

GRZ  
NOT FOR SALE



Republic of Zambia  
**Ministry of Education**

ISBN: 978-9982-54-075-9

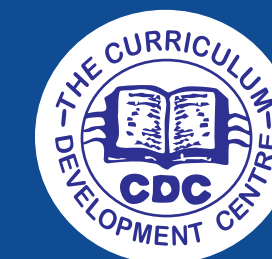


9 789982 540759

Printed by  
Zambia Educational Publishing House

# **INTELLECTUAL DISABILITY**

## **EARLY CHILDHOOD EDUCATION SYLLABUS**



DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE  
LUSAKA  
2024



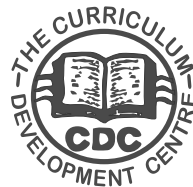
**Republic of Zambia**

**MINISTRY OF EDUCATION**

---

# **INTELLECTUAL DISABILITY EARLY CHILDHOOD EDUCATION SYLLABUS**

---



**Developed by The Curriculum Development Centre**

**2024**

© Curriculum Development Centre, 2024

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the copyright owner.



**ISBN: 978-9982-54-075-9**

First Published 2024 by  
Zambia Educational Publishing House  
Light Industrial Area  
Chishango Road  
P.O. BOX 32708  
Lusaka Zambia

Printed by:  
Zambia Educational Publishing House (ZEPH)

## CONTENTS

<b>VISION .....</b>	<b>vii</b>
<b>PREFACE.....</b>	<b>viii</b>
<b>ACKNOWLEDGMENT.....</b>	<b>ix</b>
<b>INTRODUCTION.....</b>	<b>x</b>
Structure of the Syllabus.....	x
Teaching Methodology.....	x
Time Allocation.....	xi
Assessment.....	xi
<b>COMPETENCES TO BE DEVELOPED.....</b>	<b>xii</b>
<b>ACTIVITIES FOR DAILY LIVING 3-4 YEARS.....</b>	<b>1</b>
0.1.1 Personal Skills.....	2
0.1.2 Personal Safety.....	5
0.1.3 Pre-Vocational Skills.....	5
<b>ACTIVITIES FOR DAILY LIVING 4-5 YEARS.....</b>	<b>6</b>
0.2.1 Personal Skills.....	7
0.2.2 Social Skills.....	9
<b>CREATIVE TECHNOLOGY STUDIES.....</b>	<b>11</b>
<b>COMPETENCES TO BE DEVELOPED.....</b>	<b>13</b>
<b>CREATIVE TECHNOLOGY STUDIES 3-4 YEARS .....</b>	<b>15</b>
0.1.1 Safety.....	16
0.1.2 Tools.....	16
0.1.3 Drama.....	16
0.1.4 Information Communication Technology (ICT).....	17
0.1.5 Motor Development.....	17
0.1.6. Music, Dance and Games.....	19
0.1.7 Recreation .....	20
0.1.8 Art & Crafts.....	20

<b>CREATIVE TECHNOLOGY STUDIES 4-5 YEARS.....</b>	<b>22</b>
0.2.1 Safety and Hygiene.....	23
0.2.2 Environmental Hygiene.....	23
0.2.3 ICT .....	24
0.2.4 Motor Development .....	24
0.2.5 Recreation.....	26
0.2.6 Art & Crafts.....	26
<b>ENGLISH LANGUAGE.....</b>	<b>27</b>
<b>COMPETENCES TO BE .....</b>	<b>30</b>
<b>ENGLISH LANGUAGE 3-4 YEARS.....</b>	<b>31</b>
0.1.1.1 Naming .....	32
0.1.1.2 Conversation.....	32
0.1.1.3 Story Telling.....	33
0.1.1.4 Songs.....	33
0.1.1.5 Drama.....	34
0.1.1.6 Visual Discrimination.....	34
0.1.1.7 Sound Recognition.....	35
0.1.1.8 Handwriting.....	35
<b>ENGLISH LANGUAGE 4-5 YEARS .....</b>	<b>37</b>
0.2.1.1 Naming.....	38
0.2.2.1 Conversation .....	38
0.2.3.1 Descriptions.....	39
0.2.4.1 Prayer.....	39
0.2.5.1 Instructions.....	40
0.2.6.1 Messages.....	40
0.2.7.1 Concept of Print.....	40
0.2.8.1 Pictures.....	40
0.2.9.1 Sounds.....	40
0.2.10.1 Listening Comprehension.....	40
0.2.11.1 Reading.....	41
0.2.12.1 Handwriting .....	41

<b>ZAMBIAN LANGUAGE.....</b>	<b>43</b>
<b>COMPETENCES TO BE DEVELOPED.....</b>	<b>46</b>
<b>ZAMBIAN LANGUAGE 3-4 YEARS.....</b>	<b>47</b>
0.1.1.1 Naming .....	48
0.1.2.1 Conversations.....	48
0.1.3.1 Story Telling.....	49
0.1.4.1 Songs .....	49
0.1.5.1 Drama.....	50
0.1.6.1 Visual Discrimination.....	50
0.1.7.1 Sound Recognition.....	51
0.1.8.1 Handwriting.....	51
 <b>ZAMBIAN LANGUAGE 4 - 5 YEARS .....</b>	 <b>53</b>
0.2.1.1 Naming .....	54
0.2.2.1 Conversation.....	54
0.2.3.1 Descriptions.....	55
0.2.4.1 Prayer .....	55
0.2.5.1 Instructions.....	55
0.2.6.1 Messages.....	56
0.2.7.1 Concept of Print.....	56
0.2.8.1 Pictures.....	56
0.2.9.1 Sounds.....	56
0.2.10.1 Listening Comprehension.....	56
0.2.11.1 Reading.....	57
0.2.12.1 Handwriting.....	57
 <b>SEQUENCE OF SOUNDS IN THE SEVEN ZAMBIAN LANGUAGES.....</b>	 <b>59</b>
<b>PRE-MATHEMATICS AND SCIENCE 3-4 YEARS.....</b>	<b>60</b>
<b>COMPETENCES TO BE DEVELOPED.....</b>	<b>63</b>

0.1.1	Classification .....	64
0.1.2	The Human Body.....	64
0.1.3	Nutrition and Health.....	65
0.1.4	Number and Notation.....	65
0.1.5	Simple Addition and Subtraction.....	66
0.1.6	Shapes.....	66
0.1.7	Measurements.....	67
0.1.8	The Environment.....	67
0.1.9	Materials .....	68
0.1.10	Money.....	68
<b>PRE-MATHEMATICS AND SCIENCE 4-5 YEARS .....</b>		<b>70</b>
<b>COMPETENCES TO BE DEVELOPED.....</b>		<b>73</b>
0.2.1	Classification.....	74
0.2.2	The Human Body.....	75
0.2.3	Nutrition and Health .....	75
0.2.4	Number and Notation .....	75
0.2.5	Addition and Subtraction .....	77
0.2.6	Shapes .....	76
0.2.7	Measurements.....	78
0.2.8	The Environment.....	78

## VISION

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



## PREFACE

The Syllabus for Children with Intellectual Disabilities has been reviewed by the need to provide a national age-appropriate curriculum for children with intellectual disabilities. The syllabus aims to provide quality education that is aligned with the Competence-Based Curriculum. Furthermore, the syllabi aims to impart the knowledge, skills, values and positive attitudes that are aimed at enabling children to live and grow into productive and useful members of their communities and the Zambian society as a whole.

This syllabi comprises four learning areas namely;

1. Activities for Daily Living.
2. Creative and Technology Studies.
3. Literacy and Language (in both English and Zambian Language).
4. Pre-Mathematics and Pre- Science.

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

The content/topics provided in this syllabus are aimed at facilitating holistic development of children's physical, mental, emotional, social, spiritual and moral faculties. The suggested activities are designed to offer children hands-on experiences through manipulation of real objects, interaction with nature and learning through play. Thus, the children will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

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

It is hoped that the syllabi will make learning for Children with Intellectual Disabilities more meaningful and enjoyable as it is highly activity oriented for self-help development and allow for a smooth transition from home to the school.



Joel Kamoko, (Mr.)

**PERMANENT SECRETARY- EDUCATION SERVICES**  
**MINISTRY OF EDUCATION**

## ACKNOWLEDGMENT

The syllabi have been developed and adapted through a consultative and participatory process. Many individuals, institutions and organizations were consulted and accorded an opportunity to make proposals about the content to be included into the syllabi. We would, therefore, like to express our profound gratitude to individuals, institutions and organizations that provided a technical input to the successful development of these syllabi. These include; the teachers, lecturers from colleges, public universities in Zambia and in particular, the Directorate of Early Childhood Education in the Ministry of Education for their invaluable input.

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



**Charles K. Ndakala, (Dr.)**  
**DIRECTOR CURRICULUM DEVELOPMENT**  
**MINISTRY OF EDUCATION**

## **INTRODUCTION**

Activities for Daily Living (ADL) is a field that help to meet the needs of learners with Special Education Needs. Learners with Intellectual Disability apply knowledge, skills and use available resources to develop solutions that meet their needs and wants. Some of these solutions have been in form of products (e.g. shaping bones into fish hooks, making clay cooking pots) while other solutions have involved combining products into working systems (e.g. bow and arrow, moving water and a wheel, pestle and mortar).

Today's society is more complicated and diverse. In this regard, economic and environmental factors, attitudes and values need to be taken into account when developing solutions. Therefore, Activities for Daily Living provides an opportunity for learners to identify various needs and have hands-on experience to develop solutions that address their needs.

Activities for Daily Living (ADL) skills are crucial for learners with special needs as they directly impact their independence, quality of life, and overall well-being in school, at home and in society.

## **STRUCTURE OF THE SYLLABUS**

**Activities for Daily Living** syllabi for learners with Intellectual Disability seek to instill a sense of appreciation to adapt to a changing world. It comprises of four topics: Personal Skills, Personal Safety, Pre-vocational Skills and Social Skills.

The topics, sub topics, specific competences, learning activities and expected standards are arranged in order for easy reference. Some topics may be similar at both at level I and II but the levels of knowledge, skills and values to be attained are not the same hence, when preparing lessons teachers should strive at building on what the learners already knows.

## **TEACHING METHODOLOGY**

There are various approaches to teaching and learning. These include: teacher-learner centered, field trips, role play, demonstration, group work, learning styles, differential learning styles, pair work, hands on, activity based, participatory, simple project works that are content based. The competence-based curriculum emphasizes the use of learner centered methods, ensuring that learning builds on the learner's prior knowledge and experiences and that the teacher plays the role of a facilitator.

This is best achieved when learners are actively involved in the learning process through hands on activities. However, each individual learner with intellectual disabilities has individual needs, pace of learning and experiences in life thus to accommodate this, the teacher must determine the needs of the learners by using the strategy that best suit them and has the ability to shape their learning experiences accordingly. Therefore, teaching methods must be varied but flexible within well-structured sequences of lessons.

## **TIME ALLOCATION**

The standard period allocation for Activities for Daily Living at 3-4 and 5 years has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time for level I and II is **2 hours 40 minutes** per week.

The duration for a single period is **40 minutes** translating in **4 periods** per week.

## **ASSESSMENT**

Assessment for learners with Intellectual Disabilities at 3-4 and 5 years for Activities for Daily Living (ADL) is essential for teachers to monitor learners' attainment of developmental milestones and identify areas needing support. The key assessment procedures at this level include:

**Observation:** Teachers watch learners engage in hands- on activities such as self-care, personal hygiene, social skills etc

School readiness assessment will be conducted at 3-4 and 5years before entry into Level I (primary) to determine both the developmental milestones and acquisition of key competences during the period when learners have been exposed to Early Childhood Education.

## COMPETENCES TO BE DEVELOPED

COMPETENCES	DESCRIPTORS
Collaboration	<ul style="list-style-type: none"> <li>• Work with others in various activities.</li> <li>• Play with peers to build relationships.</li> </ul>
Analytical thinking	<ul style="list-style-type: none"> <li>• Apply analytical skills in various activities.</li> </ul>
Critical thinking	<ul style="list-style-type: none"> <li>• Explore the environment.</li> <li>• Classify items according to their attributes.</li> <li>• Manipulate different objects.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Express one-self using different materials.</li> <li>• Communicate one's ideas to others.</li> <li>• Apply communication skills in different situations.</li> </ul>
Creativity and innovation	<ul style="list-style-type: none"> <li>• Show openness to new knowledge .</li> <li>• Show creativity.</li> <li>• Explore areas of interest.</li> <li>• Explore the objects around them.</li> <li>• Communicate one's ideas to others.</li> </ul>
Digital literacy	<ul style="list-style-type: none"> <li>• Recognize digital tools.</li> <li>• Use basic digital tools.</li> <li>• Develop simple hand-eye coordination with digital devices.</li> <li>• Identify common digital devices.</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Use patterns and linkages to solve problems.</li> <li>• Make connections with the immediate environment.</li> </ul>
Environmental sustainability	<ul style="list-style-type: none"> <li>• Adhere to best practices in environmental management.</li> <li>• Develop understanding and practice safety in the environment.</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>• Understand simple concept of buying and selling.</li> </ul>
Financial Literacy	<ul style="list-style-type: none"> <li>• Demonstrate the ability to save money .</li> </ul>
Emotional Intelligence	<ul style="list-style-type: none"> <li>• Show sympathy.</li> <li>• Control emotions.</li> <li>• Identify relationships.</li> </ul>
Citizenship	<ul style="list-style-type: none"> <li>• Follow rules.</li> <li>• Respect others.</li> <li>• Respect other people's property.</li> </ul> <p>Show responsibility to one's actions. Exhibit social skills to enable interaction with the world around through relationship development</p>

---

---

# **ACTIVITIES FOR DAILY LIVING**

## **3-4 YEARS**

---

---

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>0.1.1. PERSONAL SKILLS</b>	<b>0.1.1.1 Body Awareness</b>	0.1.1.1.1 recognize own gender	<ul style="list-style-type: none"> <li>Identifying own gender (<i>whether male or female</i>).</li> <li>Naming external parts of the body (<i>head, ears, eyes, mouth, nose, hands, legs...</i>).</li> <li>Singing songs to name parts of the body (<i>head, shoulder, knees, toes...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Own gender recognized correctly</li> </ul>
	<b>0.1.1.2 Toileting</b>	0.1.1.2.1 Use the toilet	<ul style="list-style-type: none"> <li>Identifying different types of toilets (<i>water born, pit latrine...</i>).</li> <li>Demonstrating use of the toilet (<i>taking off clothes, proper sitting on the toilet, ...</i>).</li> <li>Demonstrating cleaning oneself after using the toilet (<i>wiping bottom using tissue, washing hands...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Toilet used accordingly</li> </ul>
	<b>0.1.1.3 Brushing teeth</b>	0.1.1.3.1 Brush own teeth	<ul style="list-style-type: none"> <li>Identifying various materials used for cleaning own teeth (<i>tooth brush, traditional tooth brush, tooth paste, water...</i>).</li> <li>Demonstrating cleaning teeth with various cleaning materials (<i>tooth brush, tooth paste, salt, ...</i>).</li> <li>Singing a song (<i>this is the way we brush our teeth...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Own teeth brushed correctly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.1.1.4 Grooming</b>	0.1.1.4.1 Clean own body	<ul style="list-style-type: none"> <li>Identifying various materials used for cleaning own body (<i>water, soap, face towel, sponge...</i>).</li> <li>Demonstrating washing own hands using water, soap ...</li> <li>Demonstrating washing own face using water, soap, face towel ...</li> <li>Applying lotion to own body (<i>petroleum jelly...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Own body cleaned correctly</li> </ul>
	<b>0.1.1.4. Dressing</b>	0.1.1.4.1. wear own clothes correctly	<ul style="list-style-type: none"> <li>Identifying various clothes (<i>pants, dresses, trousers, shorts, shirts...</i>).</li> <li>Differentiating inside and outside part of clothes, front and back, up and down...</li> <li>Demonstrating wearing own clothes (<i>dress, trousers, shirt, shoes, socks, pant...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Own clothes worn correctly</li> </ul>
	<b>0.1.1.5 Feeding</b>	0.1.1.5.1 Feed oneself	<ul style="list-style-type: none"> <li>Identifying various types of food (<i>porridge, nshima, tea....</i>)</li> <li>Naming various utensils used for feeding (<i>cup, spoon, plate...</i>).</li> <li>Demonstrating feeding (<i>using hands, fingers, cup, spoon, folk...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Oneself fed correctly</li> </ul>



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.1.1.6.Eating Habits</b>	0.1.1.6.1. Differentiate healthy and unhealthy food stuffs	<ul style="list-style-type: none"> <li>• Discussing healthy and unhealthy food stuffs.</li> <li>• Differentiating between healthy and unhealthy food stuffs.</li> <li>• Healthy foods: vegetables, fruits...</li> <li>• Unhealthy foods: snacks, sweets...</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy and unhealthy food stuffs differentiated accordingly</li> </ul>
	<b>0.1.1.7.Cleaning</b>	0.1.1.7.1. Perform simple cleaning tasks	<ul style="list-style-type: none"> <li>• Identifying cleaning materials (<i>water, soap, dishes...</i>).</li> <li>• Performing simple cleaning tasks (<i>sweeping, wiping, litter picking ...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Simple cleaning tasks performed correctly</li> </ul>
	<b>0.1.1.8.Manners</b>	0.1.1.8.1. Demonstrate good manners	<ul style="list-style-type: none"> <li>• Demonstrating good manners (<i>please, thank you, excuse me, sorry, knock on the door, share, be kind, waiting for their turn, playing cooperatively...</i>).</li> <li>• Identifying unwanted behavior (<i>insults, bullying, not saying sorry, getting in the room without knocking, using bad language...</i>).</li> <li>• Discussing good manners: (<i>show respect, say sorry, thank you, you are welcome...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Good manners demonstrated accordingly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>0.1.2. PERSONAL SAFETY</b>	<b>0.1.2.1. Personal safety</b>	0.1.2.1.1. Practice personal safety	<ul style="list-style-type: none"> <li>Identifying dangerous objects in the environment (<i>Broken bottles, nails, fire, razor blades...</i>).</li> <li>Discussing dangerous places to avoid in the environment (<i>ponds, rubbish pit...</i>).</li> <li>Practicing putting items in safe places (<i>store room, pantry...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Personal safety practiced correctly</li> </ul>
<b>0.1.3. PRE-VOCATIONAL SKILLS</b>	<b>0.1.3.1. buying and selling</b>	0.1.3.1.1. Practice simple buying and selling skills	<ul style="list-style-type: none"> <li>Identifying money (<i>notes and coins...</i>).</li> <li>Stating simple items that can be sold and bought (<i>sweets, biscuits...</i>).</li> <li>Demonstrating buying and selling items (<i>sweets, biscuits...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Buying and selling skills practiced accordingly</li> </ul>
	<b>0.1.3.2. Cooking</b>	0.1.3.2.1. Identify simple cooking utensils	<ul style="list-style-type: none"> <li>Naming simple cooking utensils (<i>pot, pan, spoon, cooking stick...</i>).</li> <li>Imitating the use of cooking utensils.</li> </ul>	<ul style="list-style-type: none"> <li>Simple cooking utensils identified accordingly</li> </ul>

---

---

# ACTIVITIES FOR DAILY LIVING

## 4-5 YEARS

---

---

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>0.2.1 PERSONAL SKILLS</b>	<b>0.2.1.1 Body Awareness</b>	0.2.1.1.1 Recognize parts of the body	<ul style="list-style-type: none"> <li>Identifying the front parts of the body (<i>nose, mouth, eyes...</i>).</li> <li>Recognizing the back parts of the body (<i>buttocks, back, spine...</i>).</li> <li>Describing the functions of external parts of the body (<i>Eyes for seeing...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the body recognized correctly</li> </ul>
	<b>0.2.1.2. Personal Hygiene</b>	0.2.1.2.1 clean one's body. Thoroughly	<ul style="list-style-type: none"> <li>Demonstrating how to clean the whole body using a variety of strategies; (<i>morning routine chart, visuals, songs, games, role model and simple rhymes...</i>)</li> <li>Demonstrating how to wash face and hands with soap using activities such as songs and simple rhymes.</li> <li>Demonstrating oral hygiene through regular brushing of teeth.</li> </ul>	<ul style="list-style-type: none"> <li>One's body cleaned thoroughly</li> </ul>
		0.2.1.1.2 Bath own body	<ul style="list-style-type: none"> <li>Identifying materials used for bathing (<i>water, soap, face towel...</i>).</li> <li>Demonstrating bathing own body.</li> </ul>	<ul style="list-style-type: none"> <li>Own body washed correctly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		0.2.1.1.3 Comb own hair	<ul style="list-style-type: none"> <li>Naming different types of combs (<i>afro comb, stretching comb, comb brush...</i>).</li> <li>Combing own hair independently.</li> </ul>	<ul style="list-style-type: none"> <li>Own hair combed correctly</li> </ul>
		0.2.1.1.4 Clean own nose	<ul style="list-style-type: none"> <li>Identifying materials used for wiping the nose (<i>cloth, face towel, handkerchief...</i>).</li> <li>Demonstrating blowing and wiping the nose.</li> </ul>	<ul style="list-style-type: none"> <li>Own nose cleaned correctly</li> </ul>
		0.2.1.1.5 Wash simple materials	<ul style="list-style-type: none"> <li>Identifying materials needed to wash simple clothes (<i>basin, water, soap...</i>)</li> <li>Demonstrating washing simple materials such as socks, pants, handkerchief...</li> </ul>	<ul style="list-style-type: none"> <li>Simple materials washed accordingly</li> </ul>
		0.2.1.1.6 Hang up clothes	<ul style="list-style-type: none"> <li>Identifying hanging places (<i>wall, line, hedge, grass...</i>).</li> <li>Demonstrating hanging clothes.</li> </ul>	<ul style="list-style-type: none"> <li>Clothes hanged accordingly</li> </ul>
	<b>0.2.1.3. Feeding</b>	0.2.1.3.1 Feed oneself properly	<ul style="list-style-type: none"> <li>Identifying types of foodstuffs that can be eaten using assorted utensils (<i>rice, chicken...</i>).</li> <li>Demonstrating eating using a spoon or fork (<i>holding a spoon/fork</i></li> </ul>	<ul style="list-style-type: none"> <li>Oneself feed properly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>properly, moving the spoon/fork to the mouth...).</i>	
	<b>0.2.1.4 Eating Habits</b>	0.2.1.4.1 Distinguish between healthy and unhealthy food choices.	<ul style="list-style-type: none"> <li>Differentiating between healthy and unhealthy food choices through activities such as games, songs, and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Healthy and unhealthy food choices distinguished correctly</li> </ul>
	<b>0.2.1.5 Dressing up</b>	0.2.1.5.1 Dress appropriately	<ul style="list-style-type: none"> <li>Identifying front and back of the clothes using labels.</li> <li>Demonstrating dressing (<i>shoe, pants, dress and shirts</i>).</li> <li>Practicing zipping, buttoning ...</li> <li>Identifying different types of clothing (coat, raincoat, swim- suits, dresses...).</li> </ul>	<ul style="list-style-type: none"> <li>Dressing done appropriately</li> </ul>
		0.2.1.5.2 Tie shoe laces correctly	<ul style="list-style-type: none"> <li>Demonstrating how to tie shoe laces.</li> <li>Tying shoe laces (<i>individually</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Shoe laces tied correctly.</li> </ul>
<b>0.2.2 SOCIAL SKILLS</b>	<b>0.2.2.1 Social interaction</b>	0.2.2.1.1 Recognize people found in the community	<ul style="list-style-type: none"> <li>Recognizing people who are found in the community (<i>police officers, nurses, drivers,</i></li> </ul>	<ul style="list-style-type: none"> <li>People found in the community recognized accordingly.</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>engineers, village leaders, teachers, maids...).</i>	
	<b>0.2.2.2 Manners</b>	0.2.2.2.1 Practise socially acceptable behaviour	<ul style="list-style-type: none"> <li>• Demonstrate socially acceptable behavior (<i>am sorry, forgive me...</i>).</li> <li>• Identify socially unacceptable behavior (<i>picking nose, scratching, belching...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Socially acceptable behavior practiced accordingly</li> </ul>

---

# **CREATIVE TECHNOLOGY STUDIES**

---



## INTRODUCTION

Adapted Creative and Technology Studies Syllabus for 3-4 and 5years learners with intellectual Disabilities is the combination of Physical Education, Music, Art and Design, Home Economics, Design and Technology, and Information and Communications Technology. It also integrates Social Studies and Cross Cutting Issues such as Financial Education, Entrepreneurship, Environmental Health and Pollution control have been added. The focus of Creative and Technology Studies syllabus in Early Childhood Education for learners with Intellectual Disabilities is to promote creativity, critical thinking, problem solving, and positive inter – relationships, health and wellbeing, self-expression, self-confidence, awareness of space and assertiveness.

Learners with Intellectual Disabilities explore different materials and respond to a variety of sensory experiences. Since children with intellectual disabilities learn relatively slow, they will benefit better when the intervention is started early and involve more hands-on experiences. The work produced may not mean anything to an adult but may mean a lot to the child. Therefore, the effort that a child puts in an activity should be appreciated and commended. At this age, learners delight in exploring their surroundings by making, dismantling, examining and experimenting things.

## STRUCTURE OF THE SYLLABUS

The ECE 3-4 and 5years **Creative and Technology** syllabus for learners with intellectual disability seeks to instill a sense of appreciation to adapt to a changing world. It comprises of four major components: **Technology Studies** which incorporates information and communication technology (ICT) and foundation for design and technology (D&T), **Expressive Arts** encompassing Art and Design, Music and Physical Education, **Home Economics** incorporates components of Food and Nutrition, Hospitality and Tourism Management, Health Education, Needle Work and Crafts and lastly **Social Studies** which incorporates competences and descriptors to be developed by the learners such as, family, governance, entrepreneurships etc.

The topics, sub topic specific competences, learning activities and expected standards are arranged in order for easy reference. Some topics maybe similar at 3-4 and 5 years, but the levels of knowledge, skills and values to be attained are not the same hence, when preparing lessons teachers should strive at building on what the learners already know.

## TEACHING METHODOLOGY

There are various approaches to teaching and learning. These include: teacher-learner centered, field trips, role play, demonstration, group work, learning styles, differential learning styles, pair work, hands on, activity based, participatory, simple project works that are content based. The competence-based curriculum emphasizes the use of learner centered methods, ensuring that learning builds on the learner's prior knowledge and experiences and that the teacher plays the role of a facilitator.

This is best achieved when learners are actively involved in the learning process through hands on activities. However, each individual learner with intellectual disabilities has individual needs, pace of learning and experiences in life thus to accommodate this, the teacher must determine the needs of the learners by using the strategy that best suit them and has the ability to shape their learning experiences accordingly. Therefore, teaching methods must be varied but flexible within well-structured sequences of lessons.

## TIME ALLOCATION

The standard period allocation for 3-4 and 5 years Creative and Technology Studies has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time for 3-4 and 5 years is **6 hours 40 minutes** per week.

The duration for a single period is **40 minutes** translating in 10 periods per week.

## ASSESSMENT

Assessment for Learners with Intellectual Disabilities at 3-4 and 5 years for creative technology studies is essential for teachers to monitor learners' attainment of developmental milestones and identify areas needing support. The key assessment procedures at this level include:

Observation: Teachers watch learners engage in hands on activities such as self-care, personal hygiene, social skills etc

School readiness assessment will be conducted at 3-4 and 5 years before entry into Level I (primary) to determine both the developmental milestones and acquisition of key competences during the period when learners have been exposed to Early Childhood Education.

## COMPETENCES TO BE DEVELOPED

COMPETENCES	DESCRIPTORS
<b>Collaboration</b>	<ul style="list-style-type: none"><li>• Work with others in various activities.</li><li>• Play with peers to build relationships.</li></ul>
<b>Analytical thinking</b>	<ul style="list-style-type: none"><li>• Apply analytical skills in various activities.</li></ul>
<b>Critical thinking</b>	<ul style="list-style-type: none"><li>• Explore the environment.</li><li>• Classify items according to their attributes.</li><li>• Manipulate different objects.</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• Express oneself using different materials.</li><li>• Communicate one's ideas to others.</li><li>• Apply communication skills in different situations.</li></ul>
<b>Creativity and innovation</b>	<ul style="list-style-type: none"><li>• Show openness to new knowledge.</li><li>• Show creativity.</li><li>• Explore areas of interest.</li><li>• Explore the objects around them.</li><li>• Communicate one's ideas to others</li></ul>

<b>Digital literacy</b>	<ul style="list-style-type: none"> <li>• Recognize digital tools.</li> <li>• Use basic digital tools.</li> <li>• Develop simple eye hand coordination with digital devices.</li> <li>• Identify common digital devices.</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>• Use patterns and linkages to solve problems</li> <li>• Make connections with the immediate environment</li> </ul>
<b>Environmental sustainability</b>	<ul style="list-style-type: none"> <li>• Adhere to best practices in environmental management.</li> <li>• Develop understanding and practice safety in the environment.</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Understand simple concept of buying and selling.</li> </ul>
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to save money.</li> </ul>
<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Show sympathy.</li> <li>• Control emotions.</li> <li>• Identify relationships.</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• Follow rules.</li> <li>• Respect others.</li> <li>• Respect other people's property.</li> <li>• Show responsibility to one's actions.</li> </ul>

---

# **CREATIVE TECHNOLOGY STUDIES**

## **3-4 YEARS**

---

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>0.1.1 SAFETY</b>	<b>0.1.1.1.Safety in the environment</b>	0.1.1.1.1. Practice safety in the environment	<ul style="list-style-type: none"> <li>Identifying harmful objects in the environment (<i>poison, fire, paraffin, medicines, naked electric cables...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Safety in the environment practiced correctly</li> </ul>
	<b>0.1.1.2.Dangerous places</b>	0.1.1.2.1. Avoid dangerous places in the community	<ul style="list-style-type: none"> <li>Identifying dangerous places in the school environment (<i>Ponds, wet surfaces, rubbish pits...</i>).</li> <li>Discussing ways of avoiding dangerous places (<i>avoid playing in or near the rubbish pit...</i>).</li> <li>Practicing safe movements in the <b>school</b> environment (<i>avoid running in corridors, leaning on windows...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Dangerous places avoided accordingly</li> </ul>
<b>0.1.2. TOOLS</b>	<b>0.1.2.1.Hand tools</b>	0.1.2.1.1. Recognize tools found in the immediate environment	<ul style="list-style-type: none"> <li>Identifying tools found at home (<i>hoe, slasher, rakes...</i>).</li> <li>Discussing the use of tools found in the immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>Tools found in the immediate environments recognized correctly</li> </ul>
<b>0.1.3. DRAMA</b>	<b>0.1.3.1. Roles</b>	0.1.3.1.1. Imitate adult roles	<ul style="list-style-type: none"> <li>Discussing adult roles (<i>mothers, teacher, father...</i>).</li> <li>Imitating roles of a mother/father (<i>cooking,</i></li> </ul>	<ul style="list-style-type: none"> <li>Adult roles imitated accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>painting, sweeping, and drawing water ...).</i></p> <ul style="list-style-type: none"> <li>Acting out roles. of a teacher (<i>cleaning the board, calling out the register ...).</i></li> </ul>	
<b>0.1.4. INFORMATION COMMUNICATION TECHNOLOGY (ICT)</b>	<b>0.1.4.1. ICT Devices</b>	0.1.4.1.1.1 Recognize ICT devices in the immediate environment	<ul style="list-style-type: none"> <li>Naming ICT devices from immediate environment: (<i>Television, Remote control, Computers, Phone, Radio .....</i>).</li> <li>Discussing the use of ICT devices.</li> </ul>	<ul style="list-style-type: none"> <li>ICT Devices in the immediate environment recognized correctly</li> </ul>
	<b>0.1.4.2. Operating ICT Devices</b>	0.1.4.2.1. Switch on and off ICT Devices	<ul style="list-style-type: none"> <li>Demonstrating switching on and off ICT devices: (<i>television, phone, computer and radio...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>ICT devices switched on and off correctly</li> </ul>
<b>0.1.5. MOTOR DEVELOPMENT</b>	<b>0.1.5.1. Gross Motor (Loco motor)</b>	0.1.5.1.1. Perform simple body movements.	<ul style="list-style-type: none"> <li>Discussing simple body movements (<i>jumping...</i>).</li> <li>Performing simple body movement (<i>Jumping. crawling and walking</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Simple body movements performed accordingly</li> </ul>
		0.1.5.1.2. Perform structural body movements	<ul style="list-style-type: none"> <li>Performing structural body movements: (<i>standing, sitting and jumping</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Structural body movements Performed accordingly</li> </ul>
	<b>0.1.5.2. Loco Motor Skills</b>	0.1.5.2.1. Demonstrate various walking activities	<ul style="list-style-type: none"> <li>Performing walking activities: (<i>backward, side wards and .....</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Various walking activities demonstrated correctly</li> </ul>
		0.1.5.2.2. Practice balancing activities	<ul style="list-style-type: none"> <li>Performing balancing activities (<i>alternate balancing on left and right foot</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Balancing activities practiced appropriately</li> </ul>
		0.1.5.2.3. Perform jumping and climbing activities	<ul style="list-style-type: none"> <li>Performing jumping and climbing activities: (Jump from an appropriate height,</li> </ul>	<ul style="list-style-type: none"> <li>Jumping and climbing activities performed appropriately.</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			climb up and walk down stairs).	
		0.1.5.2.4. Practice running activities	<ul style="list-style-type: none"> <li>Performing running activities.</li> </ul>	<ul style="list-style-type: none"> <li>Running activities practiced accordingly</li> </ul>
		0.1.5.2.5. Demonstrate rolling activities	<ul style="list-style-type: none"> <li>Participating rolling activities: (<i>Roll their bodies forward and backwards, ball rolling...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Rolling activities demonstrated correctly</li> </ul>
		0.1.5.2.6. Demonstrate tidying up activities	<ul style="list-style-type: none"> <li>Performing tidying up activities: (<i>packing...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Tidying up activities demonstrated appropriately</li> </ul>
	<b>0.1.5.3. Non Locomotor skills</b>	0.1.5.3.1. Demonstrate bending and stretching activities	<ul style="list-style-type: none"> <li>Performing bending and stretching activities.</li> </ul>	<ul style="list-style-type: none"> <li>Bending and stretching activities demonstrated correctly</li> </ul>
		0.1.5.3.2. Perform Static body movements	<ul style="list-style-type: none"> <li>Performing static body movements (<i>pushing, standing, pulling, kneeling...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Static body movements performed appropriately</li> </ul>
		0.1.5.3.3. Demonstrate Posture balancing activities	<ul style="list-style-type: none"> <li>Performing posture balancing activities. (<i>Sitting, standing, squatting...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Posture balancing activities demonstrated correctly</li> </ul>
		0.1.5.3.4. Practise Jumping up and down on one spot	<ul style="list-style-type: none"> <li>Performing Jumping up and down on one spot.</li> </ul>	<ul style="list-style-type: none"> <li>Jumping up and down on one spot done correctly</li> </ul>
	<b>0.1.5.4. Eye-hand and eye-foot coordination</b>	0.1.5.4.1. Practice catching and throwing activities	<ul style="list-style-type: none"> <li>Performing in catching and throwing: (<i>dodge ball, sojo...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Catching and throwing activities practiced correctly</li> </ul>
		0.1.5.4.2. Practise kicking a stationary ball, roll a ball	<ul style="list-style-type: none"> <li>Practicing kicking a stationary ball.</li> <li>Demonstrating rolling a ball.</li> </ul>	<ul style="list-style-type: none"> <li>Kicking a stationary ball and ball rolling practiced correctly.</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.1.5.5. Fine motor skills</b>	0.1.5.5.1. Explore different objects to build a tower	<ul style="list-style-type: none"> <li>Exploring different objects to build a tower (plastic lids, wooden blocks, stones, sticks...).</li> </ul>	<ul style="list-style-type: none"> <li>Different objects to build a tower explored correctly</li> </ul>
		0.1.5.5.2. Arrange objects according to class	<ul style="list-style-type: none"> <li>Arranging objects: (<i>numbers, fixing puzzles, templates...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Objects arranged according to their classes correctly</li> </ul>
		0.1.5.5.3. Manipulate objects around them	<ul style="list-style-type: none"> <li>Participating in scooping, filling and emptying: (<i>sand, water</i>)</li> <li>Opening and closing: (<i>opening bottles, taps...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Different objects 9 manipulated correctly</li> </ul>
<b>0.1.6. MUSIC, DANCE AND GAMES</b>	<b>0.1.6.1. Music and Dance</b>	0.1.6.1.1. Explore different sounds	<ul style="list-style-type: none"> <li>Imitating different sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Different sounds explored correctly.</li> </ul>
		0.1.6.1.2 Sing familiar songs	<ul style="list-style-type: none"> <li>Participating in singing familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>Familiar songs sung correctly</li> </ul>
		0.1.6.1.3 Sing and respond to simple songs and rhythms	<ul style="list-style-type: none"> <li>Singing and responding to rhythm, melody and sound.</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm, melody and sound responded to correctly</li> </ul>
		0.1.6.1.4 Perform different dancing styles	<ul style="list-style-type: none"> <li>Performing different dancing styles.</li> </ul>	<ul style="list-style-type: none"> <li>Different dancing styles performed correctly</li> </ul>
	<b>0.1.6.2. Rhythm and Movement</b>	0.1.6.2.1. Demonstrate control and balance of the bod	<ul style="list-style-type: none"> <li>Demonstrating, Controlling and balancing of their bodies: (<i>clapping, simple dance, jumping</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Control and balance of the body demonstrated accordingly</li> </ul>
		0.1.6.2.2 Demonstrate guided rhythmic activities	<ul style="list-style-type: none"> <li>Demonstrating specific guided rhythmic activities: (<i>clapping, stumping</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Familiar guided rhythmic activities demonstrated correctly</li> </ul>



TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		0.1.6.2.3 Play familiar musical instruments	<ul style="list-style-type: none"> <li>Playing familiar musical instruments: (<i>drum, swift piano, guitar...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Musical instruments played accordingly</li> </ul>
<b>0.1.7. RECREATION</b>	<b>0.1.7.1. Playing</b>	0.1.7.1.1. Exhibit socialization through play	<ul style="list-style-type: none"> <li>Identifying different games</li> <li>Demonstrating playing various games (sheep come home...).</li> <li>Participating in guided play (<i>nsolo, chiyato, waida, chidunu...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Socializing through play exhibited accordingly</li> </ul>
<b>0.1.8. ART &amp; CRAFTS</b>	<b>0.1.8.1. Drawing lines</b>	0.1.8.1.1. Draw lines	<ul style="list-style-type: none"> <li>Identifying lines.</li> <li>.Drawing lines (<i>straight, zig zag, circular...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Lines drawn correctly</li> </ul>
	<b>0.1.8.2. Colours</b>	0.1.8.2.1. Recognize different colours	<ul style="list-style-type: none"> <li>Identifying colours.</li> <li>. Matching colours.</li> <li>Sorting colours.</li> </ul>	<ul style="list-style-type: none"> <li>Different colours recognized correctly</li> </ul>
		0.1.8.2.2. Colour basic shapes	<ul style="list-style-type: none"> <li>Identifying basic shapes.</li> <li>Colouring basic shapes (circle, square, triangle and Rectangle) .</li> </ul>	<ul style="list-style-type: none"> <li>Basic shapes coloured correctly</li> </ul>
	<b>0.1.8.3. Patterns</b>	0.1.8.3.1. Identify materials used for printing patterns	<ul style="list-style-type: none"> <li>Identifying materials used to print patterns: (<i>water colours, crayons, paint brushes, Potato cut, cassava, banana fibre, sponge, hands and feet</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Materials used for printing identified correctly</li> </ul>
		0.1.8.3.2. Create simple patterns	<ul style="list-style-type: none"> <li>Creating patterns using different media. (<i>Water colours, crayons, paint brushes, potato cut, banana fibre, leaf, sponge, feet and hand</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Simple patterns created correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.1.8.4. Moulding</b>	0.1.8.4.1. Create different artifacts by modeling	<ul style="list-style-type: none"> <li>Modeling/moulding different artifacts (<i>people, cars, pots, dolls, cups, animals...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Different objects moulded correctly</li> </ul>
	<b>0.1.8.5. Paper Crafts</b>	0.1.8.5.1 Fold papers to form different shapes	<ul style="list-style-type: none"> <li>Demonstrating folding paper to form any shape;(aeroplanes,fan,box,boat...)</li> </ul>	<ul style="list-style-type: none"> <li>Folding paper to form different shapes demonstrated correctly</li> </ul>
		0.1.8.5.2. Tear paper to form different shapes and sizes	<ul style="list-style-type: none"> <li>Tearing papers into different shapes and sizes.</li> </ul>	<ul style="list-style-type: none"> <li>Paper torn into different shapes and sizes correctly</li> </ul>

---

---

# CREATIVE TECHNOLOGY STUDIES

## 4-5 YEARS

---

---

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>0.2.1 Safety and Hygiene</b>	<b>0.2.1.1. Safety in the Environment</b>	0.2.1.1.1.Practice safety skills in the school environment	<ul style="list-style-type: none"> <li>Observing safety rules in the specialized rooms (<i>no eating in the labs, no running...</i>).</li> <li>Practicing safety in the playground/space (<i>picking harmful objects...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Safety skills in the school environment practiced accordingly</li> </ul>
	<b>0.2.1.2 Road safety</b>	0.2.1.1.2 Practicing road safety	<ul style="list-style-type: none"> <li>Interpreting road signs/symbols (<i>pedestrian crossing, traffic lights ...</i>)</li> <li>Singing road safety songs (Look right, look left, and look right again...).</li> </ul>	<ul style="list-style-type: none"> <li>Road safety practiced correctly</li> </ul>
	<b>0.2.1.3 Storage of tools</b>	0.2.1.1.3 Practise correct ways of storing tools	<ul style="list-style-type: none"> <li>Demonstrating putting tools in right places (<i>Tools box, storeroom, cupboards...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Correct ways of storing tools practiced accordingly</li> </ul>
<b>0.2.2 Environmental Hygiene</b>	<b>0.2.2.1 Waste disposal</b>	0.2.2.1.1 Dispose off waste	<ul style="list-style-type: none"> <li>Sorting of wastes before disposing (<i>plastics, paper...</i>).</li> <li>Demonstrating ways of disposing waste (<i>throwing litter in a bin/box...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Way of waste disposal demonstrated correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
0.2.3. ICT	0.2.3.1 Use of ICT devices	0.2.3.1.1 Use ICT devices	<ul style="list-style-type: none"> <li>Naming ICT devices (<i>tablets, phones, computer...</i>).</li> <li>Using ICT devices to play games (<i>scrabble, snakes and ladders...</i>)</li> <li>Watching morally right educational cartoon movies and music.</li> <li>Demonstrating using a camera to capture pictures.</li> </ul>	<ul style="list-style-type: none"> <li>ICT devices used correctly</li> </ul>
0.2.4 MOTOR DEVELOPMENT	0.2.4.1 Gross Motor (Loco motor)	0.2.4.1.1. Perform various body movement and control	<ul style="list-style-type: none"> <li>Performing various body movements (<i>Walking on straight line.....</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Various body movements and control performed correctly</li> </ul>
		0.2.4.1.2. Demonstrate jumping and balancing	<ul style="list-style-type: none"> <li>Demonstrate jumping and balancing activities (<i>Frog jumping, hop on one leg and alternating feet</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Balancing and Jumping demonstrated accordingly</li> </ul>
		0.2.4.1.3. Climb Stairs	<ul style="list-style-type: none"> <li>Climbing stairs using alternate feet (<i>with assistance</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Stair climbing demonstrated correctly</li> </ul>
	0.2.4.2 Non-Loco Motor Skills	0.2.4.2.1. Perform a variety of Static body movements	<ul style="list-style-type: none"> <li>Performing Static body movements (pulling, pushing, twisting, stretching...).</li> </ul>	<ul style="list-style-type: none"> <li>Various static body movements performed accordingly</li> </ul>
		0.2.4.2.2. Throw the ball over head	<ul style="list-style-type: none"> <li>Demonstrating throwing the ball over-head.</li> </ul>	<ul style="list-style-type: none"> <li>Throwing the ball over-head demonstrated correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		0.2.4.2.3. Perform Posture and balancing activities	<ul style="list-style-type: none"> <li>Performing posture and balancing activities. (<i>sitting, standing...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Posture and balancing activities performed correctly.</li> </ul>
		0.2.4.2.4. Demonstrate Jumping in one place	<ul style="list-style-type: none"> <li>Demonstrating Jumping in one place 5- 10 times.</li> </ul>	<ul style="list-style-type: none"> <li>Jumping in one place demonstrated correctly</li> </ul>
	<b>0.2.4.3 Eye hand and eye foot coordination</b>	0.2.4.3.1 Perform simple eye hand and eye foot coordination	<ul style="list-style-type: none"> <li>Performing Eye hand and eye foot coordination activities. (<i>throwing, kicking, catching ...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Eye hand and eye foot coordination performed correctly.</li> </ul>
	<b>0.2.4.4.Free dance</b>	0.2.4.4.1. Exhibit free dancing	<ul style="list-style-type: none"> <li>Discussing the types of dances (<i>traditional dances...</i>).</li> <li>Practicing free dance.</li> </ul>	<ul style="list-style-type: none"> <li>Free dancing exhibited correctly</li> </ul>
	<b>0.2.4.5 Rhythm and Movement</b>	0.2.4.5.1 Use appropriate body movements to respond to the rhythm	<ul style="list-style-type: none"> <li>Practicing tap and snap skills.</li> <li>Demonstrating different body movements.</li> </ul>	<ul style="list-style-type: none"> <li>Body movements to respond to the rhythm used appropriately</li> </ul>
		0.2.4.5.2 Explore different musical instruments	<ul style="list-style-type: none"> <li>Playing different Instruments to explore music (<i>shakers, drums, rhythm sticks...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Different musical Instruments explored correctly</li> </ul>
	<b>0.2.4.6. Traditional and Conventional games and songs</b>	0.2.4.6.1. Perform Traditional and Conventional games	<ul style="list-style-type: none"> <li>Participating in Traditional games; (<i>nsolo, chiyato, waida, chidumu...</i>).</li> <li>Performing conventional games; (<i>football, goal ball, fire on the mountain, hide and seek, sheep, sheep come home....</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Traditional and Conventional games performed correctly</li> </ul>
	<b>0.2.4.7. Drama</b>	0.2.4.7.1 Role-play different scenarios.	<ul style="list-style-type: none"> <li>Role playing: (<i>Family roles, classroom roles ...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Different scenarios role played correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>0.2.5. RECREATION</b>	<b>0.2.5.1. Playing</b>	0.2.5.1.1 Exhibit socialization through play	<ul style="list-style-type: none"> <li>Identifying various play activities (<i>nsolo, waider, touch...</i>).</li> <li>Engaging in free play with peers (<i>climbing, swinging, playing around...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Socialization through play exhibited correctly</li> </ul>
<b>0.2.6. ART &amp; CRAFTS</b>	<b>0.2.6.1. Drawing and colouring</b>	0.2.6.1.1. Draw different lines	<ul style="list-style-type: none"> <li>Drawing different lines (straight and zigzag lines...).</li> </ul>	<ul style="list-style-type: none"> <li>Different Lines drawn correctly</li> </ul>
		0.2.6.1.2. Practice colouring	<ul style="list-style-type: none"> <li>Practicing Colouring activities (<i>shapes, patterns...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Colouring practiced correctly</li> </ul>
		0.2.6.1.3. Draw familiar objects	<ul style="list-style-type: none"> <li>Drawing/ tracing familiar objects (<i>cup, ball, pot and the flag of Zambia</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Familiar objects drawn correctly</li> </ul>
		0.2.6.1.4. Trace objects	<ul style="list-style-type: none"> <li>Tracing objects.</li> </ul>	<ul style="list-style-type: none"> <li>Objects traced correctly.</li> </ul>
	<b>0.2.6.2 Patterns</b>	0.2.6.2 .1 Create patterns	<ul style="list-style-type: none"> <li>Identifying various patterns</li> <li>Making patterns using local materials (traditional dresses).</li> </ul>	<ul style="list-style-type: none"> <li>Patterns created accordingly</li> </ul>
	<b>0.2.6.3 Modeling/Moulding</b>	0.2.6.3.1 Create different artifacts	<ul style="list-style-type: none"> <li>Creating artifacts (<i>pots, cars, dolls, cups, dogs, houses, people...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Different artifacts created accordingly</li> </ul>

---

# ENGLISH LANGUAGE

---



## INTRODUCTION

The adapted English Language and Literacy Syllabus for ECE learners with Intellectual Disabilities 3-4 and 4- 5 years is designed to help children develop the four language skills: listening, speaking, reading, and writing which are essential for effective communication. The syllabus has been developed to ensure consistent exposure to and practice of language, thereby helping learners become fluent and successful in academics as they progress to level I (primary) and beyond.

### Structure of the syllabus

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

### Teaching Methodology

The teaching method in this syllabus follows the three Ps - Present, Practice, and Produce, tailored for listening and speaking skills. The approach includes various methods like pair work, group activities, role-play, language games, songs, rhymes, dialogues, conversation, and interactive games. Additionally, educators are encouraged to use a variety of teaching methods and approaches to enhance the foundation for development of reading and writing skills among learners. Teachers are encouraged to trans-language by using accommodation strategies such as code switching in instances where learners are not exposed to English as their first language.

### Time allocation

Regarding time, 2 hours and 40 minutes per week (4 periods) are dedicated to language and literacy in English at the ECE level. Each period is 40 minutes as follows:

- a) Listening and Speaking – 2 periods
- b) Pre- reading – 1 period
- c) Pre- writing – 1 period

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

## ASSESSMENT

Assessment for learners with Intellectual Disability for English language at ECE 3-4 and 5 years is essential for teachers to monitor learner's attainment of developmental milestones and identify areas needing support. The key assessment procedures at this level include:

**Observations:** teachers watch learners engage in conversations, play and activities noting their abilities to understand and use language

**Speaking and Listening:** this involves evaluating learners' abilities to understand spoken language and assessing their capabilities to use language effectively in communication.

**Vocabulary:** teachers assess learners' understanding of basic vocabulary such as colours, shapes and common objects.

**Storytelling and Dramatization:** Observing learners' ability to sequence events, evaluating their use of language to communicate ideas, and noting their engagement in role playing activities are key components.

**Writing and Drawing:** Teachers evaluate learners' ability to scribble and write their names, as well as their attempts to write short sentences.

**Phonological Awareness:** This involves assessing learners' understanding of sounds, rhyming and word families.

**Games and Activities:** interactive games and activities are used to assess language skills. Examples include: matching games, sorting objects and following directions.

**Parent and Teacher Feedback:** collaborating with parents and teachers to gather insights into children's language development helps identify areas where learners need additional support.

## COMPETENCIES TO BE DEVELOPED

COMPETENCES	DESCRIPTORS
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Demonstrate good listening, speaking and writing skills.</li> <li>• Use appropriate language in different situations.</li> <li>• Express oneself clearly and effectively.</li> <li>• Take turns in conversing with others .</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Work with peers in group work.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Work in groups and engage in discussion.</li> <li>• Classify items according to their attributes.</li> <li>• Manipulate different objects .</li> </ul>
<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Communicate one’s ideas to others.</li> <li>• Ask questions.</li> <li>• Ask simple questions.</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Use knowledge of the alphabet to construct new words .</li> </ul>
<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Identify patterns.</li> </ul>
<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Communicate with others.</li> <li>• Work together show sympathy.</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Develop simple hand-eye coordination with digital devices.</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Use language to demonstrate simple economic concepts like buying and selling.</li> <li>• Role – play simple entrepreneurial activities .</li> </ul>

---

---

# ENGLISH LANGUAGE

## 3-4 YEARS

---

---

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>LISTENING AND SPEAKING</b>				
<b>0.1.1.1. NAMING</b>	<b>0.1.1.1.1. Own Names</b>	0.1.1.1.1.1. Recognise own name	<ul style="list-style-type: none"> <li>▪ Recognizing own name (<i>respond: saying present, raising hand...</i>).</li> <li>▪ Telling own name.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Own names recognised correctly</li> </ul>
	<b>0.1.1.1.2. Friends' Names</b>	0.1.1.1.1.2.1. Demonstrate knowledge of friend's names	<ul style="list-style-type: none"> <li>• Telling friend's name: (<i>my friend's name is ...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of friends' names demonstrated correctly</li> </ul>
	<b>0.1.1.1.3. Things at Home</b>	0.1.1.1.3.1. Name familiar things at home	<ul style="list-style-type: none"> <li>• Naming things found in the house (<i>Kitchen: cup, pots..., Sitting room: chair, table, mat... Bedroom: bed, blanket, pillow...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar things at home named appropriately</li> </ul>
	<b>0.1.1.1.4. Things at School</b>	0.1.1.1.4.1. Name familiar things at school	<ul style="list-style-type: none"> <li>• Naming things found at school (<i>Books, chair, table, chalk, pencil...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar things found at school named correctly</li> </ul>
<b>0.1.1.2. CONVERSATION</b>	<b>0.1.1.2.1. Greetings.</b>	0.1.1.2.1.1. Use appropriate greetings at different times of the day	<ul style="list-style-type: none"> <li>• Responding to common greetings (<i>how are you? I am fine...</i>).</li> <li>• Responding to appropriate greetings at different times of the day (<i>good morning, good afternoon, good night</i>).</li> <li>• Using common greetings at different times of the day</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate greetings at different times of the day used correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			(good morning, good afternoon, good night.	
	0.1.1.2.2. Simple Commands	0.1.1.2.2.Listen and respond to simple commands	<ul style="list-style-type: none"> <li>Listening and responding to simple commands (<i>sit down, stand up, jump, come here, go there, close the door, raise your hand, write, read... </i>).</li> </ul>	<ul style="list-style-type: none"> <li>Simple commands listened and responded to appropriately</li> </ul>
	0.1.1.2.3. Asking for Permission	0.1.1.1.3.1.Use appropriate language when asking for permission	<ul style="list-style-type: none"> <li>Asking for permission (<i>Please teacher may/ can I ...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate language used when asking for permission expressed appropriately</li> </ul>
	0.1.1.2.4. Likes and Dislikes	0.1.1.2.4.1. Express likes and dislikes	<ul style="list-style-type: none"> <li>Talking about things they like (<i>. food, clothes, games...</i>).</li> <li>Talking about things they do not like.</li> </ul>	<ul style="list-style-type: none"> <li>Likes and dislikes expressed about appropriately</li> </ul>
<b>0.1.1.3. STORY TELLING</b>	0.1.1.3.1. Simple Stories	0.1.1.3.1.1.Listen and respond to simple stories	<ul style="list-style-type: none"> <li>Listening to simple stories.</li> <li>Responding to simple questions (<i>What, When, Where, Who, why, how... questions</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Simple stories listened and responded to correctly</li> </ul>
	0.1.1.3.2. Picture Stories	0.1.1.3.2.1.Describe and interpret pictures	<ul style="list-style-type: none"> <li>Identifying different pictures on the chart.</li> <li>Telling stories based on pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures described and interpreted correctly</li> </ul>
<b>0.1.1.4. SONGS</b>	0.1.1.4.1.Simple Songs	0.1.1.4.1.1. Sing simple songs	<ul style="list-style-type: none"> <li>Singing simple songs -especially those with repetitive words (<i>Sunday</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple songs sung correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>Monday, this is the way we wash our ...).</i>	
<b>0.1.1.5.DRAMA</b>	<b>0.1.1.5.1. Short Plays</b>	0.1.1.5.1.1.Listen and respond to simple plays	<ul style="list-style-type: none"> <li>• Dramatizing short plays such as home chores.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple plays listened and responded to correctly</li> </ul>
	<b>0.1.1.5.2. Celebrations</b>	Talk about simple events	<ul style="list-style-type: none"> <li>• Dramatizing different events; (birthdays, Christmas...)</li> </ul>	<ul style="list-style-type: none"> <li>• Simple events talked about accordingly</li> </ul>
<b>PRE- READING</b>				
<b>0.1.1.6. VISUAL DISCRIMINATION</b>	<b>0.1.1.6.1. Book handling</b>	0.1.1.6.1.1. Demonstrate correct book handling habits.	<ul style="list-style-type: none"> <li>• Handling of books (<i>shelving, keeping books away from water and food, no chewing of paper and tearing of pages, handling books gently</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Correct book handling demonstrated appropriately</li> </ul>
	<b>0.1.1.6.2. Left to Right Eye Movement.</b>	0.1.1.6.2.1. Practice left to right eye movement.	<ul style="list-style-type: none"> <li>• Ordering objects from left to right. (<i>Stones, bottle tops, sticks, bottles...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Left to right eye movement practiced correctly</li> </ul>
	<b>0.1.1.6.3. Matching</b>	0.1.1.6.3.1. Practice left to right eye movement.	<ul style="list-style-type: none"> <li>• Matching similar things from left to right (<b>colours, shapes, sizes, type...</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• Left to right eye movement practiced correctly</li> </ul>
	<b>0.1.1.6.4 Identification</b>	0.1.1.6.4.1. Identify objects according to their attributes	<ul style="list-style-type: none"> <li>• Identifying and sorting objects of similar properties (<i>by colour, size, shape, length...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Objects Identified and sorted correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		0.1.1.6.4.2. Arrange items according to size	<ul style="list-style-type: none"> <li>Sequencing items (<i>left-right, small - big, short - long</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Items arranged according to size correctly</li> </ul>
	<b>0.1.1.6.5. Odd One Out</b>	0.1.1.6.5.1. Demonstrate the ability to recall objects according to attributes	<ul style="list-style-type: none"> <li>Picking an odd one out from given shapes and objects (<i>circle, triangle, square, fruit...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>The ability to recall objects according to attributes demonstrated accordingly</li> </ul>
	<b>0.1.1.6.6 Visual Memory</b>	0.1.1.6.6.1. demonstrate the ability to recall different visual objects	<ul style="list-style-type: none"> <li>Describing experiences of objects from memory.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to recall different visual objects demonstrated correctly</li> </ul>
<b>0.1.1.7. SOUND RECOGNITION</b>	<b>0.1.1.7.1 Initial and End Sounds</b>	0.1.1.7.1.1 Recognise initial and end sounds in simple words	<ul style="list-style-type: none"> <li>Recognising initial sounds in simple words (<i>book- /b/, sit - /s/...</i>).</li> <li>Recognizing end sounds in simple words - -(<i>Pot - /t/, food - /d/...</i></li> </ul>	<ul style="list-style-type: none"> <li>Initial and end sounds in simple words recognised correctly</li> </ul>
<b>PRE – WRITING</b>				
<b>0.1.1.8. HANDWRITING</b>	<b>0.1.1.8.1 Letters</b>	0.1.1.8.1.1 Mould different shapes of letters using clay	<ul style="list-style-type: none"> <li>Moulding different shapes of letters (initial <i>letters of their names</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Shapes of letters moulded using clay accordingly</li> </ul>
	<b>0.1.1.8.2 Eye Hand Coordination</b>	0.1.1.8.2.1 Develop simple eye-hand coordination.	<ul style="list-style-type: none"> <li>Practising (<i>threading, cutting with scissors, tearing paper...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Simple eye hand coordinating activities demonstrated correctly</li> </ul>
	<b>0.1.1.8.3. Sitting Posture</b>	0.1.1.8.3.1. Demonstrate correct sitting posture	<ul style="list-style-type: none"> <li>Demonstrating correct sitting posture (<i>Leo/Jumbo-Elephant and Kalulu, sitting upright, arms resting on the desk /table, feet flat on the floor...</i></li> </ul>	<ul style="list-style-type: none"> <li>Correct sitting posture demonstrated correctly</li> </ul>



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.1.1.8.4.Hand /Finger Manipulation</b>	0.1.1.8.4.1.Practice finger and hand exercises	<ul style="list-style-type: none"> <li>Practicing (<i>finger tapping, finger stretches, finger circles, page turning, drawing...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Finger and hand exercises practiced correctly</li> </ul>
	<b>0.1.1.8.5.Pencil Grip</b>	0.1.1.8.5.1 demonstrate holding pencil using the tripod grip	<ul style="list-style-type: none"> <li>Holding pencil with correct grip (<i>the pencil rests against the hand and the middle finger while thumb and the index finger controls the pencil</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Correct pencil grip demonstrated accordingly</li> </ul>

---

---

# ENGLISH LANGUAGE 4-5 YEARS

---

---

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>LISTENING AND SPEAKING</b>				
<b>0.2.1.1. NAMING</b>	<b>0.2.1.1.1. Names of Family Members</b>	0.2.1.1.1.1 Tell names of family members	<ul style="list-style-type: none"> <li>▪ Telling names of family members (<i>father, mother, sisters, brothers...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Names of family members told correctly</li> </ul>
		0.2.1.1.1.2 Tell names of extended family members	<ul style="list-style-type: none"> <li>• Telling names of extended family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Names of extended family members told correctly</li> </ul>
	<b>0.2.1.1.2 Names of Familiar Objects</b>	0.2.1.1.3.1 Name familiar objects in the school environment	<ul style="list-style-type: none"> <li>• Identifying familiar things in the school environment (<i>desk, chairs...</i>).</li> <li>• Naming familiar objects in the school environment: (<i>bin, desk, table, chalk board...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiar objects in the school environment named correctly</li> </ul>
		<b>0.2.1.1.3. Names of Occupations</b>	0.2.1.1.3.1 Name familiar occupations in the community	<ul style="list-style-type: none"> <li>• Naming different occupations in the community (<i>police, nurse, teacher, pastor</i>).</li> </ul>
	0.2.1.1.3.2. Role play different occupations in the community		<ul style="list-style-type: none"> <li>• Role playing different occupations in the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different occupations in the community role played accordingly</li> </ul>
<b>0.2.2.1. CONVERSATION</b>	<b>0.2.2.1.1 Common Greetings</b>	<b>0.2.2.1.1.1.</b> Use appropriate greetings for different situations	<ul style="list-style-type: none"> <li>• Using specific greetings for different situations (<i>How are you feeling...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Specific greetings for different situations used appropriately</li> </ul>
	<b>0.2.2.1.2 simple stories</b>	0.2.2.1.2.1. Listen to a simple story	Listening to a simple story that is told ( <i>fairy tales, legends...</i> ).	<ul style="list-style-type: none"> <li>▪ Simple stories listened to accordingly</li> </ul>
		0.2.2.1.2.2. Tell simple Stories	<ul style="list-style-type: none"> <li>• Telling simple stories.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple stories told accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>0.2.3.1. DESCRIPTIONS</b>	<b>0.2.3.1.1 Pictures</b>	0.2.3.1.1.1 Describe things in pictures	<ul style="list-style-type: none"> <li>▪ Describing things in pictures (e.g. trees, buildings, animals...).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Things in pictures described appropriately</li> </ul>
		0.2.3.1.1.2 Describe people in pictures	<ul style="list-style-type: none"> <li>▪ Describing people in pictures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ People in pictures described appropriately</li> </ul>
	<b>0.2.3.1.2.Important Places</b>	0.2.3.1.2.1 Describe important places in the community	<ul style="list-style-type: none"> <li>▪ Describing important places in the community (<i>church, school, police station...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Important places in the community described accordingly</li> </ul>
<b>0.2.4.1. PRAYER</b>	<b>0.2.4.1.1 Simple Prayer</b>	0.2.4.1.1.1 Say a simple prayer	<ul style="list-style-type: none"> <li>• Saying a simple prayer (<i>before a meal, before bedtime, before a lesson ...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ A simple prayer said correctly</li> </ul>
<b>0.2.5.1 INSTRUCTIONS</b>	<b>0.2.5.1.1 Simple Instructions</b>	0.2.5.1.1.1 Demonstrate giving simple instructions.	<ul style="list-style-type: none"> <li>▪ Giving simple instructions (<i>pick flowers, open the door, knock on the door...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Giving simple instructions demonstrated correctly.</li> </ul>
	<b>0.2.5.1.2 Simple directions</b>	0.2.5.1.2.1 Demonstrate giving simple directions.	<ul style="list-style-type: none"> <li>• Giving simple directions (<i>go on straight, turn left...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Giving simple directions demonstrated correctly</li> </ul>
	<b>0.2.5.1.3. Emotions</b>	0.2.5.1.3.1 Talk about happy and sad occasions	<ul style="list-style-type: none"> <li>▪ Talking about things that make them happy (<i>gifts, praises...</i>).</li> <li>▪ Discussing things that make them sad (<i>death, beatings, illnesses...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Happy and sad stories talked about accordingly</li> </ul>
	<b>0.2.5.1.4 Family Experiences</b>	0.2.5.1.4.1 Role play Family experiences.	<ul style="list-style-type: none"> <li>▪ Acting out family experiences (shopping, going to church...).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family experiences role played appropriately</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.2.5.1.5. School Chores</b>	0.2.5.1.5.1.Talk about school Chores	<ul style="list-style-type: none"> <li>▪ Talking about school chores (<i>sweeping, watering, picking dirty...</i>) .</li> </ul>	<ul style="list-style-type: none"> <li>▪ School chores talked about clearly</li> </ul>
<b>0.2.6.1 MESSAGES</b>	<b>0.2.6.1.1 Common Signposts</b>	0.2.6.1.1.1 Interpret messages represented by common signposts	<ul style="list-style-type: none"> <li>• Interpreting signposts ( <i>girls/boys’ (toilet) (dogs, road signs, danger electricity...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Messages represented by common sign posts interpreted correctly</li> </ul>
<b>PRE – READING</b>				
<b>0.2.7.1. CONCEPT OF PRINT</b>	<b>0.2.7.1.1 Parts of a Book</b>	0.2.7.1.1.1 Identify parts of a Book.	<ul style="list-style-type: none"> <li>• Naming parts of a book (<i>front, back cover and title of a book</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parts of a book identified accordingly</li> </ul>
<b>0.2.8.1 PICTURES</b>	<b>0.2.8.1.1 Picture Interpretation</b>	0.2.8.1.1.1. Interpret pictures.	<ul style="list-style-type: none"> <li>• Interpreting pictures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pictures interpreted correctly</li> </ul>
<b>0.2.9.1. SOUNDS</b>	<b>0.2.9.1.1 Syllables</b>	0.2.9.1.1.1. Identify syllables in simple oral words	<ul style="list-style-type: none"> <li>• Identifying syllables in simple oral words (<i>ba/na/na, po/t..</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllables in simple oral words identified correctly</li> </ul>
		0.2.9.1.1.2 Blend syllables to form simple oral words	<ul style="list-style-type: none"> <li>• Blending syllables to form simple oral words (<i>ba/na/na, po/t..</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllables blended to form simple oral words correctly</li> </ul>
	<b>0.2.9.1.2 Initial Sounds in Words</b>	0.2.9.1.2.1 Identify initial sounds in oral words	<ul style="list-style-type: none"> <li>• Identifying initial sounds in oral words (<i>book - /b/, sit - /s/, pot - /p/...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initial sounds in oral words identified correctly</li> </ul>
	<b>0.2.9.1.3 Letter Sounds</b>	<b>0.2.9.1.3.1</b> Sound out letters	<ul style="list-style-type: none"> <li>• Sounding out letters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letters sounded out correctly</li> </ul>
<b>0.2.10.1. LISTENING COMPREHENSION</b>	<b>0.2.10.1.1 Simple stories</b>	0.2.10.1.1.1. Answer questions based on simple stories orally	<ul style="list-style-type: none"> <li>• Responding to oral questions based on a simple story.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions based on simple stories answered correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>0.2.11.1. READING</b>	<b>0.2.11.1.1 Syllables</b>	0.2.11.1.1.1 Blend sounds (letters) to form syllables	<ul style="list-style-type: none"> <li>• Blending sounds to form syllables.</li> <li>• (a consonant and a vowel)</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds blended to form syllables correctly</li> </ul>
<b>PRE -WRITING</b>				
<b>0.2.12.1. HANDWRITING</b>	<b>0.2.12.1.1. Pattern writing</b>	0.2.12.1.1.1. Write simple patterns	<ul style="list-style-type: none"> <li>• Writing simple patterns (<i>vertical, slant, horizontal lines...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Simple patterns written correctly</li> </ul>
		0.2.12.1.1.2. Trace lines	<ul style="list-style-type: none"> <li>• Tracing lines</li> </ul>	<ul style="list-style-type: none"> <li>• Lines traced correctly</li> </ul>
		0.2.12.1.1.3. Trace simple shapes	<ul style="list-style-type: none"> <li>• Tracing simple shapes (<i>circle, triangle...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Simple shapes traced correctly</li> </ul>
		0.2.12.1.1.4. Trace letters	<ul style="list-style-type: none"> <li>• Tracing letters (<i>tracing objects and joining broken lines...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Letters traced accordingly</li> </ul>
	<b>0.2.12.1.2. Copying</b>	0.2.12.1.2.1. Copy simple patterns	<ul style="list-style-type: none"> <li>• Copying simple patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple patterns copied correctly</li> </ul>
		0.2.12.1.2.2. Copy simple Shapes	<ul style="list-style-type: none"> <li>• Copying simple shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple shapes copied correctly</li> </ul>
		0.2.12.1.2.3. Copy letters	<ul style="list-style-type: none"> <li>• Copying letters (<i>a,e,i,o,u</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Letters copied correctly</li> </ul>
		0.2.12.1.2.4. Copy syllables	<ul style="list-style-type: none"> <li>• Copying syllables (a consonant and a vowel).</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables copied correctly.</li> </ul>
		0.2.12.1.2.5. Copy own name	<ul style="list-style-type: none"> <li>• Copying own name from name card.</li> </ul>	<ul style="list-style-type: none"> <li>• Own name copied correctly</li> </ul>
	<b>0.2.12.1.3. Colouring</b>	0.2.12.1.3.1. Colour shapes	<ul style="list-style-type: none"> <li>• Colouring shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes coloured appropriately.</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.2.12.1.4. Drawing</b>	<b>0.2.12.1.4.1.</b> Draw different Objects	<ul style="list-style-type: none"> <li>• Drawing different objects; (ball, tree...).</li> </ul>	<ul style="list-style-type: none"> <li>• Different objects drawn correctly.</li> </ul>
		<b>0.2.12.1.4.2.</b> Communicate ideas through drawings	<ul style="list-style-type: none"> <li>▪ Drawing to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas through drawing communicated appropriately.</li> </ul>

---

# ZAMBIAN LANGUAGE

---



## **INTRODUCTION**

The adapted English Language and Literacy Syllabus for ECE learners with intellectual Disabilities 3-4 and 4-5 years, is designed to help children aged three to four and five develop the four language skills: listening, speaking, reading, and writing which are essential for effective communication. The syllabus has been developed to ensure consistent exposure to and practice of language, thereby helping learners become fluent and successful in academics as they progress to level I (primary) and beyond.

## **STRUCTURE OF THE SYLLABUS**

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

## **TEACHING METHODOLOGY**

The teaching method in this syllabus follows the three Ps - Present, Practice, and Produce, tailored for listening and speaking skills. The approach includes various methods like pair work, group activities, role-play, language games, songs, rhymes, dialogue, conversations, and interactive games. Additionally, educators are encouraged to use a variety of teaching methods and approaches to enhance the foundation for development of reading and writing skills among learners. Teachers are encouraged to trans-language by using accommodation strategies such as code switching in instances where learners are not exposed to English as their first language.

## **TIME ALLOCATION**

Regarding time, 2 hours and 40 minutes per week (4 periods) are dedicated to language and literacy in English at the ECE level. Each period is 40 minutes as follows:

- a) Listening and Speaking – 2 periods
- b) Pre- reading – 1 period
- c) Pre- writing – 1 period

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

## **ASSESSMENT**

Assessment for learners with Intellectual Disability for English language at 3-4 and 5 years is essential for teachers to monitor learners' attainment of developmental milestones and identify areas needing support. The key assessment procedures at this level include:

**Observations:** teachers watch learners engage in conversations, play and activities noting their abilities to understand and use language.

**Speaking and Listening:** this involves evaluating learners' abilities to understand spoken language and assessing their capabilities to use language effectively in communication.

**Vocabulary:** teachers assess learners' understanding of basic vocabulary such as colours, shapes and common objects.

**Storytelling and Dramatization:** Observing learners' ability to sequence events, evaluating their use of language to communicate ideas, and noting their engagement in role playing activities are key components.

**Writing and Drawing:** Teachers evaluate learners' ability to scribble and write their names, as well as their attempts to write short sentences.

**Phonological Awareness:** This involves assessing learners' understanding of sounds, rhyming and word families.

**Games and Activities:** interactive games and activities are used to assess language skills. Examples include: matching games, sorting objects and following directions.

**Parent and Teacher Feedback:** collaborating with parents and teachers to gather insights into children's language development helps identify areas where learners need additional support.

## COMPETENCIES TO BE DEVELOPED

COMPETENCES	DESCRIPTORS
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Demonstrate good listening, speaking and writing skills.</li> <li>• Use appropriate language in different situations.</li> <li>• Express oneself clearly and effectively.</li> <li>• Take turns in conversing with others.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Work with peers in group work.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Work in groups and engage in discussion.</li> <li>• Classify items according to their attributes.</li> <li>• Manipulate different objects.</li> </ul>
<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Communicate one's ideas to others.</li> <li>• Ask questions.</li> <li>• Ask simple questions.</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Use knowledge of the alphabet to construct new words.</li> </ul>
<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Identify patterns.</li> </ul>
<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Communicate with others.</li> <li>• Work together show sympathy.</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Develop simple hand-eye coordination with digital devices.</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Use language to demonstrate simple economic concepts like buying and selling.</li> <li>• Role – play simple Entrepreneurial activities.</li> </ul>

---

---

# ZAMBIAN LANGUAGE

## 3-4 YEARS

---

---

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>LISTENING AND SPEAKING</b>				
<b>0.1.1.1.NAMING</b>	<b>0.1.1.1.1.Own Names</b>	0.1.1.1.1.1.Recognise own name	<ul style="list-style-type: none"> <li>▪ Recognizing own name (<i>respond: saying present, raising hand...</i>).</li> <li>▪ Telling own name.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Own names recognized correctly</li> </ul>
	<b>0.1.1.1.2. Friends' Names</b>	0.1.1.1.2.1. Demonstrate knowledge of friend's names	<ul style="list-style-type: none"> <li>• Telling friend's name: (<i>my friend's name is ...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of friends' names demonstrated correctly</li> </ul>
	<b>0.1.1.1.3. Things at Home</b>	0.1.1.1.3.1.Name familiar things at home	<ul style="list-style-type: none"> <li>• Naming things found in the house (<i>Kitchen: cup, pots..., Sitting room: chair, table, mat... Bedroom: bed, blanket, pillow...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Things found in the home named appropriately</li> </ul>
	<b>0.1.1.1.4. Things at School</b>	0.1.1.1.4.1.Name familiar things at school	<ul style="list-style-type: none"> <li>• Naming things found at school (<i>Books, chair, table, chalk, pencil...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar things found at school named correctly</li> </ul>
<b>0.1.2.1. CONVERSATIONS</b>	<b>0.1.2.1.1. Greetings.</b>	0.1.2.1.1.1.Use appropriate greetings at different times of the day	<ul style="list-style-type: none"> <li>• Responding to common greetings (<i>how are you? I am fine...</i>).</li> <li>• Responding to appropriate greetings at different times of the day (<i>good morning, good afternoon, good night</i>).</li> <li>• Using common greetings at different times of the day</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate greetings at different times of the day used correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			( <i>good morning, good afternoon, good night</i> ).	
	<b>0.1.2.1.2. Simple Commands</b>	<b>0.1.2.1.2.1.</b> Listen and respond to simple commands	<ul style="list-style-type: none"> <li>Listening and responding to simple commands (<i>sit down, stand up, jump, come here, go there, close the door, raise your hand, write, read...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Simple commands listened and responded to appropriately</li> </ul>
	<b>0.1.2.1.3. Asking for Permission</b>	<b>0.1.2.1.3.1.</b> Use appropriate language when asking for permission	<ul style="list-style-type: none"> <li>Asking for permission (<i>Please teacher may/ can I ...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate language used when asking for permission</li> </ul>
	<b>0.1.2.1.4. Likes and Dislikes</b>	0.1.2.1.4.1. Express likes and dislikes	<ul style="list-style-type: none"> <li>Talking about things they like (<i>food, clothes, games...</i>).</li> <li>Talking about things they do not like.</li> </ul>	<ul style="list-style-type: none"> <li>Likes and dislikes talked about appropriately</li> </ul>
<b>0.1.3.1. STORY TELLING</b>	<b>0.1.3.1.1. Simple Stories</b>	0.1.3.1.1.1.Listen and respond to simple stories	<ul style="list-style-type: none"> <li>Listening to simple stories.</li> <li>Responding to simple questions (<i>What, When, Where, Who, why, How... questions</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Simple stories listened and responded to correctly</li> </ul>
	<b>0.1.3.1.2. Picture Stories</b>	0.1.3.1.2.1.Describe and interpret pictures	<ul style="list-style-type: none"> <li>Identifying different pictures on the chart.</li> <li>Telling stories based on pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures described and interpreted accordingly</li> </ul>
<b>0.1.4.1. SONGS</b>	<b>0.1.4.1.1.Simple Songs</b>	0.1.4.1.1.1. Sing simple songs	<ul style="list-style-type: none"> <li>Singing simple songs -especially those with repetitive words (<i>Sunday Monday...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Simple songs sung correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li><i>(This is the way we wash our ....).</i></li> </ul>	
<b>0.1.5.1. DRAMA</b>	<b>0.1.5.1.1. Short Plays</b>	0.1.5.1.1.1. Dramatise short plays	<ul style="list-style-type: none"> <li>Dramatizing short plays such as on home chores...</li> </ul>	<ul style="list-style-type: none"> <li>Short plays dramatized accordingly</li> </ul>
	<b>0.1.5.1.2. Celebrations</b>	0.1.5.1.2.1. Talk about simple events	<ul style="list-style-type: none"> <li>Discussing simple events.</li> <li>Dramatizing different events; (kbirthdays,).</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>Simple events talked about accordingly</li> </ul>
<b>PRE- READING</b>				
<b>0.1.6.1. VISUAL DISCRIMINATION</b>	<b>0.1.6.1.1. Book handling</b>	0.1.6.1.1.1. Demonstrate correct book handling habits.	<ul style="list-style-type: none"> <li>Handling of books.</li> <li><i>(shelving, keeping books away from water and food, no chewing of paper and tearing of pages, handling books gently).</i></li> </ul>	<ul style="list-style-type: none"> <li>Correct books handling habits demonstrated correctly</li> </ul>
	<b>0.1.6.1.2. Left to Right Eye Movement.</b>	0.1.6.1.2.1. Practice left to right eye movement.	<ul style="list-style-type: none"> <li>Ordering objects from left to right. <i>(Stones, bottle tops, sticks, bottles...).</i></li> </ul>	<ul style="list-style-type: none"> <li>Left to right eye movement practiced correctly</li> </ul>
	<b>0.1.6.1.3. Matching</b>	0.1.6.1.3.1. Practice left to right eye movement.	<ul style="list-style-type: none"> <li>Matching similar things from left to right <i>(colours, shapes, sizes, type).</i></li> </ul>	<ul style="list-style-type: none"> <li>Left to right eye movement matched correctly</li> </ul>
	<b>0.1.6.1.4. Identification</b>	0.1.6.1.4.1. Identify objects according to their attributes	<ul style="list-style-type: none"> <li>Identifying and sorting objects of similar properties <i>(by colour, size, shape, length).</i></li> </ul>	<ul style="list-style-type: none"> <li>Objects Identified and sorted correctly</li> </ul>
		0.1.6.1.4.2. Arrange items according to size	<ul style="list-style-type: none"> <li>Sequencing items <i>(left-right, small - big, short - long).</i></li> </ul>	<ul style="list-style-type: none"> <li>Items arranged according to size correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.1.6.1.5. Odd One Out</b>	0.1.6.1.5.1. Discriminate objects according to attributes	<ul style="list-style-type: none"> <li>Picking an old one out from given shapes and objects (<i>circle, triangle, square, fruit</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Objects identified according to their attributes correctly</li> </ul>
	<b>0.1.6.1.6. Visual Memory</b>	0.1.6.1.6.1. Demonstrate the ability to recall different objects	<ul style="list-style-type: none"> <li>Describing experiences of objects from memory.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to recall different objects demonstrated correctly</li> </ul>
<b>0.1.7.1. SOUND RECOGNITION</b>	<b>0.1.7.1.1. Initial and End Sounds</b>	0.1.7.1.1.1. Recognise initial and end sounds in simple words	<ul style="list-style-type: none"> <li>Recognizing initial sounds in simple words (<i>book- /b/, sit - /s/</i>).</li> <li>Recognizing end sounds in simple words - (<i>Pot - /t/, food - /d/</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Initial and end sounds in simple words recognized correctly</li> </ul>
<b>PRE – WRITING</b>				
<b>0.1.8.1. HANDWRITING</b>	<b>0.1.8.1.1. Letters</b>	0.1.8.1.1.1. Mould different shapes of letters using clay	<ul style="list-style-type: none"> <li>Moulding different shapes of letters (<i>initial letters of their names</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Shapes of letters moulded using clay correctly</li> </ul>
	<b>0.1.8.1.2. Eye Hand Coordination</b>	0.1.8.1.2.1. Develop simple eye-hand coordination.	<ul style="list-style-type: none"> <li>Practising (<i>threading, cutting with scissors, tearing paper...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Simple eye- hand coordinating activities demonstrated correctly</li> </ul>
	<b>0.1.8.1.2. Sitting Posture</b>	0.1.8.1.2.1. Demonstrate correct sitting posture	<ul style="list-style-type: none"> <li>Demonstrating correct sitting posture (<i>Leo/Jumbo-Elephant and Kalulu, sitting upright, arms resting on the desk /table, feet flat on the floor</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Correct sitting posture demonstrated accordingly</li> </ul>
	<b>0.1.8.1.3. Hand /Finger Manipulation</b>	0.1.8.1.3.1. Practice finger and hand exercises	<ul style="list-style-type: none"> <li>Practicing finger and hand exercises; (<i>finger tapping, finger stretches, finger</i></li> </ul>	<ul style="list-style-type: none"> <li>Finger and hand exercises practiced correctly</li> </ul>



TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>circles, page turning, drawing...)</i>	
	<b>0.1.8.1.4. Pencil Grip</b>	0.1.8.1.4.1. Demonstrate holding pencil using the tripod grip	<ul style="list-style-type: none"> <li>• Holding pencil with correct grip (<i>the pencil rests against the hand and the middle finger while thumb and the index finger controls the pencil</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Correct pencil grip demonstrated accordingly</li> </ul>

---

---

# ZAMBIAN LANGUAGE

## 4-5 YEARS

---

---

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>LISTENING AND SPEAKING</b>				
<b>0.2.1.1 NAMING</b>	<b>0.2.1.1.1. Names of Family Members</b>	0.2.1.1.1.1.Tell names of family members	<ul style="list-style-type: none"> <li>▪ Telling names of family members (<i>father, mother, sisters, brothers</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family members' names told correctly</li> </ul>
		0.2.1.1.1.2.Tell names of extended family members	<ul style="list-style-type: none"> <li>• Telling names of extended family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended family members' names told correctly</li> </ul>
	<b>0.2.1.1.2. Names of Familiar Objects</b>	0.2.1.1.2.1. Name familiar objects in the school environment	<ul style="list-style-type: none"> <li>• Identifying familiar things in the school environment (<i>toilet, water point...</i>).</li> <li>• Naming familiar objects in the school environment: (<i>bin, desk, table, chalk board...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiar objects in the school environment named correctly</li> </ul>
		<b>0.2.1.1.3. Names of Occupations</b>	0.2.1.1.3.1.Name familiar occupations in the community	<ul style="list-style-type: none"> <li>• Naming different occupations in the community (<i>police officer, nurse, teacher, pastor ...</i>).</li> </ul>
	0.2.1.1.3.2.Role play different occupations in the community		<ul style="list-style-type: none"> <li>• Role playing different occupations in the community (<i>how are you feeling?</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different occupations in the community role played accordingly</li> </ul>
	<b>0.2.2.1. CONVERSATION</b>	<b>0.2.2.1.1. Common Greetings</b>	0.2.2.1.1.1. Use appropriate greetings for different situations	<ul style="list-style-type: none"> <li>• Using specific greetings for different situations.</li> </ul>
<b>0.2.2.1.2. Simple stories</b>		0.2.2.1.2.1.Listen to a simple story	<ul style="list-style-type: none"> <li>• Listening to a simple story that is told (<i>fairy tales, legends...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple stories listened to accordingly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		0.2.2.1.2.2. Tell simple Stories	<ul style="list-style-type: none"> <li>Telling simple stories</li> </ul>	<ul style="list-style-type: none"> <li>Simple stories told accordingly</li> </ul>
<b>0.2.3.1. DESCRIPTIONS</b>	<b>0.2.3.1.1. Pictures</b>	0.2.3.1.1.1. Describe things in pictures	<ul style="list-style-type: none"> <li>Describing things in pictures (<i>trees, buildings, animals</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Things in pictures described appropriately</li> </ul>
		0.2.3.1.1.2. Describe people in pictures	<ul style="list-style-type: none"> <li>Describing people in pictures.</li> </ul>	<ul style="list-style-type: none"> <li>People in pictures described appropriately</li> </ul>
	<b>0.2.3.1.2. Important Places</b>	0.2.3.1.2.1. Describe important places in the community	<ul style="list-style-type: none"> <li>Describing important places in the community (<i>church, school, clinic...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Important places in the community described accordingly</li> </ul>
<b>0.2.4.1. PRAYER</b>	<b>0.2.4.1.1. Simple Prayer</b>	0.2.4.1.1.1. Say a simple prayer	<ul style="list-style-type: none"> <li>Saying a simple prayer (<i>before a meal, before bedtime, before a lesson ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>A simple prayer said correctly</li> </ul>
<b>0.2.5.1. INSTRUCTIONS</b>	<b>0.2.5.1.1. Simple Instructions</b>	0.2.5.1.1.1. Give simple instructions	<ul style="list-style-type: none"> <li>Giving simple instructions (pick flowers, open the door, knock on the door...).</li> </ul>	<ul style="list-style-type: none"> <li>Simple instructions given clearly</li> </ul>
	<b>0.2.5.1.2. Simple directions</b>	0.2.5.1.2.1. Give simple Directions	<ul style="list-style-type: none"> <li>Giving simple directions (go on straight, turn left).</li> </ul>	<ul style="list-style-type: none"> <li>Simple directions given correctly</li> </ul>
	<b>0.2.5.1.3. Emotions</b>	0.2.5.1.3.1. Talk about things that make them happy or sad	<ul style="list-style-type: none"> <li>Talking about things that make them <i>happy</i> (<i>gifts, praises...</i>).</li> <li>Discussing things that make them sad (<i>death, beatings, illnesses...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Things that make them happy and sad talked about accordingly</li> </ul>
	<b>0.2.5.1.4. Family Experiences</b>	0.2.5.1.4.1. Role play family experiences	<ul style="list-style-type: none"> <li>Acting out family experiences (<i>shopping, going to church...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Family experiences role played appropriately</li> </ul>

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.2.5.1.5. School Chores</b>	0.2.5.1.5.1. Talk about school Chores	<ul style="list-style-type: none"> <li>▪ Talking about school chores (<i>sweeping, watering, picking dirty...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ School chores talked about clearly</li> </ul>
<b>0.2.6.1. MESSAGES</b>	<b>0.2.6.1.1. Common Signposts</b>	0.2.6.1.1.1. Interpret messages represented by common signposts	<ul style="list-style-type: none"> <li>• Interpreting signposts (<i>girls/boys' (toilet), dogs, road signs, danger electricity...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Messages represented by common sign posts interpreted correctly</li> </ul>
<b>PRE – READING</b>				
<b>0.2.7.1. CONCEPT OF PRINT</b>	<b>0.2.7.1.1. Parts of a Book</b>	0.2.7.1.1.1. Identify parts of a Book	<ul style="list-style-type: none"> <li>• Naming parts of a book (<i>front, back cover and title of a book</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parts of a book identified accordingly</li> </ul>
<b>0.2.8.1. PICTURES</b>	<b>0.2.8.1.1. Picture Interpretation</b>	0.2.8.1.1.1. Interpret pictures	<ul style="list-style-type: none"> <li>• Interpreting pictures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pictures interpreted correctly.</li> </ul>
<b>0.2.9.1. SOUNDS</b>	<b>0.2.9.1.1. Syllables</b>	0.2.9.1.1.1. Identify syllables in simple oral words	<ul style="list-style-type: none"> <li>• Identifying syllables in simple oral words (<i>ba/na/na, po/t...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllables in simple oral words identified correctly</li> </ul>
		0.2.9.1.1.2. Blend syllables to form simple oral words	<ul style="list-style-type: none"> <li>• Blending syllables to form simple oral words (<i>ba/na/na, po/t...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllables blended to form simple oral words correctly</li> </ul>
	<b>0.2.9.1.2. Initial Sounds in Words</b>	0.2.9.1.2.1. Identify initial sounds in oral words	<ul style="list-style-type: none"> <li>• Identifying initial sounds in oral words (<i>book - /b/, sit - /s/, pot - /p/...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initial sounds in oral words identified correctly</li> </ul>
	<b>0.2.9.1.3. Letter Sounds</b>	0.2.9.1.3.1. Sound out letters	<ul style="list-style-type: none"> <li>• Sounding out letters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letters sounded out correctly</li> </ul>
<b>0.2.10.1. LISTENING COMPREHENSION</b>	<b>0.2.10.1.1. Simple stories</b>	0.2.10.1.1.1. Answer questions based on simple stories orally	<ul style="list-style-type: none"> <li>• Responding to oral questions based on a simple story.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions based on simple stories answered correctly</li> </ul>

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>0.2.11.1. READING</b>	<b>0.2.11.1.1. Syllables</b>	0.2.11.1.1.1. Blend sounds (letters) to form syllables	• Blending sounds to form syllables. ( <i>a consonant and a vowel; b + a = ba</i> ).	• Sounds blended to form syllables correctly
<b>PRE- WRITING</b>				
<b>0.2.12.1. HANDWRITING</b>	<b>0.2.12.1.1. Pattern writing</b>	0.2.12.1.1.1. Write simple patterns	• Writing simple patterns ( <i>vertical, slant, horizontal lines...</i> ).	• Simple patterns written correctly
		0.2.12.1.1.2. Trace lines	• Tracing lines.	• Lines traced correctly
		0.2.12.1.1.3. Trace simple shapes	• Tracing simple shapes ( <i>circle, triangle...</i> ).	• Simple shapes traced correctly
		0.2.12.1.1.4. Trace letters	• Tracing letters ( <i>tracing objects and joining broken lines...</i> ).	▪ Letters traced accordingly
	<b>0.2.12.1.2. Copying</b>	0.2.12.1.2.1. Copy simple Patterns	• Copying simple patterns.	▪ Simple patterns copied correctly
		0.2.12.1.2.2. Copy simple Shapes	• Copying simple shapes.	• Simple shapes copied correctly
		0.2.12.1.2.3. Copy letters	• Copying letters ( <i>a,e,i,o,u</i> ).	▪ Letters copied correctly
		0.2.12.1.2.4. Copy syllables	• Copying syllables ( <i>a consonant and a vowel</i> ).	▪ Syllables copied correctly
		0.2.12.1.2.5. Copy own name	• Copying own name from name card.	▪ Own name copied correctly
	<b>0.2.12.1.3. Colouring</b>	0.2.12.1.3.1. Colour shapes	• Colouring shapes.	• Shapes coloured appropriately

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>0.2.12.1.4. Drawing</b>	<b>0.2.12.1.4.1.</b> Draw different Objects	<ul style="list-style-type: none"> <li>• Drawing different objects; (<i>ball, tree...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Different objects drawn correctly.</li> </ul>
		<b>0.2.12.1.5.2.</b> Communicate ideas through drawings	<ul style="list-style-type: none"> <li>▪ Drawing to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas through drawings communicated appropriately</li> </ul>

## SEQUENCE OF SOUNDS IN THE SEVEN ZAMBIAN LANGUAGES

	LUNDA	LUV ALE	KIKAONDE	CHITONGA	CINYANJA	ICIBEMBA	SILOZI
1.	Vowels	Vowels	Vowels	Vowels	Vowels	Vowels	Vowels
2.	N	N	L	N	K	N	L
3.	K	K	K	K	M	B	N
4.	M	M	N	L	T	M	B
5.	H	L	B	M	B	K	K
6.	W	H	S	B	N	L	M
7.	T	W	M	W	L	P	T
8.	Y	T	T	Y	P	C	S
9.	Ñ	V	P	T	C	T	Z
10.	D	Y	W	S	W	S	W
11.	P	S	Y	Z	F	F	Y
12.	Z	J	H	D	D	W	H
13.	F	P	J	C	S	Y	P
14.	S	Z	F	G	G	D	F
15.	V	F	D	P	J		Ñ
16.	J		V	J	Z		C
17.	B		Ñ	B	V		
18.	L			V	Y		
19.	G			F	R		

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



---

---

# **PRE-MATHEMATICS AND SCIENCE**

## **3-4 YEARS**

---

---

## INTRODUCTION

The Adapted Pre-Mathematics and Science syllabus for learners with Intellectual Disability at 3-4 and 4-5 years is developed and designed to cater for early learners and focuses on foundational concepts. The course will provide an engaging and explorative journey designed to spark curiosity, nurture foundational skills, and instill a love for learning in the young minds. In this course, there is recognition of the immense potential within each child and strive to create a dynamic and stimulating environment where they can joyfully discover the wonders of mathematics and science. The approach of combining mathematics and science in this syllabus is premised on the belief that children are natural-born scientists and mathematicians. From the moment they begin to explore the world around them, they engage in a process of observation, questioning, and experimentation. Therefore, this syllabus aims to harness and enhance these innate abilities, providing a solid foundation for a smooth transition to level one (primary).

The course covers the following content:

1. Classification
2. The Human Body
3. Nutrition and Health
4. Number and Notation
5. Addition and Subtraction
6. Shapes
7. Measurements
8. Environment
9. Materials
10. Money

## STRUCTURE OF THE SYLLABUS

The adapted ECE 3-4 and 4-5 years syllabus for learners with Intellectual disabilities has been structured in such a manner that it incorporates mathematics and science content in order to provide learners with a unique experience of appreciating the concepts that the two areas endeavors to provide. The syllabus outlines the content in the form of topics, sub-topics and specific competences. Specific competences are meant to respond to the realization of the mathematics and scientific concepts.

The Topics, Sub-Topic, Specific Competence, Learning Activities and Expected standards are arranged in order for easy of reference. Some topics may be similar in both sections, but the competences and skills to be attained are not the same. Hence, when preparing lessons teachers should strive to build on what learners already know.

Topics have been arranged in terms of Mathematics and Science. Hence, when preparing lessons teachers should strive at building on what the learners already know.

## Teaching Methodology

Teaching pre mathematics and science to learners with Intellectual Disability at 3-4 and 5 years requires methods that are engaging, hands-on and developmentally appropriate. Below are some effective teaching methodologies for learners with intellectual impairment:

- Play based learning
- Manipulative and concrete objects
- Nature walk
- Discussion method
- Demonstration method

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

## Assessment

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

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

## Time allocation

The standard period allocation for Pre-mathematics and Science has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time for Early Childhood Education for levels I and II is **4 periods** per week.

The duration for a single period is **40 minutes**.

## COMPETENCES TO BE ATTAINED

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

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
<b>0.1.1 CLASSIFICATION</b>	<b>0.1.1.1 Identification</b>	0.1.1.1.1 Identify objects according to their attributes	<ul style="list-style-type: none"> <li>Identifying objects by colour, shape, appearance (<i>big, small...</i>).</li> <li>Identifying of numbers (<i>1-3</i>) using various objects.</li> </ul>	<ul style="list-style-type: none"> <li>Objects identified according to their attributes correctly</li> </ul>
	<b>0.1.1.2 Matching</b>	0.1.1.2.1 Match different objects according to their attributes.	<ul style="list-style-type: none"> <li>Matching objects according to size, colour, shape...</li> </ul>	<ul style="list-style-type: none"> <li>Different objects matched according to their attributes correctly</li> </ul>
	<b>0.1.1.3 Sorting</b>	0.1.1.3.1 Sort objects according to their attributes	<ul style="list-style-type: none"> <li>Sorting different objects according to type, shape, colour, size....</li> </ul>	<ul style="list-style-type: none"> <li>objects sorted according to their attributes correctly</li> </ul>
	<b>0.1.1.4 Ordering</b>	0.1.1.4.1 Order objects according to their attributes	<ul style="list-style-type: none"> <li>Ordering objects according to their attributes (<i>length, height, shape...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>objects ordered according to their attributes correctly</li> </ul>
<b>0.1.2 THE HUMAN BODY</b>	<b>0.1.2.1 External Parts of the Human body</b>	0.1.2.1.1 Identify and name external parts of the human body	<ul style="list-style-type: none"> <li>Identifying the external parts of the human body (<i>head, eyes, nose, mouth, arms, legs, hands, feet...</i>).</li> <li><i>Naming external parts of the body using songs (head, shoulder...).</i></li> </ul>	<ul style="list-style-type: none"> <li>external parts of the human body identified and named accordingly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
		0.1.2.1.2 Discuss functions of the external parts of the human body.	<ul style="list-style-type: none"> <li>Naming the external parts of the body (<i>head, eyes, nose...</i>).</li> <li>Relating external parts of the human body to their functions (<i>eyes for seeing, nose...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Functions of the external parts of the human body discussed correctly</li> </ul>
<b>0.1.3 NUTRITION AND HEALTH</b>	<b>0.1.3.1. Food</b>	0.1.1.2.1. Identify different sources of food	<ul style="list-style-type: none"> <li>Identifying the sources of food (<i>animals, plants...</i>)</li> <li>Discussing the importance of food to the body (<i>body building, energy, protective foods...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Different sources of food identified accordingly</li> </ul>
	<b>0.1.3.2. Food Hygiene</b>	0.1.1.3.1. Demonstrate hygienic ways of handling food.	<ul style="list-style-type: none"> <li>Practicing food hygiene (<i>washing hands, washing fruits, covering food...</i>)</li> <li>Discussing the dangers of contaminated food to the body (<i>diseases: cholera, diarrhea...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Hygienic ways of food handling demonstrated accordingly</li> </ul>
<b>0.1.4 NUMBER AND NOTATION</b>	<b>0.1.4.1 Counting</b>	0.1.4.1.1 Count concrete objects 1 to 3	<ul style="list-style-type: none"> <li>Counting concrete objects 1 to 3 (<i>sticks, bottle tops ...</i>)</li> <li><i>Counting orally 1-3.</i></li> </ul>	<ul style="list-style-type: none"> <li>Concrete objects 1 to 3 counted correctly</li> </ul>
	<b>0.1.4.2 Number identification</b>	0.1.4.2.1 Identify numbers 1 to 3	<ul style="list-style-type: none"> <li>Identifying numbers 1 to 3 using objects.</li> <li>Identifying written numbers (1 to 3) using objects.</li> <li>Identifying real numbers 1 to 3 on number cards.</li> </ul>	<ul style="list-style-type: none"> <li>Number 1-3 identified correctly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	<b>0.1.4.3 Number value</b>	0.1.4.3.1 Recognize and attach value to numbers	<ul style="list-style-type: none"> <li>Recognizing the value of numbers 1 to 3 using real objects such as Number games.</li> </ul>	<ul style="list-style-type: none"> <li>Number values recognized and attached correctly</li> </ul>
	<b>0.1.4.4 Matching</b>	0.1.4.4.1 Match objects to number value	<ul style="list-style-type: none"> <li>Discussing number values.</li> <li>Matching familiar objects according to their number value (1 to 3).</li> </ul>	<ul style="list-style-type: none"> <li>objects matched according to number value correctly</li> </ul>
	<b>0.1.4.5 Tracing numbers</b>	0.1.4.5.1 Demonstrate tracing numbers up to 3	<ul style="list-style-type: none"> <li>Practicing tracing numbers on the floor (1, 2, 3).</li> <li>Tracing numbers 1 to 3.</li> </ul>	<ul style="list-style-type: none"> <li>Tracing numbers up to 3 demonstrated accordingly</li> </ul>
<b>0.1.5 SIMPLE ADDITION AND SUBTRACTION</b>	<b>0.1.5.1 Simple Addition</b>	0.1.5.1.1 Add objects up to sum of 3 horizontally	<ul style="list-style-type: none"> <li>Adding concrete objects up to the sum of 3.</li> </ul>	<ul style="list-style-type: none"> <li>Objects up to a sum of 3 horizontally added correctly</li> </ul>
	<b>0.1.5.2 Simple Subtraction</b>	0.1.5.2.1 Subtract objects up to the difference of 2 horizontally	<ul style="list-style-type: none"> <li>Subtracting concrete objects up to the difference of 2.</li> </ul>	<ul style="list-style-type: none"> <li>Objects subtracted up to the difference of 2 horizontally correctly</li> </ul>
<b>0.1.6 SHAPES</b>	<b>0.1.6.1 Lines</b>	0.1.6.1.1 Make simple lines	<ul style="list-style-type: none"> <li>Making lines using real objects.</li> </ul>	<ul style="list-style-type: none"> <li>Simple lines made correctly</li> </ul>
	<b>0.1.6.2 Shapes</b>	0.1.4.1.2 Create simple shapes	<ul style="list-style-type: none"> <li>Constructing shapes using puzzles and other items.</li> </ul>	<ul style="list-style-type: none"> <li>Simple shapes constructed correctly</li> </ul>
	<b>0.1.6.3 Comparing</b>	0.1.6.3.1 Compare simple shapes with different attributes	<ul style="list-style-type: none"> <li>Comparing shapes according to size and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Simple shapes with different attributes compared accordingly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	<b>0.1.6.4 Shape, tracing and drawing</b>	0.1.6.4.1 Trace and draw basic shapes	<ul style="list-style-type: none"> <li>Tracing shapes using concrete objects (<i>circle, triangle, square, rectangle...</i>).</li> <li>Drawing shapes using free hand (<i>circle, triangle, square, rectangle...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Basic shapes traced and drawn accordingly</li> </ul>
<b>0.1.7 MEASUREMENTS</b>	<b>0.1.7.1 Time</b>	0.1.7.1.1 Relate different times to the daily routines	<ul style="list-style-type: none"> <li>Telling daily routine (<i>breakfast time, lunch break time, toilet time...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Different times to the daily routines related accordingly.</li> </ul>
	<b>0.1.7.2 Weight</b>	0.1.7.2.1 Compare weight of different objects	<ul style="list-style-type: none"> <li>Comparing weights of different objects (<i>water, sand, stones...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>weights of different objects compared accordingly</li> </ul>
<b>0.1.8 THE ENVIRONMENT</b>	<b>0.1.8.1 Living Things</b>	0.1.8.1.1 Recognise plants in the locality as living things.	<ul style="list-style-type: none"> <li>Naming plants in the locality (<i>trees, flowers...</i>).</li> <li>Discussing plants as living things.</li> </ul>	<ul style="list-style-type: none"> <li>Plants in the locality recognized as living things accordingly</li> </ul>
		0.1.8.1.2 Recognise animals in the locality as living things.	<ul style="list-style-type: none"> <li>Naming animals in the locality (cows, dogs, cats ...).</li> </ul>	<ul style="list-style-type: none"> <li>Animals in the locality recognised as living things correctly</li> </ul>
	<b>0.1.8.2 Non-living Things</b>	0.1.8.2.1 Recognise non-living things in the locality.	<ul style="list-style-type: none"> <li>Naming non-living things in the locality (stones, plastic, chairs...).</li> </ul>	<ul style="list-style-type: none"> <li>Non-living things recognised correctly</li> </ul>



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
	<b>0.1.8.3 Seasons</b>	0.1.8.3.1 Name three seasons in Zambia.	<ul style="list-style-type: none"> <li>Identifying the three seasons in Zambia (<i>cold, hot and rain season</i>).</li> <li>Discussing the types of clothes worn in each season (hot season: vest, short, slippers... Cold: jersey, head sock... Rainy season: rain coat, rain boots...).</li> </ul>	<ul style="list-style-type: none"> <li>Three seasons in Zambia named correctly.</li> </ul>
<b>0.1.9 MATERIALS</b>	<b>0.1.9.1 Mixtures</b>	0.1.9.1.1 Make simple mixtures.	<ul style="list-style-type: none"> <li>Demonstrating on making simple experiments by mixing water colours through painting game.</li> </ul>	<ul style="list-style-type: none"> <li>Simple mixtures made successfully</li> </ul>
	<b>0.1.9.2 Sinking and floating</b>	0.1.9.2.1 Compare sinking and floating objects through simple hands-on experiments.	<ul style="list-style-type: none"> <li>Carrying out simple experiments on sinking and floating.</li> </ul>	<ul style="list-style-type: none"> <li>Sinking and floating objects through simple hands-on experiments compared correctly</li> </ul>
	<b>0.1.9.3 Light and Shadows</b>	0.1.9.3.1 Explore the formation of shadows.	<ul style="list-style-type: none"> <li>Exploring the formation of shadows.</li> </ul>	Shadow formation explored accordingly
<b>0.1.10 MONEY</b>	<b>0.1.10.1 Money</b>	0.1.10.1.1 Identify money up to K20	<ul style="list-style-type: none"> <li>Identifying of coins and notes .</li> </ul>	money up to K20 identified correctly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARDS
		0.1.10.1.2 Demonstrate the ability to use money up to K2	<ul style="list-style-type: none"> <li>• Demonstrating buying and selling of assorted goods using money.</li> <li>• Sequencing money (small notes) according to pattern</li> <li>• Making a choice of what to buy and other means (Barter system).</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to use money up to K2 demonstrated correctly</li> </ul>

---

---

# **PRE-MATHEMATICS AND SCIENCE**

## **4-5 YEARS**

---

---

## INTRODUCTION

The Adapted Pre-Mathematics and Science syllabus for learners with Intellectual Disability at 3-4 and 4-5 years is developed and designed to cater for early learners and focuses on foundational concepts. The course will provide an engaging and explorative journey designed to spark curiosity, nurture foundational skills, and instill a love for learning in the young minds. In this course, there is recognition of the immense potential within each child and strive to create a dynamic and stimulating environment where they can joyfully discover the wonders of mathematics and science. The approach of combining mathematics and science in this syllabus is premised on the belief that children are natural-born scientists and mathematicians. From the moment they begin to explore the world around them, they engage in a process of observation, questioning, and experimentation. Therefore, this syllabus aims to harness and enhance these innate abilities, providing a solid foundation for a smooth transition to level one (primary).

The course covers the following content:

1. Classification
2. The Human Body
3. Nutrition and Health
4. Number and Notation
5. Addition and Subtraction
6. Shapes
7. Measurements
8. Environment
9. Materials
10. Money

## STRUCTURE OF THE SYLLABUS

The adapted ECE 3-4 and 4-5 years syllabus for learners with Intellectual disabilities has been structured in such a manner that it incorporates mathematics and science content in order to provide learners with a unique experience of appreciating the concepts that the two areas endeavors to provide. The syllabus outlines the content in the form of topics, sub-topics and specific competences. Specific competences are meant to respond to the realization of the mathematics and scientific concepts.

The Topics, Sub-Topic, Specific Competence, Learning Activities and Expected standards are arranged in order for easy of reference. Some topics may be similar in both sections, but the competences and skills to be attained are not the same. Hence, when preparing lessons teachers should strive to build on what learners already know.

Topics have been arranged in terms of Mathematics and Science. Hence, when preparing lessons teachers should strive at building on what the learners already know.

## TEACHING METHODOLOGY

Teaching pre mathematics and science to learners with Intellectual Disability at 3-4 and 5 years requires methods that are engaging, hands-on and developmentally appropriate. Below are some effective teaching methodologies for learners with intellectual impairment:

- Play based learning
- Manipulative and concrete objects
- Nature walk
- Discussion method
- Demonstration method

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

## ASSESSMENT

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

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

## TIME ALLOCATION

The standard period allocation for Pre-mathematics and Science has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time for Early Childhood Education for levels I and II is **4 periods** per week.

The duration for a single period is **40 minutes**.

## COMPETENCES TO BE ATTAINED

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

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNINGACTIVITIES	EXPECTED STANDARDS
<b>0.2.1 CLASSIFICATION</b>	<b>0.2.1.1. Identification</b>	0.2.1.1.1 Identify objects according to their attributes.	<ul style="list-style-type: none"> <li>Identifying numbers 1 to 5 by colour, shape, size...</li> </ul>	<ul style="list-style-type: none"> <li>Objects identified according to their attributes correctly</li> </ul>
	<b>0.2.1.2. Matching</b>	0.2.1.2.1 Match various objects according to their attributes.	<ul style="list-style-type: none"> <li>Matching objects according to different characteristics (<i>colour, shape, size...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Various objects matched according to their attributes accordingly</li> </ul>
	<b>0.2.1.3. Sorting and grouping</b>	0.2.1.3.1 Sort and group objects according to their attributes.	<ul style="list-style-type: none"> <li>Sorting objects according to their characteristics (<i>shape, size, colour...</i>).</li> <li>Grouping objects according to the given criteria such as characteristics, functions, similarities...</li> </ul>	<ul style="list-style-type: none"> <li>Objects sorted and grouped to their attributes accordingly</li> </ul>
	<b>0.2.1.4. Ordering</b>	0.2.1.4.1. Order objects according to their attributes	<ul style="list-style-type: none"> <li>Ordering objects according to different criteria (colour, size, shape, length, height, quantity...).</li> <li>Ordering numbers 1 to 5.</li> <li>Singing songs about numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Different objects ordered accordingly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNINGACTIVITIES	EXPECTED STANDARDS
<b>0.2.2. THE HUMAN BODY</b>	<b>0.2.2.1.The Five Senses</b>	0.2.2.1.1. Demonstrate ability to use the five senses	<ul style="list-style-type: none"> <li>● Discussing five senses (<i>smell, taste, hear, touch, see...</i>).</li> <li>● Relating the five senses to the parts of the body responsible (<i>nose-smelling, eye – seeing, ears-hearing, tongue-tasting, skin-touch/feeling...</i>)</li> <li>● Singing songs about senses.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to use the five senses demonstrated correctly</li> </ul>
<b>0.2.3. NUTRITION AND HEALTH</b>	<b>0.2.3.1.Food</b>	0.2.3.1.1. Identify food according to different groups.	<ul style="list-style-type: none"> <li>● Demonstrating basic understanding of food groups using actual foods.</li> <li>● Identifying food according to their groups (<i>body building, energy giving and protective</i>) using actual foods, charts, or crops to represent different food.</li> </ul>	<ul style="list-style-type: none"> <li>● Different food groups identified accordingly</li> </ul>
	<b>0.2.3.2.Food Hygiene</b>	0.2.3.2.1. Demonstrate the hygienic ways of handling food.	<ul style="list-style-type: none"> <li>● Demonstrating hygienic practices of handling foods such as washing hands, fruits, vegetables and covering.</li> </ul>	<ul style="list-style-type: none"> <li>● Hygienic practices of handling food demonstrated correctly</li> </ul>
<b>0.2.4. NUMBER AND NOTATION</b>	<b>0.2.4.1.Counting</b>	0.2.4.1.1. Count concrete objects up to 5	<ul style="list-style-type: none"> <li>● Counting concrete or real objects 1 to 5.</li> <li>● Counting orally 1 to 5.</li> </ul>	<ul style="list-style-type: none"> <li>● Concrete objects up to 5 counted correctly</li> </ul>
	<b>0.2.4.2.Number Identification</b>	0.2.4.2.1. Identify numbers up to 5	<ul style="list-style-type: none"> <li>● Identifying written numbers 1 to 5 using objects.</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers 1-5 identified correctly</li> </ul>



TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNINGACTIVITIES	EXPECTED STANDARDS
	<b>0.2.4.3.Number recognition</b>	0.2.4.3.1. Recognise the value of numbers 1 to 5	<ul style="list-style-type: none"> <li>● Recognising the number values 1 to 5.</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers values 1-5 recognized accordingly</li> </ul>
	<b>0.2.4.4.Number sequencing</b>	0.2.4.4.1. Sequence numbers up to 5	<ul style="list-style-type: none"> <li>● Counting orally up to 5</li> <li>● Sequencing objects up to 5.</li> <li>● Sequencing number cards up to 5.</li> <li>● Recognising written numbers up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers sequenced accordingly</li> </ul>
	<b>0.2.4.5.Number writing</b>	0.2.4.5.1. Write numbers up to 5	<ul style="list-style-type: none"> <li>● Writing numbers up to 5 using different criteria (<i>writing in the air, floor, paper...</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers up to 5 written correctly</li> </ul>
	<b>0.2.4.6.Numeral quantity matching</b>	0.2.4.6.1. Match numerals to quantity 1 up to 5	<ul style="list-style-type: none"> <li>● Matching objects to numbers up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>● Numerals 1 to 5 matched to quantity correctly</li> </ul>
<b>0.2.5. ADDITION AND SUBTRACTION</b>	<b>0.2.5.1.Addition</b>	0.2.5.1.1. Add objects up to a sum of 5	<ul style="list-style-type: none"> <li>● Using concrete objects in addition up to the sum of 5.</li> </ul>	<ul style="list-style-type: none"> <li>● Objects up to the sum of 5 added correctly</li> </ul>
	<b>0.2.5.2. Subtraction</b>	0.2.5.2.1. Subtract objects to a difference of 5	<ul style="list-style-type: none"> <li>● Using concrete objects in subtraction up to the difference of 5.</li> </ul>	<ul style="list-style-type: none"> <li>● Objects up to a difference of 5 subtracted correctly</li> </ul>
<b>0.2.6. SHAPES</b>	<b>0.2.6.1.Lines</b>	0.2.6.1.1. Create different lines	<ul style="list-style-type: none"> <li>● Drawing different types of lines such as straight, zigzag, wavy, spiral lines using different objects.</li> </ul>	<ul style="list-style-type: none"> <li>● Different lines created successfully</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNINGACTIVITIES	EXPECTED STANDARDS
	<b>0.2.6.2.Shapes</b>	0.2.6.2.1. Create regular and irregular shapes	<ul style="list-style-type: none"> <li>● Identifying basic shapes (<i>circle, rectangle, triangle and square</i>).</li> <li>● Constructing shapes using puzzles and other items.</li> <li>● Drawing basic shapes.</li> <li>● Making basic shapes using different materials.</li> <li>● Creating 2D shapes (<i>with bottle tops, dough</i>).</li> </ul>	● Regular and irregular shapes created accordingly
	<b>0.2.6.3. Comparing</b>	0.2.6.3.1. Compare regular and irregular shapes according to different attributes	<ul style="list-style-type: none"> <li>● Comparing shapes according to characteristics such as size (<i>big and small</i>), colour, height, similarities and differences of various shapes.</li> <li>● Comparing different quantities of shapes using words such as more or less.</li> </ul>	● Various shapes compared accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNINGACTIVITIES	EXPECTED STANDARDS
<b>0.2.7.MEASUREMENTS</b>	<b>0.2.7.1.Time</b>	0.2.7.1.1. Tell time of a day, week and months (seasons) of the year	<ul style="list-style-type: none"> <li>● Telling daily routine activities (attendance chart, and meals of the day, paper plate game...).</li> <li>● Telling days of the week.</li> <li>● Ordering days of the week and months of the year.</li> <li>● Singing songs on days of the week and months of the year.</li> </ul>	● Different times told correctly
	<b>0.2.7.2.Area</b>	0.2.7.2.1. Compare surfaces of different objects	<ul style="list-style-type: none"> <li>● Comparing lengths of different objects.</li> <li>● Comparing surfaces of different objects.</li> </ul>	● Different surfaces compared correctly
	<b>0.2.7.3.Volume</b>	0.2.7.3.1. Compare volume and capacity of different objects	<ul style="list-style-type: none"> <li>● Comparing the capacity and volume of different containers and objects Such as filling of water in various containers (full, half, empty) during sand and water play games.</li> </ul>	● Volume and capacity of different objects compared appropriately
	<b>0.2.7.4. Weight</b>	0.2.7.4.1. Compare weight of different objects	<ul style="list-style-type: none"> <li>● Comparing weight of different objects (heavier, lighter, same).</li> </ul>	● Weight of different objects compared correctly
<b>0.2.8. THE ENVIRONMENT</b>	<b>0.2.8.1.Earth Elements</b>	0.2.8.1.1. Identify the earth elements.	<ul style="list-style-type: none"> <li>● Identifying earth elements like rocks, trees, water and soil in the locality</li> <li>● Taking care of these earth elements in the locality</li> </ul>	● Earth elements identified accordingly

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNINGACTIVITIES	EXPECTED STANDARDS
	<b>0.2.8.2.Living and non-living things</b>	0.2.8.2.1. Recognise plants in the locality as living things.	<ul style="list-style-type: none"> <li>Recognizing plants in the locality (trees, flowers, crops...) as living things.</li> </ul>	<ul style="list-style-type: none"> <li>Plants in the locality as living things recognized correctly.</li> </ul>
		0.2.8.2.2. Recognise animals in the locality as living things.	<ul style="list-style-type: none"> <li>Recognising animals as living things (cow, cat, elephant...)</li> </ul>	<ul style="list-style-type: none"> <li>Animals recognised as living things in the locality correctly</li> </ul>
		0.2.8.2.3. Identify non living things	<ul style="list-style-type: none"> <li>Recognising the non-living things (rocks, crayons, pencils, books...)</li> </ul>	<ul style="list-style-type: none"> <li>Non-living things identified accordingly</li> </ul>
	<b>0.2.8.3.Non-living things</b>	0.2.8.3.1. Recognise non - living things in the locality.	<ul style="list-style-type: none"> <li>Recognising materials such as wood, rocks, air, water and soil as non-living things.</li> </ul>	<ul style="list-style-type: none"> <li>Non-living things in the locality identified correctly</li> </ul>
		0.2.8.3.2. Classify living and non-living things	<ul style="list-style-type: none"> <li>Classifying living and non-living things (rocks, animals, plants, pencils...)</li> </ul>	<ul style="list-style-type: none"> <li>Living and non-living things classified accordingly</li> </ul>
	<b>0.2.8.4.Day and Night</b>	0.2.8.4.1. Identify day and night visible components.	<ul style="list-style-type: none"> <li>Identifying visible components of day (sun, clouds...) and night (moon, stars...)</li> </ul>	<ul style="list-style-type: none"> <li>Visible components of day and night identified correctly</li> </ul>
	<b>0.2.8.5.Seasons</b>	0.2.8.5.1. Recognise the three seasons in Zambia.	<ul style="list-style-type: none"> <li>Recognising features associated with the three seasons (Cold season, hot season, and rain season) in Zambia through games, stories and songs.</li> <li>Telling different weather patterns in Zambia using visuals such as weather chart</li> </ul>	<ul style="list-style-type: none"> <li>Three seasons in Zambia recognised accordingly</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNINGACTIVITIES	EXPECTED STANDARDS
	<b>0.2.8.6.Weather and Climate Change</b>	0.2.8.6.1. Identify effects of climate change	<ul style="list-style-type: none"> <li>Identifying effects of climate change such as heat wave, floods, drought</li> <li>Illustrating ways of adapting to different weather conditions (wearing: weather coats, rain coats...)</li> </ul>	<ul style="list-style-type: none"> <li>Effects of climate change identified correctly</li> </ul>
		0.2.8.6.2. Make mixtures from different materials.	<ul style="list-style-type: none"> <li>Making simple experiments by mixtures of solids and liquids</li> <li>Making mixtures of liquids using water.</li> </ul>	<ul style="list-style-type: none"> <li>Mixtures from different materials made correctly</li> </ul>
	<b>0.2.8.7.Sinking and floating</b>	0.2.8.7.1. Categorise objects based on whether they sink or float.	<ul style="list-style-type: none"> <li>Classifying sinking and floating objects (plastic, foam, metal, stone, wood...)</li> </ul>	<ul style="list-style-type: none"> <li>Sinking and floating objects categorized accordingly</li> </ul>
	<b>0.2.8.8.Light and Shadows</b>	0.2.8.8.1. Identify the formation of shadows.	<ul style="list-style-type: none"> <li>Identifying the formation of shadows using flashlight on a wall or surface during the night and the sun during the day</li> </ul>	<ul style="list-style-type: none"> <li>Formation of shadows identified correctly</li> </ul>