agreement charts	Traditional costumes, pictures of adults	Traditional costumes, uniform, and props	activities of the week, and sampled resource activities of the week
Modification/ Inclusion (Ensure that all children have access and can participate)	Traditional costumes	Blind folding	Role play (Children act as parents and pupils)	Snake and ladder	Snake and ladder	Role play (Children act as teacher and pupils)	Hide and Seek	Treasure Hunt	Treasure Hunt	Hide and Seek	
Family/Community Involvement	Support with the traditional costumes (for dress up)	Community members to support the development of class agreement chart (SBMC)	Model children in speaking respectfully at home	Community members to support the development of class agreement chart (SBMC)	Community members to support the development of class agreement chart (SBMC)	Model children in speaking respectfully at home	Participate in the game	Community members to support the development of class agreement chart (SBMC)	Model children in speaking respectfully at home	Participate in the game	

WEEKLY ACTIVITY LESSON PLAN

This is a sample activity lesson plan that touches all the developmental domains and when effectively implemented by the teacher will enhance holistic development of the child.

Table 3.7 shows a sample of the weekly Activity lesson plan that cut across all domains; it is drawn from the curriculum using the first sub-domain in each of the six domains in the curriculum.

To develop the activity lesson plan for the week, the teacher/caregiver should:

- Select a domain
- From the domain, select a sub-domain
- Input the performance indicator for sub-domain selected in the curriculum
- Input the activity that will lead to the achievement of the performance indicator
- Select the resources/ learning materials for the activity
- Ensure the activities and resources align with the learning areas
- Ensure all the domains are touched for the week

Table 3.7: Sample of weekly play-based activity lesson plan across all the domains

Description	Circle Time	LEARNING AREAS							Teacher Guided	Outdoor	Closing circle
		Cognitive Area	Home pretend	STEM	Construction	Creative Art	Language	Sensory			
Sub-Domain	Gross Motor (physical development)	Quantity numbers and counting (Cognitive development)	Listening (Language development)	Visual arts (Creative arts)	Gross Motor (Physical development)	Social interaction with other children (Social and emotional development)	Family, society, and culture (national values and consciousness)	Social interaction with other children (Social and emotional development)	Quantity numbers and counting (Cognitive development)	Gross Motor (Physical development)	Reflection Activities (Teacher and learners carry out all activities done during the week). Learners reflected on

Performance indicators	Children Jumped and Balanced	Identify numbers 1–10	Comprehend what they hear and respond appropriately	Colours already drawn human and animal figures	Assemble and dismantle objects	Children matched cards of different colours in groups	Display different language for self and others	Expresses feelings and emotions through play	Sort and classify objects according to numbers	Throw objects at target	the activities of the week, sampled activities of the week, and sampled resource activities of the week
Sample Activities (fun name of activity)	Hopping	Counting using song	Story telling	Free colouring	Assembling and dismantling	Stepping on colours	Singing songs and rhymes on wonder words (please, thank you)	Insect exploration	Support to sort and arrange real objects	Throw small balls into basket/ bucket	
Sample Resources (must support practice of the domain skills)	Masking Tape, Low Stools, Ropes, Chalk,	Rhyme books, flashcards, video clips	Story books, Story mats, Picture Books	Coloured paper pieces, leather, groundnut shells	Skittles	Coloured cards of different sizes, and dressing frame	Traditional costumes, uniform, and props	Different containers with 1 cockroach, 1 black ant, 1 grasshopper and 1fire fly	Flashcards, pencils, plastic bottle covers, water bottles etc.	Balls, baskets, empty cartons and plastic bowls	
Modification/Inclusion (Ensure that all children have access and can participate)	Throws and shoots objects at targets, Charcoal	Stepping on Number game	Provide wordless picture books, and different drums	Clay, zobo, charcoal, paper Mâché	Building blocks, LEGO	Sorting of colours	Hide and Seek	Magnifying glass (large size), and Thick gloves	Additional corn stalk, straw, and udara seed	Big and small sized balls	

Family/Community Involvement	Provision of local materials (Low stools, and other relevant objects)	Provision of cards of different sizes and colours with numbers	Tell stories to children	Guide children in colouring	Community member to make the skittles	Provision of cards of different sizes and colours	Participate in the game	Older children in the school join in the inset exploration activity to build confidence	Support with bottle tops, empty cans, corn stalk, straw udara seed, etc.	Participate in throwing of balls at targets	

Conclusion

The weekly activity lesson plan enables teachers/caregivers to adequately prepare ahead of the task of teaching. The six sample domain tables give a vivid insight into the activities to be carried out and methods of doing so. Tables 3.1–3.6 are strictly samples of activity lesson plan for the six domains while the Table 3.7 is the sample of activity plan that cut across the six domains namely: physical, cognitive, social and emotional, creative art, language and national values and consciousness. This is exactly how teachers/caregivers are expected to plan their weekly lesson activities.

CHAPTER FOUR: TEACHING AND LEARNING RESOURCES

Introduction

Teaching and learning resources are materials, tools and aids that support teaching and learning. They support children's understanding of concepts, participation and skills development. Teaching and learning resources include both human and material resources. Human resources in pre-primary education include: father, mother, siblings, teachers/caregivers, community members and so on. Learning materials include physical objects like books, toys, building blocks, visual/audio aids, digital tools such as educational apps, interactive media, etc. Different forms of these teaching and learning resources should be provided to ensure effective implementation of inclusive education. Teachers/caregivers are expected to explore ways of sustaining children's interest through relevant, provocative and stimulating learning resources that will assist in meeting the children's developmental needs.

Importance of teaching and learning resources for pre-primary school learners

The use of appropriate teaching and learning resources in pre-primary education plays a vital role in the development of learners' physical, social and emotional, cognitive, language, creative art and national values and consciousness. These resources are important because they:

1. **Engage children in active learning:** Children are active learners and there is need to provide teaching resources that will enhance and encourage active learning. These include materials for manipulation, choice, support and language. Children observe, listen, move, touch, talk, smell and taste. In choosing their resources, they initiate activities based on their interest, explore materials using their senses and talk about their experiences with the help of an adult.

2. **Stimulate curiosity and imagination:** Learning resources such as books, art materials and role play costumes inspire children to explore, imagine, and think creatively. This helps them build their problem-solving skills and enables them to express themselves in various ways.

3. **Enhance language and communication skills:** Books, storytelling, and interactive materials expose children to new vocabulary, develop and improve their listening skills, and help them express themselves, which are essential foundations for literacy.

4. **Cater for diverse learning styles:** Resources (visual, auditory, kinesthetic) are also selected to cater for all learners including those with disabilities, to ensure that every child's learning preferences are taken care of.

5. **Support cognitive development:** Age-appropriate materials like puzzles, toys, books, visual aids, blocks and patterns stimulate aspects of young children's cognitive development such as creativity, critical thinking, collaborative skills and numeracy through exploration, problem-solving and sensory experiences which are crucial in the early years.

6. **Promote social and emotional development:** Interactive resources like group games, story books with relatable characters or puppets and role-playing scenarios teach children valuable social skills like cooperation, sharing and dispute resolution. They help children to explore and understand emotions.

7. **Encourage independence:** With the right resources, children can explore and learn on their own, to foster independence and self-confidence.

Types of teaching and learning resources

Learning resources can be categorized into human and material resources, each with its unique functions in supporting the learning process:

1. Human resources in pre-primary education

- **Parents and communities**
  Parents and community members play a vital role in the overall developmental process of children by supporting children's learning at home and participating in school activities, though they are not directly involved. The roles reflect on what children learn at school through activities like reading together, playing, encouraging positive behaviours, etc.

- **Teachers/caregivers**
  Teachers/caregivers are responsible for the day-to-day care of children in pre-primary education. They facilitate learning through structured play, exploration and interaction. They create a stimulating environment, implement curricula and assess children's growth and development.

- **Teacher/caregiver assistants (helpers)**
  They support the lead teachers by helping to manage classrooms, assisting children with specific needs and providing one-on-one attention to learners as required.

2. Material resources in pre-primary education: Sourcing and examples

The resources for both the teacher and children are:

- **Printed resources:** They include: picture books, storybooks and interactive books (lift-the-flap, touch and feel books) reference books, newspapers, magazines, flashcards, alphabet and number charts, weather charts, rhyme books and songs, photos, printed diagrams, posters with shapes, colours, animals and seasons, dictionaries, curriculum, encyclopedias, glossaries etc.. These can be provided by the government/schools, local suppliers/bookshops, donations, and can be sourced online.

- **Digital resources:** They are technological tools created, stored and accessed electronically to support learning in innovative ways. Examples are: educational websites/ Apps e.g. abcmouse.com, starfall.compbskids.org, Toca Kitchen, Toca Life, Toca Nature, etc.; Online platforms; Apps (apps for literacy, numeracy, etc.); Interactive whiteboards, e.g. SMART Board, SMART Notebook, projectors etc., online educational games, videos and animations which you can get from sesamestreet.org, khankids.org etc. and E-books and digital storytelling tools. Websites such as E-passport, and elearn.education.gov.ng (developed by the Federal Ministry of Education, Universal Basic Education Commission (UBEC) Digital Resources Centre) are also available for use.

- **Manipulative (hands-on or tactile) resources:** These are tangible objects that engage learners in the learning centres. Such resources are essential for learners with visual impairment. Examples: **Building blocks** could be wooden or plastic blocks to help in developing fine motor skills, spatial awareness and problem-solving abilities. **Playdough and clay** – encourage creativity, hand–eye coordination and motor skills development, **Puzzles** – (Jigsaw puzzles or wooden shape matching puzzles), **Sorting toys** – (Items

that allow children to sort colour, size, shape, or category), **Art Supplies of different sizes:** (crayons, markers, paper, scissors), **Flashcards and charts** (for letter, number, and colour recognition).

- **Visual and sensory resources:** These are posters and wallcharts, textured and sensory materials, e.g. fabrics, foam and sensory bins filled with rice, beans or water. The teacher/children can provide some of these resources.

- **Audiovisual resources:** Materials that incorporate both sound and visual elements. Such resources are essential for learners with visual impairment; examples are storytelling videos, audio recordings of songs, rhymes and stories, educational DVDs or YouTube videos, animations, cartoons, etc.

Note that communities often have resources that can be tapped into, such as local libraries, donations from community influencers, parents, etc. You could invite a parent to assist in teaching and learning activities or share ideas with parents on home-made resources. Teachers can also create their own resources using materials that are easy to find or recycle from their local environment, such as old calendars, cartons, old fabric, or plastic containers. These can be used to make visual aids, games and manipulative resources.

Criteria/rationale for selection of teaching and learning resources

The teacher/caregiver should select materials based on the domain and learning areas in the pre-primary classes. When selecting teaching and learning resources, teachers must consider the following:

1. **Developmental appropriateness:** The resource should be appropriate for the cognitive, emotional and physical development of pre-primary children. This means considering age-appropriateness, safety and accessibility for children.

2. **Engagement and motivation:** The resource should be attractive, engaging and stimulating. For instance, materials that are colourful, interactive and fun can capture children's attention and motivate them.

3. **Curriculum alignment:** Resources should support the learning objectives, and stated domains in the curriculum. The goal is to enhance literacy, numeracy, social skills, or creativity.

4. **Variety:** There is a need to have enough and varied resources (visual, auditory, tactile) for children to use and make choice.

5. **Cultural relevance:** Materials should reflect and respect the cultural diversity of the learners.

6. **Promote social interaction:** Resources that encourage group work or peer interaction (e.g., board games, group activities, etc.) foster social development and teach important skills like cooperation and communication.

7. **Cost-effectiveness:** The cost of materials should be considered when selecting teaching and learning resources. Where there are not enough resources the teacher can improvise.

8. **Safety and durability:** Since pre-primary children are often curious, hands-on materials should be safe, non-toxic and durable to withstand repeated use.

9. **Inclusiveness:** Resources and materials to be selected should be inclusive and gender sensitive.

Improvisation of teaching and learning resources

Teachers could make some materials to create an enriching and dynamic learning environment and address challenges related to resource availability. Improvisation refers to the process of making resources from

locally available materials to facilitate learning, especially in settings where resources are limited, or in situations where quick adjustments are necessary. It involves using everyday local objects, common materials, or items (no/low cost).

Examples of improvisation in pre-primary education

- Use of tiny bottle caps to produce ropes that could be used in the learning areas.
- Creating alphabet cards or flashcards from old magazines, cartons, or cut-out pictures from newspapers to teach spelling or reading.
- Using plastic bottles, straws or cardboard to build simple models for teaching concepts like air pressure, water cycles, measurement and exploration.
- Using leftover paper, fabric scraps or cartons, or old calendars to create art projects, encouraging creativity while recycling materials.
- Using old clothes to make simple costumes for role play and storytelling.

Conclusion

Teaching and learning resources are important to teachers and learners in pre-primary education in fostering children's cognitive, social and emotional, physical development, language, creative art and national values and consciousness. The strategic selection of resources, based on developmental appropriateness, engagement, curriculum alignment and inclusivity, ensures that every child's learning needs are met.

Furthermore, improvisation of resources, leveraging community support, local suppliers, and DIY (do it yourself) innovative solutions, help teachers overcome material shortage and provide stimulating, diverse and safe learning experiences. More so, the effective use and careful selection of these resources are integral to creating a rich, engaging, and inclusive educational foundation for learners.

CHAPTER FIVE: ASSESSMENT IN ONE-YEAR PRE-PRIMARY EDUCATION

Introduction

Assessment is a systematic process of observing children to obtain information to support individual growth and development. The purposes of assessment at this level are: to provide information to help teachers, caregivers and parents track expected child development outcomes, to support implementation of play-based pre-primary education, identify and report on children's learning in pre-primary classrooms and for supporting optimal child development through provision of practical tools. It is important to note that the purpose of assessment at this stage is not to grade or rank children but to observe their interactions, understand interests and document their learning and developmental process. This chapter therefore highlights child development assessment tools such as report card/pre-primary child development checklist, rating scale, anecdotal record, portfolio, running record/teacher's note and reflective diary and how to use them.

Child development assessment tools

Child development assessment tools are instruments used to measure, monitor and understand a child's learning and developmental progress across all the domains. They can help identify developmental strength, areas needing support and potential delays. Each tool provides unique insight and usually a combination of these assessment methods are used to give a holistic picture of a child's development.

Assessment tools include:

1. Report card/pre-primary education child development checklist;
2. Rating scale;
3. Anecdotal record;
4. Portfolio;
5. Running record/teacher's note and
6. Reflective diary

1. Report card/pre-primary child development checklist

A report card offers a structured way to communicate progress with families and helps to set goals and expectations. They are often used in schools and can include narratives and ratings that summarize a child's progress across domains. They are used only at specific intervals, e.g. termly. The report card is the cover page for the checklist in the one-year pre-primary education curriculum. The checklist is a tool used to assess a child's developmental progress in various domains. The checklist derived from Early Learning Development Standard (ELDS), provides guidance on milestones and skills typically expected in children of ages 5 and 5 plus, often focusing on physical, social and emotional, cognitive, language, creative arts and national value and consciousness.

Table 5.1: Pre-primary education child development report card/checklist

Child's Name: ..... Date of birth: .....

Age: ..... Education Registration Number: .....

Teacher's Name: ..... School: .....

LGA..... Checklist start date: .....

Checklist enddate: .....

DOMAIN:												
SCHOOL TERM:			**1st**			**2nd**			**3rd**			
LEGEND: M = MASTERED, P = PROGRESSING, U = UNSEEN												
TOPIC	**STANDARD**	**PERFORMANCE INDICATOR**	**M**	**P**	**U**	**M**	**P**	**U**	**M**	**P**	**U**

Key

- **U = Unseen:** This means the child is not yet showing those skills, e.g. a child is unable to take any step on a straight line.
- **P = Progressing:** This means the child is developing the skills, e.g. a child is able to walk a few steps on a straight line before they stumble/step off the line.
- **M = Mastered:** This means the child has fully gained the skills, e.g. a child is able to walk, one foot in front of the other on a straight line, from the beginning to the end, without stepping off the line.

Table 5.1 shows an example of checklist to be used for all the domains. This consists of four major columns. In the first column is the topic, which is the subdomain of the main domain to be observed. The next column is for the standard (the expected skill/outcome); the third column is about the performance indicator that illustrates what the child can do in relation to the standard, and the fourth column is for recording the level of attainment of each child by term.

How to use the pre-primary education child development checklist

- If possible, every child in a pre-primary classroom should have one checklist started a few weeks into the beginning of each term. The start date should be indicated on the cover page of the checklist tagged Checklist start date.

- Teachers/caregivers, through observing children daily, should be able to document children's strengths, the skills they currently show and skills yet to be observed. Records of the daily observations should be kept for each child to form the basis for termly assessment and evaluation.

- Teachers must provide opportunities for children to practise skills in those areas that are just emerging, e.g. where a 5-year-old child is not yet able to walk on a straight line, the teacher/caregiver must provide activities for the whole class where children get equal opportunities to walk, hop, jump on a straight line. With practice, most children will gain the skills.

- Towards the end of the term, the teacher should tick (U) for all skills that are Unseen in children; (P) for those skills where children are seen to be Progressing but have not yet mastered and (M) for all skills that are Mastered, indicating skills that the child has fully developed.
- The last date on which the checklist was filled must be indicated on the cover – Checklist end date.

NOTE:

- Children gain skills through play experiences. It is important that teachers work with parents and caregivers to intentionally provide equal opportunities in school and at home, for children to practise all the required skills throughout the school years.

- Parents and caregivers should find a means of sourcing for free copies of the checklist and the early learning standard to be used at home.

- Parent-school partnership is critical for successful education of children. Parents are the first teachers and know their children best.

2. Rating scale

A rating scale is another assessment tool that you can use to assess children's progress at the one-year pre-primary education level. Rating scales are used during observation to measure to what extent a child has acquired certain behaviours, skills or competencies that are not easily described using other assessment tools. It gives the teacher/caregiver an opportunity to gain an overview of a child's level of progress over a wide range of aspects. Examples of behaviour that should be measured and reported using a rating scale include children's conduct, motivation, effort and ability to get along with others, etc. A rating scale provides more qualitative information than checklist. You can use the following ratings to rate children's developmental level in a given skill or behaviour:

i. Emerging (E)
ii. Developing (D)
iii. Proficient (P)
iv. Exceed expectations (EE)

Table 5.2: Sample of a rating scale: developmental domain (social-emotional skills)

Skills/Behaviour	E (1)	D (2)	P (3)	EE (4)
1. Participates in group activities	Rarely joins in	Occasionally joins in	Often joins in	Consistently participates

3. Anecdotal record

This is an informal and brief report that describes a child's behaviour that is important to the observer. Anecdotal reports could be done on an individual or group basis. This type of report is written immediately an event occurred, detailing when, how and where it happened. It is usually brief accurate notes made of significant event.

Name of the Child Observed: ----------Age of the Child (year and month) ----------

Date of Event---------- Time/Period: ----------

Context (Who is involved, where, what preceded the event): ----------

(record of event) what exactly is happening? Be sure to record in the order that the events progress. Write down exactly what is said.

Use abbreviations to be sure to get the detail. ----------

Teacher's Signature

Figure 5.1: Sample of Anecdotal Record

4. Portfolio

A portfolio contains a child's works, both in and outside the school, over a given period. It also includes teacher's report about the child within the same period. The information is gathered by both the child and the teacher. The aim of compiling a portfolio is to gather information about a child's ongoing development from various sources to give a concise picture of the developmental level of a child. This collection includes the things produced by the child (like paintings, drawings, written stories and poems), the teacher's set objectives for the child, teacher's case study reports, developmental checklist, reports of interviews and comments from parents. The portfolio gives an insight into the child's strengths, weaknesses and

skills. This is a fundamental aspect of assessment at the pre-primary education level. This kind of assessment is tailored to provide a holistic view of the child's growth in various developmental areas, such as physical, social and emotional, cognitive, language, creative arts and national value and consciousness.

Structure of portfolio for pre-primary education

- **Cover page:** The cover page of the portfolio includes the child's name, age, photo, date started, date completed, teacher's and parents' names.
- **Introduction:** This is a brief description of the child's strengths, interests and goals at the beginning of the year, an overview of the portfolio purpose and what it will cover.
- **Sections by developmental domains:** Each section is dedicated to one of the key domains:
- **Work samples:** Each section contains work samples relevant to that developmental area (drawings, crafts, early writing, etc.).
- **Teacher observations and reflections:** Regular observations with specific examples of growth or challenges. Reflect on how the child has progressed, what they are working on and any shifts in interests or skills.
- **Child's reflections:** Where possible, include comments from the child about their own work, such as what they like to do or feel proud of. This can be recorded by the teacher or transcribed for children who are not yet verbal.
- **Parent input:** Space for parents to add insights, notes, or reflections on their child's progress at home or feedback on activities.
- **Goals and next steps:** Identify next steps or goals based on the child's progress and interests. This helps inform individualized learning approaches for future activities.
- **End of year summary:** A summary of the child's overall growth across the year, with key growth and areas for continued development.
-

Using portfolio assessment in pre-primary education

Ways to incorporate portfolio assessments into the pre-primary classroom are as follows:

i. Collect a range of work samples such as artwork, writing samples, photos/videos, observation notes, parent contributions.
ii. Include self-assessments: although pre-primary children are very young, you can ask them to reflect on their favourite activities or draw what they like most about school. This helps them practise self-expression and gives insight into their interests.
iii. Set goals and track progress: Define simple developmental milestones, for example relating to motor skills, language use, social-emotional skills, national values and consciousness and early mathematics and literacy concepts. Periodically take an inventory of each child's portfolio, noting any progress or areas where additional support might be helpful.
iv. Use portfolios during open day: Portfolios provide a concrete way to discuss each child's development with their parents. Reviewing their child's portfolio helps parents monitor the strengths and areas of growth, making it easier to collaborate on supporting their child's development and learning at home.
v. Reflect and plan activities: Review portfolios to identify common strengths or challenges among children, and plan future activities or lessons to address those needs. This helps in tailoring instruction and encouraging each child's growth.
vi. Make portfolios accessible: Consider creating digital portfolios or

folders so that children and parents can review them at any time. Some software applications (apps) allow teachers/caregivers and parents to record and save these digitally, creating an easy way to update and share progress over time.

5. Running record/teacher's note

Running records are narrative notes made of routine functioning of an individual child or a small group of children. They have a more detailed narrative of a child's behaviour that includes the sequence of events. Running records include everything that occurred over a period of time; that is, all behaviours observed rather than the particular incidents that are used for the anecdotal record. The record is usually accompanied by a teacher's insights about what it means and what to do with the findings. Teachers should not try to add their conclusions while they are engaged in documenting children's behaviour; rather they can make interpretations either immediately afterwards or at the end of the day while the situation is still fresh.

Child's Name: ----------
Age: ----------Location: ----------
Date and Time: ----------
Observer: ----------
Objective for this Observation: ----------
----------Type of Development Observed: ----------
Content (who is involved, where, what preceded the event): ----------

Table 5.3: Sample of a running record

Observation	Notes or Comments
Tayo is playing with a toy. She says, "Teacher, can I keep it?" several times until she gets an answer.	Tayo is polite to others
She moves on to a toy guitar and plays it while she supervises the other children by walking around the room. She tells everyone to sit down on the tiles after the teacher says so.	Tayo is helping her classmates follow the rules
Tayo sits by a friend and talks about eating an apple. She watches and listens to the conversation on either side of her. She is still unaffected by the loud temper tantrum of another child. Then she notices him and watches. She tries to explain this behaviour to the others by saying a plant was knocked over.	Tayo is interested in what others have to say Tayo tries to make sense of a child's behaviour.

Teacher's Signature ----------

6. Reflective diary

This is a long-established method of recording observations in the class. The diary is used to record the most significant happenings in a day. It helps the teacher/caregiver keep track of daily major events in the class. The information in the diary helps the teacher to plan better for the next days' class activities. It is also a reference book for a new teacher/caregiver who would need to know something about the children in the class.

Date---------- Class ----------

- What went well today? ----------
- What could be improved? ----------
- What will I do differently next time? ----------

Record of observation of individual child ----------

Personal thoughts/feelings ----------

Figure 5.2: Sample of a teacher reflective diary

Conclusion

Assessment in pre-primary education is vital for understanding and supporting each child's developmental process. The diverse tools discussed in this chapter, including checklists, report card, portfolios, anecdotal records and reflective diary, allow teachers, caregivers and parents to gather meaningful insights into children's skills, interests, learning and growth patterns and developmental progress. These tools help create a holistic picture of each child, informing individualized support and enhancing the effectiveness of a play-based, child-centred one-year pre-primary curriculum.

By observing, documenting, and reflecting on children's progress, teachers and caregivers can not only tailor instruction but also engage families as partners in the learning process. The goal of assessment at this level is to nurture growth and development, not to judge or rank children. Each child's strengths, areas of progress and unique qualities deserve to be celebrated and supported, promoting a positive learning environment where all children can thrive.

Appendix I

Sample of selected materials for use in diferent learning areas and outdoor activities

Creative Area	Construction Area	Cognitive Area	Home Pretend Area	Language Area	Sensory Area	STEM (Nature) Area	Outdoor
Beads and strings, old newspaper, clay, paints, leaves, scraps of fabrics, scissors, trays, tape, crayons, cups, markers, brushes, watercolour paint, chewing sticks, playdough, video clips, sand trays, charcoal, dyes and sticks, slates and chalk, etc.	Scavenged wood, cardboard blocks, books about building, toy vehicles, traffic signs, fabric, rope, clean water bottles and containers, old bicycle tyres, bamboo sticks, locally made wooden blocks (different sizes), saw, hammer, buckets, balls, drums, paper plates, old cartons, low stools, video clips	Measuring tape, balance scale, game boards, okwe, ayo, dara game, ludo, snake and ladder, maize, beans, playdough, matching games, counters – teddy bear counters, bottles, bottle caps, cardboard, markers, crayons, paper, glue, scissors, numeracy picture books, numeracy link cubes, pebbles, numbers cards, number lines, variety of beads and buttons, rulers, shapes, sticks, paper clips, smooth rocks, pattern blocks	Pieces of fabric, safe kitchen utensils, plastic or paper plates, cups, old purse (can serve as a doctor's kit or mailbags), pretend food or real food, market stand, play dishes, grocery stand, chairs and tables, empty beverage and food, containers, clothes (caps, hats, head ties, jewellery, wrappers, shirts, puppets, pictures of local food, musical instruments, radio box, handsets, old telephones, playdough, cash register, charts and pictures showing time and associated greetings, video clips	Word of the week chart, puzzles (made from old cartons, pieces of cardboard, etc.) Alphabet learning blocks, lowercase lacing letters, uppercase lacing letters, alphabet uppercase playdough stampers, alphabet lowercase playdough stampers, alphabet robots, magazines with pictures, family photos, picture books, story mats, chairs for sitting, video clips, posters, banners	Fruits (sweet/sour), clay, play dough, sensory bag with materials (soft/squishy/crunchy, etc.), sensory bag with materials – hard (stones), soft (cotton), round (ball) edged (block), squishy (bagged pap), crunchy (dry leaves) materials, furniture in the environment, paper mâché, trays/plastic basins with mud, clay, leftover pap, old maize cobs/kernels, outdoor sand/water pit, paint, yam/potatoes cut up shapes, picture books	Growing plants, magnifying glass, plastic bottles filled with water, measuring tape, writing materials for recording observations, rubber band, old fabric, protective glasses, stones, wood, insects, paint brushes, coloured beads, feathers, cotton wool, sticks, papers, cartons, old magazines, crayons, toys, scissors, shape chart, cut up shapes, straws of different shapes and colours, cardboard, pencils, colours	Simple gardening tools, school/community garden/ farm, seeds, old tyres, leaves, sticks, containers, buckets, cups and plates, digging and picking tools, local swings using tyres, strong rope on tree branches, balls, hoops, cooking utensils, fire pit, soil and sand pit, local shovels, watering cans, fallen tree trunks, magnifying glasses, estimation jar, mud, rocks, open field, pebbles

Appendix II

LIST OF PARTICIPANTS

PLANNING WORKSHOP FOR THE DEVELOPMENT OF TEACHER'S GUIDE FOR ONE-YEAR PRE-PRIMARY CURRICULUM

NAME	ORGANIZATION
PROF. ESTHER ODUOLOWU	UNIVERSITY OF IBADAN
DR ADESINA OLUSOLA JOSEPH	EMMANUEL ALAYANDE UNIVERSITY OF EDUCATION, OYO
SUNDAY JACOB	FEDERAL COLLEGE OF EDUCATION, PANKSHIN
OKONKWO CONFIDENCE	FEDERAL MINISTRY OF EDUCATION
PROF. DAVID KOLAWOLE OMOLE	FEDERAL UNIVERSITY LOKOJA
DR JUDITH AMAKA KANU	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
EKWEOGWU STELLA NGOZI	UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
DR OTARU BERNARD MESHACH	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
DR MADU SAMUEL	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
ADEFOLAJU STELLA	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
DR LAWANI MARGARET TAIWO	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
LAMI ISHAYA DUTSE	NATIONAL COMMISSION FOR COLLEGES OF EDUCATION (NCCE)
DR GANYA ADAMU	ADAMU AUGIE COLLEGE OF EDUCATION (AACOE), ARGUNGU
YETUNDE OLUWATOSIN	UNICEF

WRITING WORKSHOP FOR THE DEVELOPMENT OF TEACHER'S GUIDE FOR ONE-YEAR PRE-PRIMARY CURRICULUM

S/N	NAME	ORGANIZATION
1.	DR OLUSOLA JOSEPH ADESINA	EMMANUEL ALAYANDE UNIVERSITY OF EDUCATION, OYO
2.	DR DANTANI ISAH SANI	NIGER STATE COLLEGE OF EDUCATION, MINNA
3.	PROF. ESTHER ODUOLOWU	UNIVERSITY OF IBADAN
4.	OKONKWO CONFIDENCE	FEDERAL MINISTRY OF EDUCATION
5.	LAMI ISHAYA DUTSE	NATIONAL COMMISSION FOR COLLEGES OF EDUCATION (NCCE)
6.	ABAH MARY O.	TEACHERS REGISTRATION COUNCIL OF NIGERIA (TRCN)
7.	OBASI PATIENCE	UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
8.	DR ADEOSUN OLUKEMI	OYO STATE UNIVERSAL BASIC EDUCATION BOARD
9.	KOKORI A. AMINAT	FCT UNIVERSAL BASIC EDUCATION BOARD
10.	OLABISI MARIAM ADIGUN	FEDERAL MINISRTRY OF EDUCATION (FME)
11.	PROF. DAVID KOLAWOLE OMOLE	FEDERAL UNIVERSITY LOKOJA
12.	DR ADAMU GANYA	ADAMU AUGIE COLLEGE OF EDUCATION
13.	DR SUNDAY JACOB	FEDERAL COLLEGE OF EDUCATION PANKSHIN
14.	YASIR MUHAMMAD SANI	UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
15.	WABIYA LAWAL	UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
16.	DR OTARU BERNARD MESHACH	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
17.	DR MADU SAMUEL	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
18.	KABIRU RAHEEM	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
19.	ADEFOLAJU STELLA	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
20.	NNEKA C. OHAERI	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
21.	DR SANUSI W. POPOOLA	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
22.	DR KANU JUDITH AMAKA	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
23.	DR LAWANI MARGARET TAIWO	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
24.	YETUNDE OLUWATOSIN	UNICEF

CRITIQUE AND EDITORIAL WORKSHOP FOR THE DEVELOPMENT OF TEACHER'S GUIDE FOR ONE-YEAR PRE-PRIMARY CURRICULUM

S/N	NAME	ORGANIZATION
1.	DR MARGARET LAWANI	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
2.	DR MADU SAMUEL	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
3.	DR SUNDAY JACOB	FEDERAL COLLEGE OF EDUCATION PANKSHIN
4.	DR I. S. ODIAGBE	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
5.	DR OLUSEGUN OGUNDARE	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
6.	DR TOYIN MOYINOLUWA	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
7.	DR ELIZABETH ADEWOYE	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
8.	OJO ADEBAYO L.	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
9.	DR BERNARD OTARU	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
10.	ADEFOLAJU STELLA	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
11.	DR ASABE G. ISMAILA	FEDERAL COLLEGE OF EDUCATION (TECHNICAL) GOMBE
12.	UWADILKE OBI	NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)
13.	DR DANTANI ISAH SANI	NIGER STATE COLLEGE OF EDUCATION , MINNA

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