

CREATIVE ACTIVITIES

ESSENCE STATEMENT

Creative Activities at Pre Primary Education integrates concepts of psychomotor, music, art and craft activities. Creative activities at this level, sparks learners' natural curiosity, exploration, discovery and creativity since it incorporates prior experiences. It also fosters development of fine motor, gross motor, sensory, visual, auditory, logical and eye- hand coordination skills. Pre-primary learners at this formative stage, learn effectively through play based approaches. Integration and adaptation of related learning experiences have been incorporated since every learner is unique and develops at their own pace. An integrated and thematic approach will be used to integrate the various concepts and experiences that will be provided to the learners. The competencies acquired will be up-scaled subsequent grades.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Pre Primary One, the learner should be able to:

1. develop basic knowledge, skills and values in creative activities for sustainable learning,
2. explore creativity, imagination, and self-expression to foster curiosity and problem solving skills through creative activities,
3. communicate thoughts, experiences or ideas, and practice social skills in creative activities,
4. exhibit positive intrapersonal and interpersonal skills in creative activities for cohesion,
5. demonstrate competence in the motor skills needed to perform a variety of creative activities,
6. apply technological skills for learning and enjoyment within their local environment.

THEMES AT PRE PRIMARY ONE

1. **MYSELF**
 - Parts of the body
 - My clothes
 - My friends
2. **MY FAMILY**
 - Family members
 - Clothes worn by family members
 - Foods eaten
3. **MY HOME**
 - Utensils

- Animals
- Furniture
- Work done
- Plants found at home

4. **MY SCHOOL**

- My class
- Buildings and structures at school
- People found at school
- Things found at school
- Animals
- Work done
- Plants found at school

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Myself	1.1 Scribbling	15
	1.2 Printing	20
2.0 My Family	2.1 Colouring	20
	2.2 Joining dots	20
3.0 My Home	3.1 Modelling	20
	3.2 Musical Sounds	20
4.0 My School	4.1 Crawling and Bending	25
	4.2 Singing Game	20
	4.3 Water Play	20

Total	180
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NOTE:

The suggested number of lessons per Sub Strand may be less or more depending on the context.

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1.0 MYSELF

THEME: MYSELF				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	1.1 Scribbling (15 Lessons) <ul style="list-style-type: none"> • <i>Scribbling-parts of the body</i> • <i>action song</i> • <i>Play activities</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used for scribbling, b) scribble using varied materials for fine motor development, c) perform action songs on body parts used in scribbling, d) perform play activities that involves scribbling while observing safety, e) appreciate own and 	The learner is guided to: <ul style="list-style-type: none"> • collect materials from local environment, • mention dry media used to scribble, • freely pick and share the materials while taking turns, • scribble using materials to fill the given space, • observe safety measures when using the materials • sing action song about body parts while stretching fingers, hands or feet to demonstrate self-awareness, • engage in play activities on scribbling with peers, • display own scribbled pictures and comment positively on each other's work. 	<ol style="list-style-type: none"> 1. Why do you scribble? 2. How can one scribble?

		others' scribbled work.		
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learner speaks clearly and confidently when naming materials used in scribbling. • Self- Efficacy: Learner demonstrates self-awareness when singing songs on body parts and stretching fingers, hands or feet that they have used in scribbling. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learner collaborates with others, shares materials equitably. • Respect: Learner displays humility, patience and gives positive comments on others' artworks displayed. 				
<p>Pertinent and Contemporary Issues:</p> <p>Safety: Learners observe safety by avoiding licking materials used while scribbling.</p>				
<p>Link to other Learning Areas:</p> <p>Language Activities: Learners relate materials to vocabulary they learn in Language activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Myself	1.2 Printing (20 Lessons) <ul style="list-style-type: none"> • <i>Hand printing</i> • <i>Foot printing</i> • <i>Singing game</i> • <i>Play activities</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used for printing, b) make hand print patterns for fun, c) make foot print patterns for fun, d) perform a singing game about body parts for self - awareness, e) Perform play activities on printing for fun, f) appreciate own and others' print works. 	The learner is guided to: <ul style="list-style-type: none"> • mention materials for printing, • collect locally available materials for making hand and foot prints, • pick and share the collected materials for hand or foot printing, • interact peacefully with others while distributing and sharing materials for making hand or foot printing, • work together to make hand print patterns using collected materials, • work together to make foot print patterns using collected materials, • practise a familiar singing game on body parts, • collaboratively play games that involves printing, • display their print work by sticking or hanging in class for appreciation, • keep their print work in a portfolio for safe 	<ol style="list-style-type: none"> 1. Why do we make hand prints? 2. Why is printing fun?

			storage, <ul style="list-style-type: none"> ● clear working areas and return materials to appropriate places. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Citizenship: Learner demonstrates interest in interacting with others while sharing materials and working together during printing. ● Self-Efficacy: Learner makes hand or foot prints successively, sings and plays fun games. 				
Values: <ul style="list-style-type: none"> ● Love: Learner portrays a caring attitude by sharing materials with peers as they carry out their work. ● Responsibility: Learner distributes materials amongst themselves, store their works well and clear working areas. 				
Pertinent and Contemporary Issues: Self-Awareness: Learners develop life skills of self-awareness while appreciating their own hand or foot prints.				
Link to other Learning Areas: Environmental Activities: Learners learn to keep the working environment clean in environmental activities.				

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to Scribble using varied dry media.	Scribbles clearly using varied dry media with consistency.	Scribbles using varied dry media.	Scribbles faintly using varied dry media with minor consistencies.	Scribbles faintly using varied dry media with major inconsistencies.
Ability to make hand print patterns.	Makes a variety of hand print patterns with creativity.	Makes hand print patterns with creativity.	Makes some hand print patterns with little creativity.	Makes some hand print patterns with no creativity.
Ability to make foot print patterns.	Makes a variety of foot print patterns with creativity.	Makes foot print patterns with creativity.	Makes some foot prints patterns with little creativity.	Makes some foot print patterns with no creativity.
Ability to perform a singing game and engage in play activities.	Performs a singing game and engage in play activities with well-coordinated actions and movement.	Performs a singing game and engage in play activities with coordinated actions and movement.	Performs a singing game and engage in play activities with less coordinated actions and movements.	Performs a singing game and engage in play activities with difficulty in coordinating actions and movements.

2. 0 MY FAMILY

THEME: MY FAMILY				
	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 My Family	2.1 Colouring (20 Lessons) <ul style="list-style-type: none"> • <i>Colouring – family members</i> • <i>Recite simple rhymes-foods eaten</i> • <i>Movements</i> 	By the end of the sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used for colouring from the environment, b) apply colours on drawn picture outlines of family members for fine motor development, c) recite simple rhymes on foods eaten by family members while making movements for fun, d) appreciate own and others coloured picture outlines of members of the family. 	The learner is guided to: <ul style="list-style-type: none"> • collect and name materials for colouring from their locality as they observe safety, • share the collected colouring materials with peers, • colour picture outlines of family members using the available materials, • take turns to recite simple rhymes on food eaten by family members, • make movements such as marching in a line, dancing or jumping in groups while reciting rhymes about family members, • display own work and confidently talk about it. 	<ol style="list-style-type: none"> 1. Where do we get materials for colouring? 2. Why do you like colouring pictures?

Core Competency to be developed:

- Self -Efficacy: Learner displays own work and talks clearly and with confidence about it.
- Learning to Learn: Learner acquires knowledge on clothes worn and food eaten family members as they colour picture outlines of family members.

Values:

- Unity: Learner shares colouring materials, collaborates with peers by taking turns while reciting rhymes.
- Respect: Learner show regard to own and others family members as they colour pictures of different family members.

Pertinent and Contemporary Issues:

Safety: Learner observes safety measures when collecting and naming materials such as flowers, leaves, charcoal, dry soil, bricks from their locality.

Link to other Learning Areas:

Environmental Activities: Learner uses materials from their locality and keeps the environment clean, a concept appreciated in environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 My Family	<p data-bbox="415 347 587 488">2.2 Joining Dots (20 lessons)</p> <ul data-bbox="426 563 625 793" style="list-style-type: none"> ● <i>Joining dots –Clothes worn by family members</i> ● <i>Singing game</i> 	<p data-bbox="653 347 935 450">By the end of the Sub Strand the learner should be able to:</p> <ol data-bbox="653 456 948 1074" style="list-style-type: none"> a) identify materials used in joining dots, b) join dots to make pictures of clothes worn by family members, c) perform singing games while displaying clothes worn by family members, d) appreciate own and others dotted pictures of clothes worn by family members. 	<p data-bbox="979 347 1290 381">The learner is guided to:</p> <ul data-bbox="979 388 1534 1112" style="list-style-type: none"> ● collect materials used in joining dots, ● observe samples of pictures made from joining dots, ● pick and share materials equitably to join dots to make pictures of clothes worn by family members, ● take turns to use the materials to join dots on the provided picture outlines, practise joining dots on the provided dotted pictures of clothes, ● collaborate in a singing game while demonstrating movements to form patterns, ● display clothes worn by family members, ● select colours of own choice to colour the dotted pictures of clothes, ● display the dotted pictures made to peers, ● talk about their own and others' 	<ol data-bbox="1562 347 1818 525" style="list-style-type: none"> 1. Why do we join dots? 2. Why is it necessary to join dots?

			pictures of clothes.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: Learner displays confidence in talking about clothes worn by family members. ● Communication and Collaboration: Learner speaks about clothes worn by family members while collaborating with others. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learner shares materials and work together, embraces others, take turns in activities and conversation during dot joining activity. ● Social Justice: Learner shares materials equitably during dot joining activity. 				
<p>Pertinent and Contemporary Issues:</p> <p>Social-Cohesion: Learner identifies and co-exists with others during the performance of a singing game.</p>				
<p>Link to other Learning Areas:</p> <p>Mathematics Activities: Learners apply the skill of joining dots in writing numbers and shapes in Mathematics activities.</p>				

Suggested Assessment Rubrics

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to apply colours on drawn picture outlines.	Applies colours clearly on drawn picture within the outlines with accuracy.	Applies colours on drawn picture within the outlines.	Applies colours on drawn picture within the outlines with some inaccuracies.	Applies colours on drawn picture but not within the outlines.
Ability to make pictures by joining dots and colouring.	Makes creative pictures by joining dots and bold colouring.	Makes pictures by joining dots and bold colouring.	Makes pictures with some inconsistencies in joining dots and colouring.	Makes pictures with many inconsistencies in joining dots and colouring.
Ability to recite simple rhymes on members of the family.	Expressively recites simple rhymes on members of the family.	Recites simple rhymes on members of the family.	Recites simple rhymes on members of the family with some expression.	Recites simple rhymes on members of the family with no expressions

3.0 MY HOME

THEME: MY HOME				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 My Home	3.1 Modelling (20 lessons) <ul style="list-style-type: none"> ● <i>Model: utensils found at home</i> ● <i>Action songs-items found at home</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify materials used in modelling, b) model utensils found at home using the slab technique, c) perform action songs on items found at home for awareness, d) appreciate own and others' modelled works. 	The learner is guided to: <ul style="list-style-type: none"> ● watch video clips demonstrating the slab technique, ● collect materials used in modelling, ● observe real utensils, ● share modelling materials amongst themselves, ● collaboratively, model utensils using the slab technique by observing the real utensils, ● sing action songs as they model showcase the modelled utensils as one of the items found at home, ● role-play using the modelled utensils, ● display their modelled work while making some fun movements, ● clean their working areas and store the modelled utensils in the creative corner. 	<ol style="list-style-type: none"> 1. Why do you like modelling? 2. How can you model items?

Core Competencies to be developed:

- Critical Thinking and Problem Solving: Learner keenly observes demonstration and collaboratively model utensils using slab technique.
- Digital Literacy: Learner manipulates digital devices to watch video clip on slab modelling.

Values:

- Love: Learner shares materials equitably for modelling the items.
- Responsibility: Learner clears and collects materials by putting them in a creative corner.

Pertinent and Contemporary Issues:

Self-Esteem: Learners acquire life skills of self-esteem as they successively make and appreciate their own and others modelled work.

Link to other Learning Areas:

Environmental Activities: Modelling of utensils enables the learner to connect with items found at home learnt in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 My Home	3.2 Musical Sounds (20 Lessons) <ul style="list-style-type: none"> • <i>Domestic animal sounds</i> • <i>Birds sounds</i> • <i>Objects sounds-vehicles, clock, water ,utensils</i> 	By the end of the Sub Strand the learner should be able to: a) identify sounds from the home environment for awareness, b) imitate sounds from home environment for enjoyment, c) sing musical rhymes with sounds from the home environment for enjoyment, d) colour pictures of objects or animals that produce sounds at home, e) appreciate the different sounds from the home environment for musical awareness.	The learner is guided to: <ul style="list-style-type: none"> • take a nature walk around the home, • listen to sounds from domestic animals, birds and objects, • imitate the different sounds of domestic animals, birds or objects heard such as vehicles sirens, hoots, water drops, splash, tickling clock, • march while imitating the various sounds from the environment, • sing musical rhymes with sounds from the home environment, • imitate musical sounds of domestic animals, objects and birds from the school environment, • colour pictures of objects or animals that produce sounds at home, • talk about and appreciate the sounds of domestic animals, birds and objects in the locality. 	<ol style="list-style-type: none"> 1. What do you do when you hear sounds? 2. Why do animals or birds produce sounds?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Learner enjoys producing musical sounds by imitating domestic animals, birds and objects from the environment. ● Learning to Learn: Learner explores by imitating sounds from the environment.
<p>Values:</p> <ul style="list-style-type: none"> ● Social justice: Learner advocates for harmonious relationships with peers when colouring pictures of objects or animals that produce sound, in groups. ● Patriotism: Learner is conscious of social and moral duties during nature walks with peers.
<p>Pertinent and Contemporary Issues:</p> <p>Environmental Awareness: Learners become aware of environmental awareness as they listen and imitate sounds produced by animals, birds and objects from the environment.</p>
<p>Link to other Learning Areas</p> <p>Religious Activities: Learners appreciate the creation of animals and birds by their creator as expressed in Religious activities.</p>

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to model utensils found at home using the slab technique.	Models 3 utensils found at home creatively using the slab technique.	Models 3 utensils found at home using the slab technique.	Models 2 utensils found at home using the slab technique.	Models 1 utensil found at home using the slab technique.

Ability to imitate sounds from home environment.	Imitates sounds from home environment consistently.	Imitates sounds from home environment	Imitates sounds from home environment with some inconsistencies.	Imitates sounds from home environment with a lot of inconsistencies.
Ability to sing musical rhymes with sounds from the home environment.	Sings musical rhymes with sounds from the home environment with accuracy.	Sings musical rhymes with sounds from the home environment accurately.	Sings musical rhymes with sounds from the home environment, with a few inaccuracies.	Sings musical rhymes with sounds from the home environment with a lot of inaccuracies.

4.0 MY SCHOOL

THEME: MY SCHOOL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My School	4.1 Crawling and Bending (25 Lessons) <ul style="list-style-type: none"> • <i>Crawling activities</i> • <i>Bending activities</i> • <i>Action song</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) differentiate between crawling and bending activities through practice, b) perform crawling activities in the school playing field, c) perform bending forward and sideways for gross motor development, d) sing action songs involving crawling and bending movements for fun, e) appreciate own and others' performance in crawling and bending activities in the school 	The learner is guided to: <ul style="list-style-type: none"> • watch a demonstration or videos showing learners engaged in bending and crawling activities, • demonstrate crawling on safe and clean surface, • demonstrate bending on safe and clean surface, • practise crawling on safe and clean surface, display calmness and practice bending forward and sideways while picking balls from the ground, • sing action songs while performing crawling and bending movements, • collaborate and play crawling and bending fun game, • use appropriate language in talking about own and others performance in crawling and bending. 	<ol style="list-style-type: none"> 1. Why is bending necessary? 2. How can one perform bending forward and sideways?

		playing field.		
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learner uses appropriate language in talking about own and others performance in crawling and bending. ● Digital Literacy: Learner manipulates the digital device to watch video on bending and crawling activities. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners work as a team to develop their gross motor skills through crawling and bending. ● Love: Learner show appreciation on own and others ability to perform crawling and bending activities. 				
<p>Pertinent and Contemporary Issues:</p> <p>Self-Awareness: Learner develops self-awareness by recognising own strengths and areas of improvement in crawling and bending activities.</p>				
<p>Link to other Learning Areas:</p> <p>Language Activities: Learner acquires new vocabularies such as crawl, bend to use in language activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My School	4.2 Singing Game (20 Lessons) <ul style="list-style-type: none"> • <i>Singing games- on things found in school</i> • <i>Colour – items found in the class</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify items used in singing games at school, b) perform singing games on things found at school for enjoyment, c) apply colour to drawings of items found in class, d) appreciate self and others' performance in 	The learner is guided to: <ul style="list-style-type: none"> ● collect and name items used in singing game, ● pick and share items equitably, ● perform singing games using the collected items, ● form patterns of circles, triangles and rectangles while performing singing games, ● practise skipping, jumping, marching, dancing and hopping movements when performing the singing game, ● work harmoniously with others while performing singing games ● observe safety while performing singing games, ● colour outlines of drawn items found in the classroom, ● display and talk about own and other's coloured pictures positively, ● talk about own and others performance in singing games by recognising their efforts. 	<ol style="list-style-type: none"> 1. Why are singing games performed? 2. When do we perform a singing game?

		singing games.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: Learner interacts and learns from peers how to perform singing games. ● Self-Efficacy: Learner successively skips, jumps, marches, dances and hops with peers during performance of singing game. 			
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learner recognises efforts of own and others during performance of singing games. ● Responsibility: Learner cares for others while skipping, jumping, marching and dancing in a singing game. 			
<p>Pertinent and Contemporary Issues:</p> <p>Safety: Learners observe safety as they skip, jump, march, dance and hop cautiously while performing a singing game.</p>			
<p>Link to other Learning Areas:</p> <p>Mathematics activities: Learners form patterns of circles, triangles and rectangles as they relate to shapes in mathematics activities.</p>			

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My School	4.3 Water Play (20 Lessons) <ul style="list-style-type: none"> • <i>Safety measures</i> • <i>Splashing water</i> • <i>Dipping hands in water</i> • <i>Recite simple rhymes</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) identify safety measures observed while playing with water, b) perform water play activities for fun, c) add wet media in water to observe colour change, d) recite simple rhymes as they dip hands and splash water for fine motor skills development, e) appreciate playing with water for fun. 	The learner is guided to: <ul style="list-style-type: none"> • watch a demonstration or videos of learners playing with water, • collaboratively, practise splashing water while observing safety measures: • work with care and attention while splashing water and dipping hands with peers, • portray a caring attitude while playing fun games of dipping hands in water and splashing while observing safety, • put safe paints/ink in the water in turns and mix to observe changes in colour, • recite familiar rhymes related to water to appreciate use of water. 	<ol style="list-style-type: none"> 1. How does one splash water? 2. Why is it necessary to observe safety while using water?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: Learner supports and displays team work with peers when dipping hands in water. 				

- Learning to Learn: Learner works with care and attention while splashing water and dipping hands with peers.

Values:

- Responsibility: Learner observes safety precautions when mixing paints or ink in water and when playing with water.
- Love: Learner portrays a caring attitude when playing fun games with peers.

Pertinent and Contemporary Issues:

Safety: Learners observe safety when dipping hands, splashing water and handling paints.

Link to other Learning Areas:

Language activities: Learners build the concept of reciting rhymes for Language activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform crawling and bending activities.	Performs crawling and bending activities with consistency in coordination.	Performs crawling and bending activities in coordination.	Performs crawling and bending activities with some consistencies in coordination.	Performs crawling and bending activities with some inconsistencies in coordination.
Ability to sing singing games in school for enjoyment.	Performs singing games in school for enjoyment with consistent, well-coordinated actions and movement.	Performs singing games in school for enjoyment.	Performs singing games in school for enjoyment with some consistencies in coordinating actions and movements.	Performs singing games in school for enjoyment, with some inconsistencies in coordinating actions and movements.
Ability to perform water play activities for fun.	Performs water play activities for fun with consistency in coordination.	Performs water play activities for fun in coordination.	Performs water play activities for fun with some consistencies in coordination.	Performs water play activities for fun, with some inconsistencies in coordination.

Suggested Learning Resources, Suggested Assessment Methods and Non Formal Activities that Support Learning

Strands	Sub Strands	Suggested Learning Resources	Suggested Assessment	Suggested Non Formal Programmes
1.0 Myself	1.1 Scribbling	Crayons Coloured pencils Charcoal Drawing surfaces Papers Pencils	Observation schedule Oral question Portfolio Checklist	<ul style="list-style-type: none"> ● Practise scribbling at home on papers, on the ground or on wet leaves. ● Practise scribbling at home on papers, on the ground or on wet leaves.
	1.2 Printing	Soil Ash Charcoal dust Feathers Grass Water colours		
2.0 My Family	2.1 Colouring	Crayons Coloured pencils Charcoal dust Leaves Flowers Ash	Observation schedule Checklist Portfolio Oral question	<ul style="list-style-type: none"> ● Nature walk. ● Practise colouring at home with locally available materials. ● Singing about family members during parent's/guardian's day or pre- primary graduation. ● Showcasing their artworks
	2.2 Joining Dots	Picture outline of		

		sweaters, socks, dress, shirts, pencils, cut-out pictures of clothes, crayons, rubbers, pencils		during cultural/education day.
3.0 My Home	3.1 Modelling	Clay, plasticine, water, picture cutouts of utensils, real utensils, digital devices,	Observation schedule, observation checklist, portfolio, oral questions, rating scale, anecdotal records	<ul style="list-style-type: none"> ● Showcase their modelled utensils during cultural festivals. ● Practise modelling at home. ● Nature walk around the school and neighbourhood. ● Field trips.
	3.2 Musical Sounds	Bell, vehicles, whistles, digital devices/print media, animals and birds.		
4.0 My School	4.1 Crawling and Bending	Digital devices, balls, bean bags, hula hoop, skipping rope.	Observation schedule, observation checklist, portfolio oral questions	<ul style="list-style-type: none"> ● Inter-class or inter-school sports competitions. ● Singing action songs during music festivals. ● After school peer games. ● Performing singing games during music festivals, fun days, graduation ceremonies and parent's/ guardian's day. ● Visits to a baby pool, under supervision of parents and
	4.2 Singing Game	Coloured pencils, crayons, drawn pictures, skipping rope, bean bags, scarfs, balls.		
	4.3 Water Play	Water, water containers, crayons, coloured pencils,		

		leaves, flowers, balls, picture books, soil.		lifeguards
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