

Smart start



Integrated Teacher's Guide

Published by Cambridge University Press
University Printing House, Cambridge CB2 8BS, United Kingdom

Distributed in Nigeria by Cambridge University Press Nigeria Ltd 252E Muri Okunola Street, Victoria Island, Lagos State, Nigeria

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It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

First published 2018

Printed in Nigeria by Academy Press Plc

ISBN 978-1-108-60612-7 Paperback

Designer: Icon Agency

Typesetter: Alco Meyer

Editor: Jenny Neethling

Cover image by:

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Introduction

Smart Start to Nursery 1 has been developed specifically to meet the requirements of the *National Early Childhood Curriculum for ages 3–5 years* in Nigeria.

As emphasised in the curriculum, *Smart Start to Nursery 1* is based on the following:

- The provision of excellent care and support for young children.
- An enabling environment for children to survive, grow and thrive physically, socially, emotionally, intellectually and spiritually.
- An integrated approach that comprises programmes in health, nutrition, water and environmental sanitation, psychological care, early learning, child protection and children's rights.
- The preparation of children for a smooth transition into primary school, so ensuring universal access to primary education.

What is an integrated approach to Early Childhood Development?

As emphasised in the curriculum, *Smart Start to Nursery 1* is based on the integrated approach to Early Childhood Development (ECD).

An integrated approach means the presentation of content in broad, all-encompassing themes rather than in isolated units. This ensures the all-round development of the child. The curriculum identifies eight themes for ECD and specifies further topics under each theme. The eight themes are:

- Physical Development
- Affective/Psychosocial Development
- Cognitive Development
- Food and Nutrition
- Health
- Water and Environmental Sanitation
- Safety Measures
- Protection Issue.

How is Smart Start to Nursery 1 organised?

Smart Start to Nursery 1 presents a unified scheme of work, which is based on the themes and topics of the curriculum. The scheme of work is arranged into eight teachable Nursery 1 subjects, which are:

- Letter Work
- Number Work
- Civic Education
- Basic Science & Technology
- Physical Development
- Social Habits
- Food and Nutrition
- Health Habits.

Each subject is further divided into weekly teachable topics that cover the three terms of the academic year in Nursery 1. Revision and assessment activities are included at the end of each term.

What resources are available for *Smart Start to Nursery 1*?

Smart Start to Nursery 1 offers the following resources:

1. *Smart Start to Letter Work Nursery 1 Workbook*
2. *Smart Start to Number Work Nursery 1 Workbook*
3. *Smart Start to Civic Education Nursery 1 Workbook*
4. *Smart Start to Basic Science & Technology Nursery 1 Workbook*
5. *Smart Start to Nursery 1 Integrated Teacher's Guide* (digitally only).

Each *Workbook* is divided into three terms, with each term consisting of topics that should each cover at least one week's worth of work. There are revision and assessment activities at the end of each term.

The *Smart Start to Nursery 1 Integrated Teacher's Guide* includes the following:

- An overview of weekly teachable topics for each subject in each term
- A list of the resources needed to teach each subject for each week
- Suggested teaching guidelines for each subject for each week
- Criteria for diagnostic assessment (incorporating the expected developmental milestones for four-year-olds, and the early childhood screening tests, as prescribed in the curriculum)
- Performance objectives for regular continuous assessment of each child in each subject
- End-of-term continuous assessment charts for each child in each subject.

How to use this *Smart Start to Nursery 1 Integrated Teacher's Guide*

The *Smart Start to Nursery 1 Integrated Teacher's Guide* is aimed at helping you to plan, implement and assess a unified scheme of work, which is based on weekly teachable topics for the three terms of the academic year in Nursery 1. In order to do this effectively, you should do the following:

- Familiarise yourself with the structure and key features of this *Integrated Teacher's Guide*.
- Use the **Overview** at the start of each term to get an idea of the topics to be covered for each subject in each week of that term.
- Collect and prepare the **Resources** needed for each week ahead of the time.
- Follow the notes in the **Suggested teaching guidelines** for teaching each subject within each week.
- Follow the suggestions for any **Remedial activity** or **Extension activity**, to cater for the different ability levels among the children in your class.
- Refer to the sections on **Diagnostic assessment** or **Continuous assessment** at the end of the teaching notes for each week, to check whether the children in your class are reaching their developmental milestones or achieving the objectives for Nursery 1 respectively.

Please note that it is recommended that you follow this course week by week, as presented in this *Integrated Teacher's Guide*, so that the full benefits of a unified scheme of work are achieved. It is also recommended that, depending on your school or centre's language policy, you help the children to understand concepts and acquire new skills in their home language first, before you teach them the English words, phrases and sentences used in this course.

Term 1 Overview

Term 1	Letter Work	Number Work	Civic Education	Basic Science & Technology	Physical Development	Social Habits	Health Habits
Week 1	Self-expression	Verbal communication	Social behaviour	Safe environment: home	Child's personal data: talk about self	Myself	Childhood diseases/illnesses
Week 2	Verbal skills	Non-verbal communication	Myself	Safe environment: school	Child's personal data: age, sex	Myself	Childhood diseases: causes
Week 3	Storytelling	Songs/Rhymes on numbers 1 to 5	Self-expression	Health and safety: home	Child's personal data: weight, height	My family	Childhood diseases: care
Week 4	Songs	Interaction with objects	Simple greetings	Health and safety: school	Identification of body parts	My school	Childhood diseases: prevention
Week 5	Rhymes	Interaction of numbers with objects in the environment	Cultural values: respect	Health and safety: road	Creative movement exercises	Greetings	Immunisation
Week 6	Revision	Revision	Revision	Revision	Revision	Revision	Revision
Week 7	Narrating events; festivals	Interaction of numbers with objects in the classroom	Appreciation	Colours	Object manipulation: underhand rolling	Greetings: magic words	Immunisation types
Week 8	Show and tell	Interaction of numbers with objects at home	Courtesy	Road signs: traffic lights	Object manipulation: underhand throwing	Respect for elders and others	Good health habits
Week 9	Sky writing and sand trays	Identification of numbers 1 to 5	Honesty and transparency	Road signs: zebra crossing lines	Gross motor developmental skills: football; kicking	Simple instructions	Bad health habits
Weeks 10–11	Revision	Revision	Revision	Revision	Revision	Revision	Revision
Weeks 12–13	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment

WEEK 1

Resources

Smart Start to Nursery 1 Workbooks; musical instruments; picture games (for example: 'sequencing', 'matching', 'completing'); a body outline drawn on paper (one for each child), a mirror (optional); a counting chart with pictures of sets of different objects or animals from 1–5; small items for counting (for example: counters, bottle tops, beads, beans, coins, small blocks, etc.); empty containers; pictures or posters showing positive/good social behaviour; poster/chart of different homes and rooms, for example: kitchen, bathroom, bedroom; pictures of dangerous liquids (for example: bleach, paraffin oil, methylated spirits); children's personal records (for example: birth records, centre/school health records); posters, books or pamphlets on children's rights; broom, dust pan and brush, duster, mop, disinfectant, safe drinking water, healthy snacks; real objects or pictures of different local foods (for example: rice, yams, eggs, beans, plantains, etc.); drawing paper and wax crayons

Suggested teaching guidelines

Letter Work

Self-expression

- Ask the children to point at themselves and to say their name. Ask them to listen carefully and to put up their hands or point at themselves when they hear their name being called out. Call out names of all the children in the class in random order.
- Ask the children to open their *Smart Start to Nursery 1 Letter Work Workbook* to page 1 and to draw a picture of themselves in the frame.
- Sing a simple action song in English with the children, for example 'If you're happy and you know it, clap your hands/nod your head/stamp your feet', etc.
- Point to different children in the classroom and ask them to say their name in English. Repeat this until all the children have had a chance to say their name.
- Ask the children to open their *Smart Start to Nursery 1 Letter Work Workbook* to page 2 and to trace, draw and colour in a picture of their face.

Number Work

Verbal communication

- Play a game of 'Simon says'. The children must follow your instructions, for example, "Simon says, clap your hands". The children must then clap their hands. Repeat this several times choosing a different instruction each time, for example: stamping feet, standing up, sitting down, turning around, running on the spot and dancing on the spot.
- Talk to the children about the different parts of the body. Ask them to name each body part, such as hands, legs, knees, fingers, toes, etc.
- Ask the children to turn to page 1 of the *Smart Start to Nursery 1 Number Work Workbook*. They must complete the picture of the person by listening to and following your instructions. Ask the children to draw a body, a head, legs, arms, feet and hands. Help them to fill in the other details of the head – the eyes, nose, ears, mouth, hair, teeth, etc.

- Have the children name objects and the colours of each object shown in the pictures on page 2 of *Smart Start to Nursery 1 Number Work Workbook*.
- Show the children the pictures of objects on page 3 of the *Smart Start to Nursery 1 Number Work Workbook*. Let the children count each group of objects on the page and then point to the matching number.

Extension activity

Let the children play a game of 'Do this, Do that'. You do an action for the children and say either "Do this" or "Do that". When you say "Do that" the children must *not* do the action. For example, put your hands on your head and say, "Do this" and the children must copy your action. Then put your hands on your knees and say, "Do that" and the children must *not* copy your action. If any of the children do the incorrect action then they sit down. The last child standing is the winner of the game.

Remedial activities

- Give the children a piece of paper with the outline of a body drawn on it. Let the children draw in the body parts. Let the children look in a mirror or at one another to see what body parts they have missed.
- Encourage the children to sing a clapping song to help them learn to follow instructions, for example 'If you're happy and you know it, clap your hands'.

Civic Education

Social behaviour

- Make sure that the children understand how to greet appropriately in their home language first, before teaching them the greetings in English.
- Talk to the children about appropriate social behaviour. If possible, use posters or pictures that show positive, good behaviour.
- Let the children role-play how to play well with their friends, for example by taking turns and sharing toys.
- Ask the children look at pages 1 and 2 of their *Smart Start to Nursery 1 Civic Education Workbook*. Help them to identify how the children in the pictures are showing good social behaviours by playing well together.

Basic Science & Technology

Safe environment: Home

- Make sure the children understand the concepts in this topic (and all other topics in this subject) in their home language first, before introducing any English words.
- If possible, show the children pictures or a poster/chart of different kinds of homes and the inside rooms of homes, for example: kitchen, bathroom, bedroom and sitting room. Ask the children to name the different kinds of homes and rooms of the home.
- Talk to the children about being safe at home and what this means. Discuss good safe practices, for example: holding hands when you cross the street and not playing with fire etc.
- Discuss the safe practices at home shown in the pictures on page 1 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Let the children act role-play safe practices at home.

Physical Development

Child's personal data: talk about self

- Look at the personal records of each child. Your school/centre should have these from when the child was admitted to the school, for example the birth record and health records. Check for notes on physical disabilities or any other developmental difficulties.
- Help each child to state his/her name, age and gender in the child's home language and/or in English depending on the language policy of your school/centre. Encourage the children to talk about themselves.
- Record or update the information in each child's personal file, as necessary.

Remedial activity

Have each child listen and repeat after you, "My name is [child's name]. I am [child's age]. I am a [boy/girl]."

Social Habits

Myself

- Introduce yourself to the children in your class.
- Guide the children to say their names and to greet one another.
- Encourage the children to greet their friends using their friend's names, for example, "Hello Foluso".

Health Habits

Childhood diseases/illnesses

- Explain what a 'disease' is to the children, for example it is an illness that is caught by an infection or bad health, and not by having an accident.
- Talk about some childhood diseases, for example: chicken pox, measles, polio, diphtheria, whooping cough, etc.
- Refer children for treatment, where necessary, to the appropriate health facility. Update the child's health record card.

Extension activity

If possible, arrange for a doctor, nurse or other health care worker to come and talk to the children about childhood diseases. Ask the visitor to describe the symptoms of and ways to prevent each disease.

Diagnostic assessment

Note: Diagnostic assessment helps the teacher to see where the children are developmentally, and suggests early intervention, where appropriate, by referrals to specialists such as paediatricians and occupational, speech and physical therapists.

Early childhood screening tools

Moving – if the child:

Moves very differently from other children of the same age.

WEEK 2

Resources

Smart Start to Nursery 1 Workbooks; musical instruments; picture games (for example: 'sequencing', 'matching', 'completing'); counting chart with pictures of sets of different objects or animals from 1–10; small items for counting (for example: counters, bottle tops, beads, beans, coins, small blocks, etc.); pictures of boys and girls; real items or pictures of different cultural costumes worn by the Yoruba, Hausa and Ibo people; empty containers; pictures of hot liquids (for example: boiled water, soup, stew, oil); bathroom scale, height chart or tape measure; the children's health records or personal files with the blood group of each child; poster/chart with the children's names and ages; broom, dustpan and brush, duster, mop, disinfectant, safe drinking water, healthy snacks; pictures or a poster/chart on food groups; pictures or a poster/chart about childhood diseases; DVD or video clip about childhood diseases.

Suggested teaching guidelines

Letter Work

Verbal skills

- Teach the children a simple greeting in English, for example: *Good morning, children. Good morning*, [teacher's name].
- Sing a simple greeting song in English.
- Give the children a few simple instructions in English to follow, for example: *Stand up. Sit down. Clap your hands*. Repeat this several times.
- Ask the children to name their friends. Divide the children into pairs and let them practise saying their friend's name. Let the children swap with another friend and say that friend's name, etc.
- Ask the children to open their *Smart Start to Nursery 1 Letter Work Workbook* to page 3. Ask the children to name a few of their friends. Let the children draw the faces of their friends on the outlines of the boy and girl and to then colour in the pictures.
- Use pages 4 and 5 of the *Smart Start to Nursery 1 Letter Work Workbook* to talk to the children about their families. Be sensitive to the fact that all families are different and some children might have only one surviving parent, for example. Ask the children to name some of the people in their family.
- Guide the children to complete the activities relating to their family on pages 4 and 5 of the *Smart Start to Nursery 1 Letter Work Workbook*.

Number Work

Non-verbal communication

- Talk to the children about non-verbal communication. Show the children a few hand signs/gestures and let them guess what you are saying, for example, waving a hand to say “hello” or bending one finger to show “come here”.
- Ask the children to show you and their classmates different non-verbal hand signals. You and the rest of the class must try to guess what the child is trying to communicate.
- Ask the children to complete the activity on page 4 of the *Smart Start to Nursery 1 Number Work Workbook*. They must practice copying and identifying the non-verbal hand signals/gestures on the page.
- Let the children complete the activity on page 5 of the *Smart Start to Nursery 1 Number Work Workbook*. They must copy the hand signs/gestures and trace and draw a line from each sign to the child using that sign. The children can then colour in the pictures.

Extension activity

Encourage the children to talk to one another using non-verbal communication. They must do different hand signals/gestures without speaking aloud. Let one child have a turn while the other children guess what the child is saying. Repeat the activity until all the children have had a turn to use the hand signals/gestures.

Remedial activity

Use pages 4 and 5 of the *Smart Start to Nursery 1 Number Work Workbook* to encourage the children to practice hand signals/gestures. Help the children to make a poster showing the different hand signals/gestures. Display the poster in the classroom so they can refer to it.

Civic Education

Myself

- Give the children a simple meaning of the word *myself*, for example ‘when you talk about yourself you do not say your name, you say the “myself”’.
- Guide the children to recognise themselves as a boy or a girl. Show them pictures of boys and girls and ask the children to point to the picture of the child that they identify with.
- Ask the children to look at the picture of the boy and girl on page 3 of the *Smart Start to Nursery 1 Civic Education Workbook*. Help them to identify themselves as either a boy or a girl.
- Talk to the children about interaction between themselves and other people. Discuss the different ways of interacting, for example: playing, listening to and telling stories, talking, sharing, etc.
- Ask the children to look at the picture on page 4 of the *Smart Start to Nursery 1 Civic Education Workbook*. Help them to find their way through the maze so that the child, Abebi, can listen to the story.

Basic Science & Technology

Safe environment: School

- If possible, take the children outside to the playground. Let them look around and name the playground equipment they can see. Talk about how to play safely on the equipment. Let the children have a turn to play safely while you watch them, for example: sliding down a slide safely, not pushing one another, swinging safely and not standing on the swing or standing too close to someone else swinging, etc.
- In classroom, ask the children to look at the pictures on page 2 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Talk about the differences between their playground and the one shown in the pictures in the *Workbook*. Point to each piece of playground equipment in the picture and ask the children to tell you how they should use it safely.
- Ask the children to look at the pictures on page 3 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Using the pictures, talk to the children about the playground rules for playing safely with their friends. Let them role-play each of the rules so that they understand them clearly.

Physical Development

Child's personal data: Age, sex

- Use the children's health records to obtain the blood group of each child.
- Make a poster or a chart with the names and ages of all the children in the class. Display the poster on a wall of the classroom where all can see it.
- Help each child to give information about his/her age and sex. Encourage the children to tell their friend's their name, for example "My name is Bello" in their home language and/or in English, depending on the language policy of your school/centre.
- Record or update the information in each child's personal file, as necessary.

Remedial activity

Have the child repeat their name and sex after you in their home language and/or in English, depending on the language policy of the school/centre.

Social Habits

Myself

- Tell the children your age. Encourage them to tell you and their classmates their own age.
- Ask the children to say their gender, for example "I am a boy" or "I am a girl".
- Teach the children a song linking to the theme, 'Myself'.
- Let the children compose their own song about themselves and perform it for the rest of the class if they would like to.

Health Habits

Childhood diseases: Causes

- Remind the children that a 'disease' it is an illness that is caught by an infection or bad health, and not by having an accident.

- If possible, show the children pictures/posters of diseases. Make sure that the pictures/posters are age appropriate.
- Talk about causes of diseases and illnesses, for example: drinking dirty water, using dirty crockery and cutlery, eating food off the floor, stagnant water, littering and living or sleeping in dirty rooms, etc.
- Discuss how unhealthy habits are bad for our health and for the environment. Let the children draw a picture of a good clean environment, for example at home or at school or a community park.

Diagnostic assessment

Early childhood screening tools

Talking – if the child:

Is not talking or communicating in short sentences by the age of four.

WEEK 3

Resources

Smart Start to Nursery 1 Workbooks; real objects (or pictures of objects) starting with the letter 'a' (for example: *ant, apple, animal*); large sheets of drawing paper; thick wax crayons, chalk or finger paint; clay, playdough or plasticine; small objects for counting (for example: counters, bottle tops, beans, coins); toys with numbers from 1 to 10 displayed; number line or number chart for 1–10; flashcards or number cards for 1–10; pictures or posters/charts that show different emotions; poster of washing hands; bowl or bucket of water, soap, hand towel; real objects, pictures or posters of some sharp objects (for example: knife, pair of scissors, blade, needle, pin); children's personal files (growth and height); pictures of different kinds of families; broom, dust pan and brush, duster, mop, disinfectant, safe drinking water and healthy snacks; pictures, posters/charts on food groups; real objects or pictures of a variety of food; pictures or posters/charts on childhood diseases; ingredients for making a basic oral rehydration solution (ORS): one litre clean drinking water (or boiled water that has been cooled), six teaspoons of sugar, and half a teaspoon of salt

How to make playdough

1. Mix together a few cups of flour and a pinch of salt in a large mixing bowl.
2. Add some water and a bit oil and mix to form dough.
3. Knead the dough well until smooth.
4. Add food colouring to the dough and knead until the colour is fully blended.
5. Store the dough in a plastic bag or a covered container so that it does not dry out.

Suggested teaching guidelines

Letter Work

Storytelling

- Tell the children the story, 'How the tortoise got a rough shell'.
- Ask the children to open to pages 6 and 7 of their *Smart Start to Nursery 1 Letter Work Workbook*. Help them retell the story 'How the tortoise got a rough shell' using the picture clues. Ask them to colour in the pictures.

- Introduce the letter 'a' using real objects (or pictures) and an alphabet poster or chart.
- Point to the poster or chart and trace over the shape of the letter 'a' as you say the sound/letter name.
- Sing an alphabet song or play an alphabet game with the children, for example 'My name starts with [name/sound of letter]'.

Extension activity

Divide the children into pairs or small groups. Let each pair or group have a turn to tell their partner or members of their group the story, 'How the tortoise got a rough shell'.

Remedial activities

- Have the children trace and copy simple handwriting patterns to practise correct letter formation.
- Have the children strengthen their core muscles for handwriting by 'crab crawling' around the classroom for a few minutes before they start writing.
- Have the children strengthen their fine motor skills for handwriting by rolling small pieces of paper, clay or playdough or threading beads or small pieces of pasta, or by pegging clothes pegs onto a piece of cardboard.

Number Work

Songs/Rhymes for numbers 1 to 5

- Let the children play with toys that have numbers displayed on them. Ask the children to say the number on each toy aloud. Let the children put the toys in groups with the same number, for example, all the toys with the number 1 go into one pile.
- Ask the children to look around the classroom and see if they can point out any other toys that have the numbers from 1 to 5 on them.
- Help the children count and colour in the pictures on page 6 of the *Smart Start to Nursery 1 Number Work Workbook*. Let them name the toys too, for example: 1 doll, 2 blocks, 3 cars etc.
- Let the children look at the number rhyme on page 7. Help them to say the rhyme together as a class, with actions. Then let them colour in the pictures.

Remedial activities

- Use small objects such as blocks or counters for the children to count out into groups, for example: a group of 5 counters, a group of 4 counters, etc.
- Show the children the different toys with the numbers on them and ask the children to identify the numbers by saying it out aloud.

Civic Education

Self-expression

- Give the children a simple meaning of the term *self-expression*, for example: talking about how you are feeling – happy, sad, cross, excited, etc.
- Use pictures or posters/charts that show different emotions. Ask the children to point to the pictures and name the different emotions. Let the children act out the different emotions.
- Talk to the children about when they feel different emotions. Encourage them to talk about their feelings and to ask questions.
- Ask the children to look at page 5 of the *Smart Start to Nursery 1 Civic Education Workbook*. Help them to identify the emotions that each child is feeling by looking at their facial

expressions. Talk to the children about body language and the words they say, and how these also show how you are feeling or your emotions.

- Ask the children to look at the pictures on page 6 *Smart Start to Nursery 1 Civic Education Workbook*. Talk about what is happening in each picture and what emotions the children are feeling. The children can tick the boxes for each picture to show if the activity makes them feel positive/happy.
- It is important to talk about feelings and emotions in the children's home language first, before reading aloud and introducing the English words in this topic.

Basic Science & Technology

Health and Safety: Home

- If possible, show the children a poster/chart of the steps they must follow to wash their hands. Let the children role-play how to wash their hands. Teach them a song to help them remember.
- Discuss when and where the children should wash their hands and why it is healthy to wash hands.
- Ask the to complete the activity on page 4 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*.
- Talk about what it means to be safe at home. Use the pictures on page 5 *Smart Start to Nursery 1 Basic Science & Technology Workbook* to help you. Ask the children to say which pictures are safe and which pictures are unsafe and why.
- Let the children role-play different safety measures they need at home.

Physical Development

Child's personal data (weight and height)

- Measure the weight and height of each child in the class. Record the information on the relevant growth charts in the children's personal files or health records.
- Let the children make groups based on their height and weight. Put the children in order from tallest to shortest. Then change around and put the children in order from shortest to tallest. Be sensitive to talking about weight so that children do not feel bad about themselves because of their weight. (Being either too fat or too thin is a health problem, rather focus on healthy bodies and encourage the children to be positive about their bodies.)

Remedial activity

Revise each child's name and gender. Let them repeat it after you in both English and their home language.

Social Habits

My family

- Talk about family. Explain what *family* means. If possible, show the children pictures of different kinds of families. Be sensitive to children who might have lost parents or siblings.
- Ask the children to name the people who live in their house. Let them count the number of people who live in their house.
- Let the children draw a picture of the people who live in their house. Help them to write the names of the people on their picture.
- As a class, compose a rhyme about 'My family'.

Health Habits

Childhood diseases: Care

- If possible, show the children pictures or a poster/chart about common childhood diseases.
- Talk about some of the more common symptoms of childhood diseases, for example: fever, cough, runny nose, sore stomach, rash, headache, etc.
- Explain that there is a simple drink called 'oral rehydration solution' (ORS) that you can use at school or at home for someone when they have a runny stomach or who are vomiting.
- Demonstrate how to make ORS using the following ingredients:

<ul style="list-style-type: none">• 6 level teaspoons of sugar• ½ a level teaspoon of salt• 1 litre of clean or boiled water that has been cooled = 5 cups (200 ml each)
--
- Encourage the children to tell you or their parent/guardian when they are feeling ill. Administer the ORS when necessary.
- Role-play how to care for a sick person at home, for example: giving them food, water, warmth (blanket), first aid treatment, or taking them to the clinic.
- Report any signs of childhood diseases among the children in your class to their parent/guardian. Make sure that they child is referred for treatment, when necessary.

Diagnostic assessment

Early childhood screening tools

Playing – if the child:

- Does not join in games with other children of the same age.

WEEK 4

Resources

Smart Start to Nursery 1 Workbooks; real objects (or pictures of objects) starting with the letter 'b' (for example: *bed, book, bat*); large sheets of drawing paper; thick wax crayons, chalk or finger paint; clay, playdough or plasticine; small objects for counting (for example: counters, beans, bottle tops, coins); lego pieces; number cards with dots for 1–5; poster/chart or pictures of body parts; music for children to move to; pictures or poster/chart of healthy measures, for example: immunisation, cleanliness, fresh air, ORT solution; poster/chart or pictures of body parts; small chalkboards/slates, sand and water; pictures or poster/charts of common

medicines and harmful drugs (for example: pills, cough syrups, syringes, smoking pipes, cigarettes); children's personal files; broom, dust pan and brush, duster, mop, disinfectant, safe drinking water, healthy snacks; real objects or pictures of 'body building' foods (for example: meat, beans, eggs, milk); a picture, poster or video clip of a child being immunised (receiving a vaccination)

Suggested teaching guidelines

Letter Work

Songs

- Practise simple greetings in English with the children, for example ask each child to turn to the child sitting next to them and to say, "Hello [child's name]".
- Teach the children one or two simple rhymes in English, for example 'Baa baa black sheep' and 'My father has a little dog'.
- Ask the children to turn to pages 8 and 9 of the *Smart Start to Nursery 1 Letter Work Workbook*. Let them complete the trace, draw and colouring in activities and to sing the songs again as they work.
- Introduce the letter 'b' using real objects (or pictures) and an alphabet poster or chart.
- Point to the poster or chart and trace over the shape of the letter 'b' as you say the sound/letter name.
- Sing an alphabet song or play an alphabet game with the children, for example 'My name starts with [name/sound of letter]'.

Extension activity

Ask the children what songs they know and then ask them to 'teach' the rest of the class to sing the song, for example 'Hickory dickory dock'.

Remedial activity

Revise the songs you have taught with the children. Let them make up actions and movements to help them remember the words of the songs.

Number Work

Interaction with objects

- Call out various parts of the body. Ask the children to tell you how many of each body part they have, for example: 1 head, 2 arms, 10 fingers, 2 hands, etc.
- Let the children open their *Smart Start to Nursery 1 Number Work Workbook* to page 8. Help the children to count each body part and match it to the correct number. They can then colour in the pictures.
- Give the children objects such as lego pieces and, for example, encourage them to count the raised circles on each block. They can then put the blocks into groups of the same number, for example: all the blocks with two raised circles go into one group, etc.
- Give the children number cards with dots for the numbers 1 to 5. Let them match the dots on the cards to the correct number.
- Let the children complete the activity on page 9 of the *Smart Start to Nursery 1 Number Work Workbook*. They must match the blocks that are the same and then draw a line to link

the two 'same' blocks. Help the children to colour in the blocks the same colour as the matching block.

Remedial activities

- Have the children practise matching the lego blocks. Let one child choose a block and another child must find the matching block.
- Let the children play with dominoes. Help them to match the dots on each side of the domino.

Civic Education

Simple greetings

- Make sure that the children understand how to greet appropriately in their home language first, before teaching them the greetings in English.
- Ask the children to look at the pictures on pages 7 and 8 of the *Smart Start to Nursery 1 Civic Education Workbook*. Talk about what the people in the pictures are doing. Ask the children to demonstrate how they would greet an older person politely in their home language, for example girls kneeling down or boys prostrating themselves.
- Ask the children to role-play the greetings they use at different times of the day or in different seasons within their own locality.

Remedial activity

Have the children work in pairs or small groups to role-play how they greet others.

Basic Science & Technology

Health and safety: School

- Ask the children to look at the pictures on page 6 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Discuss the safe practices that the children are following in the school playground. Talk about the children should if there is an accident on the playground, for example, ask "Who must you call? What must you do?"
- Take the children outside and ask them to show you how they can use the playground equipment safely. Guide them to take turns, to play fairly and to be kind to their playmates.
- Let the children complete the safe/unsafe activity on page 7 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Then they can colour in the pictures.

Physical Development

Identification of body parts

- Using a poster/chart or pictures of the body, help the children to identify the body parts. Let them point to and name the different parts of the body. Make sure that the children know the name of the body part in their home language first and then in English.
- Talk with the children about how to take care of different body parts and the importance of washing their hands regularly.
- Using music, encourage the children to shake and wiggle different body parts. Start at the top of the body with fun, high pitched music and ask children to shake and wiggle their head, eyes, nose and mouth. Move to medium pitched music and ask the children to move their neck, shoulders, chest, hands and tummy. Then play low pitched music and ask the children to move their waist, hips, knees, ankles and toes.

- Sing the song, 'Head, shoulders, knees and toes' and do the actions. Let the children copy you. Repeat until they have a good grasp of the song.

Remedial activity

Have the child listen to and repeat the names of the different body parts, in their home language and/or in English, depending on the language policy of your school/centre. Encourage the child to point to each body part as they name it.

Social Habits

My school

- Ask the children to name their school. Tell the children the address of the school. Let them repeat the name and address of the school after you.
- Talk to the children about the different people at school. Guide them to identify the head of the school. If possible, ask your head teacher to visit your classroom so that you can introduce them to the children.
- On the board or a large sheet of paper, have the children list common objects or things found around the school. Draw simple pictures alongside the words so that the children can refer to the list.
- Talk to the children about the different activities they do at school. Help them to make another list of all the things they can do at school.

Health Habits

Childhood diseases: prevention

- If possible, show the children a picture or a poster/chart that shows ways to stay healthy, for example by taking preventative measures such as immunisation, keeping clean, having fresh air in a home, taking ORT solution when you are sick, etc.
- Remind the children about the importance of washing hands before and after going to the toilet, eating food and playing outside. Let them act out how to wash their hands.
- Talk about the use of insecticides and treated mosquito nets and the importance of deworming. Ask the children to tell you if they have a mosquito net for their bed.
- Encourage the children to role-play or draw a picture of how they can stay healthy and prevent diseases and illness.
- Continue to monitor the children for any signs of childhood diseases. Refer them to the appropriate health centre, if necessary.

WEEK 5

Resources

Smart Start to Nursery 1 Workbooks; pictures of objects that start with the letters 'c' and 'd' (for example: *cup, cat, dog, door*); large sheets of drawing paper; thick wax crayons, chalk or finger paint; counting poster/chart or number line with numbers from 1 to 5; objects from the environment, for example: lego pieces, books, leaves, grass, sticks, pencils, etc.; clay, playdough or plasticine; pictures of different types of roads; posters or pictures of different transport; posters showing animals that move in certain ways, for example: rabbit, butterfly, kangaroo, snake; video clip of a child getting immunised; children's personal files/health records; real objects or pictures of energy-giving foods (for example: yam, rice, cocoyam, potato, corn, millet, etc.); toothbrush, toothpaste with fluoride; insecticide, mosquito net

Suggested teaching guidelines

Letter Work

Rhymes

- Teach the children simple rhymes such as 'A lion has a tail' and 'I see the moon'.
- Help the children recite the rhymes with actions. They can then perform the rhymes as a class.
- Ask the children to open their *Smart Start to Nursery 1 Letter Work Workbook* to pages 10 and 11. Guide them to look at the pictures, which relate to the rhymes they learnt. Ask the children to complete the matching, tracing and colouring in activities.
- Introduce the letters 'c' and 'd' using real objects (or pictures) and an alphabet poster or chart.
- Point to the poster or chart and trace over the shape of the letter 'c' and the letter 'd' as you say the sounds/letter names.
- Sing an alphabet song or play an alphabet game with the children, for example 'My name starts with [name/sound of letter]'.

Extension activities

Use the same Extension activity ideas as suggested for Letter Work, Term 1, Week 3.

Remedial activities

Use the same Remedial activity ideas as suggested for Letter Work, Term 1, Week 3.

Number Work

Interaction of numbers with objects in the environment

- Ask the children to look at the environment around them. Ask them to name the different objects they see, for example: trees, plants, grass, buildings, playground equipment and leaves, etc.
- Play a game with the children. Call out the name of an object in the environment and ask the children have to point to it, for example, say "tree" and the children must all point at a tree.
- Change the game slightly. Let the children take turns in pointing at an object in the environment and the other children must name the object. For example, one child points to

a plant and the class call out “plant”. Repeat until all the children have had a turn to point at something.

- Talk about the picture on page 10 of the *Smart Start to Nursery 1 Number Work Workbook*. Help the children to name the different objects they can see on the page. Let them colour in the picture.
- Give the children materials from the environment, for example: books, lego pieces, blocks, pencils, leaves, sticks, etc. Let the children count up to 5 objects.
- Ask the children to point to a poster/chart/number line on the wall of the classroom as they count from 1 to 5. Repeat a few times with different objects and materials from the environment.
- Ask the children to open their *Smart Start to Nursery 1 Number Work Workbook* to page 11. Help them to count and name the objects in each block and row. Let them colour in the pictures.

Extension activity

On a piece of paper, have the children write the numbers 1 to 5. Ask them to draw the correct amount of objects to match each number, for example 3 beads or 2 children, etc. They can do this activity in pairs or small groups.

Civic Education

Cultural values: respect

- Talk to the children about the concept of respect. Ask them what it is and how they should show it to others. For example, respect is when you are polite to someone, especially if they are older or more important than you, such as teachers, parents, grandparents or any other or older person. Help the children to understand how to show respect for certain cultural beliefs and values within the community.
- Ask the children to look at the pictures on pages 9 and 10 of the *Smart Start to Nursery 1 Civic Education Workbook*. Help them to identify the ways of showing respect at home and at school.

Extension activity

Have the children work in pairs or small groups. Ask them to role-play how they should show respect to other people.

Basic Science & Technology

Health and Safety: Road

- If possible, show the children pictures of different types of roads. Explain the meaning of the word, *road*.
- Ask the children to help you identify some of the roads in the community. Ask them to tell you what the roads are used for. Discuss when and how to use a road safely and where the children should walk.
- Guide the children to complete the maze on page 8 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to help the bus stay on the correct roads to get to the school.
- If possible, show the children posters or pictures of different kinds of transport. Discuss which transport would use the road. Talk about what they would use the road for, for example: trucks use the road to transport goods. Buses use the road to transport people to school and work.

- Ask the children to name the different kinds of transport they see on page 9 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Ask the children to colour in the pictures of the vehicles that use the road.

Physical Development

Creative movement exercises

- Using posters/charts or pictures, help the children identify different animals in their home language and/or in English, depending on the language policy of your school/centre.
- Demonstrate how each of the animals moves, for example: a rabbit hops, a butterfly flutters, a kangaroo bounces/hops and a snake slithers. Have the children copy the movements.
- Take the children outside to the field and encourage them to move like different animals that they know of.

Remedial activity

Have the children listen to and repeat the names of the different animals in their home language and/or in English, depending on the language policy of your school/centre. Let the children move like the animal to help them remember its name.

Social Habits

Greetings

- Make sure that the children understand how to greet appropriately in their home language first, before teaching them the greetings in English.
- Role-play basic greetings and responses with the children.
- Demonstrate how people from different parts of the country greet one another.
- Let the children role-play being a parent/adult and child and how to do appropriate greetings. Let the children take turns to be the 'adult' and the 'child'.
- Guide the children on when it is appropriate to say, "Good morning", "Good afternoon", "Good evening", "Welcome" and "Goodbye".

Health Habits

Immunisation

- If possible, show the children a picture, poster or a video clip of a child getting immunised. (Note: if you do not have these materials, then tell a story about a child getting immunised.)
- Discuss with the children why it is important to be immunised against certain childhood diseases. Encourage them to share their experiences of getting immunised.
- Check each child's health record to see if his/her immunisations are up to date. This may be a requirement for acceptance into your school/centre.
- Refer any children whose immunisations are not up to date to the appropriate health care centre.

Diagnostic assessment

Early childhood screening tools

Understanding – if the child:

- Seems to have difficulty in understanding things in comparison with children of the same age.

WEEK 6

Resources

Smart Start to Nursery 1 Workbooks; large sheets of drawing paper; small objects for counting (for example: counters, beans, bottle tops, coins); pictures or poster/charts of childhood diseases, and emergency workers (for example: firefighters, police officers, doctors, nurses, etc.)

Suggested teaching guidelines

Letter Work

Revision

- Revise the names of classmates in English with the children.
- Have the children complete the trace, draw and colouring in activity on page 12 of the *Smart Start to Nursery 1 Letter Work Workbook* to revise the names of their friends.

Extension activities

Use the same Extension activity ideas as suggested for Letter Work, Term 1, Week 3.

Remedial activities

Use the same Remedial activity ideas as suggested for Letter Work, Term 1, Week 3.

Number Work

Revision

- Revise counting and tracing numbers from 1 to 5 with the children.
- Have the children complete page 12 of the *Smart Start to Nursery 1 Number Work Workbook* to practise counting and matching of numbers. They can then colour in the corresponding number of dots.
- Revise verbal instructions with the children by giving them verbal instructions to follow.

Civic Education

Revision

- Use the pictures on page 11 of the *Smart Start to Nursery 1 Civic Education Workbook* to revise with the children how to behave properly in different social situations.
- Ask the children to role-play some of the local social habits they have talked about this term, for example how to behave correctly in social situations such as playing or listening to stories.

Basic Science & Technology

Revision

Guide the children to complete the activity on page 10 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise road safety.

Extension activity

Arrange for a doctor, police officer, firefighter or other emergency worker to come and talk to the children about accidents and how to prevent them.

Physical Development

Revision

Revise with the children their name, gender and age in their home language and/or in English, depending on the language policy of your school/centre.

Social Habits

Revision

- Revise your name, the children's names and also the names of different members of a family.
- Revise the name of the school and the head teacher's name.
- Revise the names of common objects found at school.

Health Habits

Revision

Revise childhood diseases and ways to prevent them using pictures and a poster/chart with the children.

Diagnostic assessment

Early childhood screening tools

Moving - if the child:

Cannot balance on one foot for a short time by the age of four.

Continuous assessment

Name: _____		Date: _____			
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
Letter Work	<ul style="list-style-type: none"> • Introduce themselves (name and age) • Talk about their new class • Communicate using words and gestures • Use simple words to narrate short stories • Speak, play and sing songs • Use simple words to recite rhymes 				
Number Work	<ul style="list-style-type: none"> • Communicate verbally with general medium of expression • Respond to instructions given by the teacher • Communicate non-verbally • Recognise non-verbal expressions 				

	<ul style="list-style-type: none"> • Play with toys that have number labels • Sings songs or rhymes with numbers 1-5 • Link the interactions of numbers 1-5 with physical parts of the body • Play with other learning objects such as lego • Explore the environment with supervision • Play with materials in the environment and use them for counting numbers 1-5 				
Civic Education	<ul style="list-style-type: none"> • Interact with teachers, family members and other people • Recognise self as a boy or girl • Talk freely and ask questions on issues related to them • Encourage children to greet at different times of day or season in their locality at home and school • Encourage children to show respect to elders 				
Basic Science & Technology	<ul style="list-style-type: none"> • Recognise a safe environment • Actively participate by exploring environment safely • Identify safety measures at home and at school • Prevent dangerous actions that can harm you at school • Identify some roads in the community • Identify the use of roads 				
Physical Development	<ul style="list-style-type: none"> • Talk about self • Learn age and sex and interact with their age group and sex • Refer to names and ages pasted on classroom wall • Children use their weight and height to interact as learning activity • Identify the various parts of the body • Explain how to take care of the different parts of the body • Move parts of body to fun, upbeat music • Sing and follow the actions of the song, 'Head, shoulders, knees and toes' • Demonstrate the way different animals move 				

Social Habits	<ul style="list-style-type: none"> • Children say their names to introduce themselves • Mention names of at least three other children in the class • Mention their age and state their gender • Compose a song on 'Myself' • State the number of people living in their house • Mention parents and names of other members of their family • Compose a rhyme on 'My family' • State the name and address of the school • Identify the head of the school • List common objects found at school • State activities carried out at school • Use basic greetings and appropriate responses • Demonstrate ways people from different parts of the country greet • Role-play parental roles and elicit proper greeting • Say the following greetings: "Good morning/afternoon/evening", "Welcome" and "Goodbye" 				
Health Habits	<ul style="list-style-type: none"> • Give simple meanings of diseases and examples of common childhood diseases • Discuss implication of dirty habits to our health • List and discuss care to be given to a child when they are ill • Discuss preventative measures on childhood diseases • Use simple words to explain immunisation • Expose children to pictures/photographs/posters/charts showing various vaccines 				

WEEK 7

Resources

Smart Start to Nursery 1 Workbooks; pictures of objects that start with the letter 'e' (for example: *egg, elephant, engine*); large sheets of drawing paper; thick wax crayons, chalk or finger paint; clay, playdough or plasticine; small objects for counting (for example: bottle tops, coins, small blocks); crumpled up piece of paper; number line or poster/chart for numbers 1–10; pictures or posters of people doing simple acts of appreciation; stencil templates of different shapes or objects; story about a cultural value for listening or reading aloud; cellophane (plastic) bag; foam balls; children's personal files and health records; real objects or pictures of body-protective foods, for example fruits and vegetables such as oranges, paw paws, mangoes, spinach, okro, ewedu, etc.

Suggested teaching guidelines

Letter Work

Narrating events; Festivals

- Talk to the children about events and festivals such as Christmas and Id-El-Kabir. Ask the children to tell you what they like about each festival. Let them talk to their friends in pairs or small groups about the festivals.
- Encourage a few children to tell the class about the different festivals and what they like about them.
- Ask the children to turn to pages 13 and 14 of the *Smart Start to Nursery 1 Letter Work Workbook*. Help them to complete the draw, trace and colour in activities that relate to festivals on these pages.
- Introduce the letter 'e' using real objects (or pictures) and an alphabet poster or chart.
- Point to the poster or chart and trace over the shape of the letter 'e' as you say the sound/letter name.
- Sing an alphabet song or play an alphabet game with the children, for example 'My name starts with [name/sound of letter]'.

Extension activities

- Ask the children to find out about other festivals celebrated in Nigeria.
- Encourage the children to tell the class about other festivals they celebrate at home.

Remedial activity

Help the children complete the pictures on pages 13 and 14 of the *Smart Start to Nursery 1 Letter Work Workbook*. They can then colour the pictures in. Use posters/charts in your classroom with pictures of the different festivals for the children to refer to.

Number Work

Interaction of numbers with objects in the classroom

- Use a small ball or crumpled up piece of paper. Throw the ball to the children one at a time. When the child catches the ball, let them name an object they can see in the classroom, for example: a table, a chair, books, pencils, posters, etc. Repeat until all the children have had a turn.
- Ask the children to count different amounts of objects in the classroom. Only let the children count up to 5, for example 5 pencils or 5 balls, etc.
- Talk about the objects on page 13 of the *Smart Start to Nursery 1 Number Work Workbook*. Let the children match the object in the first block to the same object in the row of objects. The children can then colour in the pictures.
- Teach the children the counting song on page 14 of the *Smart Start to Nursery 1 Number Work Workbook*. Talk about the pictures. Let the children act out the song and then colour in the pictures. Repeat the song a few of times until the children start to memorise the words.

Extension activity

Have the children draw objects they can see in the classroom and then count the objects and write the correct number.

Remedial activity

Put the children in small groups. One child in the group must point at an object in the classroom and the other child or children must name it. Let the children in each group all have a turn to point out an object.

Civic Education

Appreciation

- Discuss the simple meaning of *appreciation*, which is saying thank you when receiving gifts or other tokens of love, kindness and caring actions.
- Show the children pictures or posters of people doing simple acts of appreciation. Let the children identify the situations. Then ask them to role-play how to show appreciation in each situation to demonstrate their understanding.
- Ask the children to complete the activities on pages 12 and 13 of the *Smart Start to Nursery 1 Civic Education Workbook* to show what they understand about showing appreciation.

Basic Science & Technology

Colours

- Give the children a simple meaning of *colour*, for example: "Colour is the way we see things."
- Help the children to learn the song about colours on page 11 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Let them put actions to the words as they sing. They can then colour in the pictures according to the colours used in the song.
- Ask the children to name objects they can see in the classroom. Point to specific objects in the classroom, for example, a book, and the children must tell you the colour of the object. Repeat a few times with different objects.
- Ask the children to complete the colour matching activity on page 12 *Smart Start to Nursery 1 Basic Science & Technology Workbook*.

Physical Development

Object manipulation (underhand rolling)

- Explain the basic techniques of rolling a ball along the ground to the children. Demonstrate how to roll the ball without it bouncing.
- Take the children outside to the play ground or spread out in a large indoor space. Put the children in pairs and ask them to sit facing each other with their legs wide apart. Give each pair of children a foam ball and let them roll the ball to each other, catching it with both hands.

Social Habits

Greetings: magic words

- On the board or using posters, introduce the five 'magic words' to the children: "Thank you", "Please", "I'm sorry", "Excuse me" and "Pardon me".
- Explain to the children that the magic words should be used in conversation with their friends and family.
- Let the children role-play using the magic words with one another.
- Help the children to compose a rhyme on the 'using magic words'.

Health Habits

Good health habits

- Tell the children a story about healthy children who do not get diseases because of the preventative measures they take, for example: getting immunised, not eating dirty food from the floor, brushing their teeth properly, using insecticides and a mosquito net, etc.
- Have the children role-play the preventative measures that the children in the story took.
- Have the children draw pictures of different ways to prevent disease.

Diagnostic assessment

Early childhood screening tools

Seeing – if the child:

- Has red eyes or chronic discharge from eyes, spots on the eyes, a cloudy appearance to eyes, or frequently rubs eyes and says they hurt
- Often bumps into things while moving around
- Holds head in an awkward position when trying to look at something.

WEEK 8

Resources

Smart Start to Nursery 1 Workbooks; pictures of items starting with the letters 'f' and 'g' (for example: *fan, feather, goat, gold*); large sheets of drawing paper; thick wax crayons, chalk or finger paint; clay, playdough or plasticine; pictures or real crockery and cutlery such as plates, cups, spoons, knives, forks, bowls; posters or pictures of domestic animals (for example: goats, dogs, chickens, cats); number cards for 1–5 and picture cards with differing amounts of domestic animals to play matching or memory games; puzzles with domestic animals; egg boxes, beans or seeds; a story about community values and reward systems; picture or a poster of a traffic light; real items, pictures or posters of common electrical appliances (for example: kettle, toaster, iron, etc.); plastic bottles, a bench and soft balls; children's health records; simple hearing, seeing, talking and movement screening tests (if not conducted by specialists); real items or pictures of containers for storing food (for example: tin can, plastic box, plastic food containers, cupboard, fridge, etc.); the real item or a picture of an insecticide treated net (ITN), tissues

Suggested teaching guidelines

Letter Work

Show and tell

- Use charts/posters/pictures or real objects for this activity. Show the children various common objects found at home, for example: kettle, pot, bucket, broom, duster, etc. Ask the children to name each object as you hold it up, show the picture or point to it on the poster.
- Ask the children to point out various objects around the classroom and to name them, for example: bookshelf, pencil, desk, paper, etc.
- Ask the children to turn to pages 15 and 16 of the *Smart Start to Nursery 1 Letter Work Workbook*. Help the children to name the different objects shown on page 15. Let them colour in the pictures.
- Look at the picture on page 16. Explain to the children that they must look for the objects on page 15 in the big picture on page 16. The children must circle these objects and colour in the picture.
- Introduce the letters 'f' and 'g' using real objects (or pictures) and an alphabet poster or chart.
- Point to the poster or chart and trace over the shape of the letter 'f' and letter 'g' as you say the sounds/letter names.
- Sing an alphabet song or play an alphabet game with the children, for example 'My name starts with [name/sound of letter]'.

Extension activities

Ask the children to look around the classroom and to draw the objects they can see that they know the names of.

Remedial activities

Make sure that the child knows what the objects are called in their home language first, and then help the child to identify the objects in English. Repeat until the children all have a good understanding.

Number Work

Interaction of numbers with objects at home

- Show the children pictures or real crockery and cutlery such as plates, cups, spoons, knives, forks, bowls, etc. Ask the children to name the objects and to count them (there should be no more than 5 objects). Let the children also count objects such as socks, shoes, furniture and pots. Repeat the activity a few times.
- Help the children name and count the objects on page 15 of the *Smart Start to Nursery 1 Number Work Workbook*. They must write over the number in the blocks provided. Let the children colour in the pictures.
- Show the children pictures or a poster of domestic animals, such as sheep, a dog, chickens, etc. Ask the children to name each animal. Talk to them about who has domestic animals at home and how many they have, for example encourage the children to say, "I have 2 dogs and 1 cat."
- Help the children to name and count the domestic animals shown in each row on page 16 of the *Smart Start to Nursery 1 Number Work Workbook*. Let them trace the number in each block and then write the number on the line provided. They can then colour in the pictures.

Extension activities

- Have the children play a matching or memory game with the number cards for numbers 1 to 5 by matching the number with the correct domestic animal picture card.
- Complete the picture puzzles and then count the different number of domestic animals you can see.

Remedial activity

Have the children count different sets of crockery and cutlery or pictures of domestic animals up to 5, for example: 4 cats, 2 pots, 3 pencils, etc. They can then write the number on a piece of paper, with your help if necessary.

Civic Education

Courtesy

- Explain meaning of *courtesy* or *being polite* in simple terms for the children.
- Role-play situations with the children where they have an opportunity to show how they are being polite to a grown up or to one another.
- Ask the children to look at the pictures on page 14 of the *Smart Start to Nursery 1 Civic Education Workbook*. Talk about how courtesy is shown in each picture.
- Teach the children to sing the song about manners on page 15 of the *Smart Start to Nursery 1 Civic Education Workbook*. Let the children sing the song with actions to help them memorise the words.

Extension activities

- Ask the children to think of other songs about good manners and to teach these to the rest of the class.
- Let the children dramatise a story about good manners.

Basic Science & Technology

Road signs: traffic light

- If possible, show the children a picture or a poster of a traffic light. Talk to them about the colours on the traffic light and what each one means.
- Let the children role-play, pretending to be cars on the road, how to obey the traffic light signals.
- Ask the children to open their *Smart Start to Nursery 1 Basic Science & Technology Nursery 1 Workbook* to pages 13–14. Help them to learn the poem and to colour in the traffic lights correctly. Let them name the colours as they colour in the traffic lights.

Physical Development

Object manipulation: underhand throwing

- Explain the safety rules and demonstrate to the children the different ways of throwing an underhand ball. Make sure that you are in a large enough space for the children to do this activity safely.
- Remind the children to 'stop, look and listen' when they hear you blow the whistle.
- Take the children outside to the playground or a large indoor space. Line up some plastic bottles on a bench or on a smooth section of ground. Give the children soft balls and encourage them to throw the balls to try and knock the plastic bottles over. Let each child have a turn before running to fetch their ball.

Social Habits

Respect for elders and others

- Show the children different ways that they can show respect to their elders. Ask them to role-play how they show respect to their parents/guardians and to older family members/siblings/neighbours.
- Discuss other ways to show respects for elders, for example: holding the door open for them, standing when an older person enters the room, taking off your hat when inside, offering up your seat and being on time.
- Teach the children a song about respect.

Health Habits

Bad health habits

- Explain to the children in simple language the meaning of 'bad health habits', for example: being unclean, not washing hands and poor personal hygiene, etc.
- Help the children to role-play or draw a picture on different ways to keep clean.
- Encourage the children to prevent getting diseases from the environment by, for example, washing their hands properly, drinking clean water only, coughing or sneezing into a tissue or away from others, rinsing fresh food and using an insecticide treated net, etc.

Diagnostic assessment

Early childhood screening tools

Hearing - if the child:

- Has frequent ear infections (discharge from ear, earache)
- Does not respond when called unless he/she can see you
- Talks in a very loud or soft voice
- Does not talk or talks strangely.

WEEK 9

Resources

Smart Start to Nursery 1 Workbooks; pictures of items that start with the letter 'h' (for example: *hat, hen*); sand trays and shaving foam; large sheets of drawing paper; thick wax crayons, chalk or finger paint; clay, playdough or plasticine; a simple English story about an event in a child's life (for example: a birthday party, a naming ceremony, a family celebration); number cards 1–5; small objects for counting; stiff card, pairs of scissors and string for making face masks; small objects (for example: small toys, coins, lego pieces, beans, seeds, etc.); poster or picture of zebra crossing lines; two markers for goals posts, a football; pictures or a poster/chart of safety rules, for example: don't play with fire, don't talk to strangers, don't run into the road, etc.; children's assessment records; pictures or a poster/chart showing a child with good table manners; cup, plate and other crockery and cutlery; pictures or a poster/chart showing different health care centres (for example: a hospital, a primary health care centre, a school sickbay, a dental clinic, a dispensary/pharmacy, etc.)

Suggested teaching guidelines

Letter Work

Sky writing and sand trays

- Introduce the letter 'h' using real objects (or pictures) and an alphabet poster or chart.
- Point to the poster or chart and trace over the shape of the letter 'h' as you say the sound/letter name.
- Sing an alphabet song or play an alphabet game with the children, for example 'My name starts with [name/sound of letter]'.
- Show the children pictures pasted on the board or an alphabet poster/chart the letters of the alphabet. Talk about the differences that the children can see in the way each letter is formed.
- Using sand trays or shaving foam, let the children practice forming and writing the letters of the alphabet in the sand and foam.
- Now ask the children to copy you as you write each letter in the sky with your finger. Repeat this until you have done all alphabet letters from a–h.
- Ask the children to turn to pages 17 and 18 of the *Smart Start to Nursery 1 Letter Work Workbook*. Guide the child's hand to trace over each letter on the pages.

Extension activities

Encourage the children to copy the letters of the alphabet onto a blank sheet of drawing paper.

Remedial activities

Let the children who need more practise write the alphabet letters in the sand trays, foam and in the sky for a bit longer. You can also let the children write with wet chalk on concrete or they paint with their fingers onto paper.

Number Work

Identification of numbers 1 to 5

- Show the children number cards with numbers from 1 to 5. Introduce each number individually. Let the children see the card and identify it before introducing the next card. Do this in numerical order.
- Now mix up the number cards. Hold up each card individually and let the children identify the number. Repeat a few times.
- Help the children count and colour in the objects in the boxes on page 17 of the *Smart Start to Nursery 1 Number Work Workbook*.
- Give each child a handful of counters. Hold up a number card and let the children count out the correct number to match the card you are holding up. Alternatively, ask the child to hold up the correct number of fingers for each card. Repeat a few times.
- Make tins or containers with the numbers from 1 to 5 displayed on each tin. Ask the children to put the number cards into the correct tin. They can do this activity in pairs.
- Ask the children to open to page 18 of the *Smart Start to Nursery 1 Number Work Workbook*. Help them to draw lines to match the numbers to the correct amount of objects. They can then colour in the numbers and the pictures.

Civic Education

Honesty and transparency

- Discuss the simple meaning of being honest with the children. (Note: you may need to talk about honesty in the children's home language first, before retelling it simply in English). Use examples of 'telling the truth' and 'not telling the truth' in your discussion.
- Ask questions to check the children's understanding of 'being honest'. Help them to learn the song on page 16 of the *Smart Start to Nursery 1 Civic Education Workbook*.
- Divide the children into groups. Let each group have a turn to sing the song for the class.
- Read the story on page 17 of the *Smart Start to Nursery 1 Civic Education Workbook* to the children. Let them look at the pictures while you read. Discuss the story and ask the children questions to check their understanding.

Extension activity

Tell a story or read aloud other traditional folk tales. You can ask the children to share any they know of. Let the children draw a picture of the story you told or read.

Basic Science & Technology

Road signs: Zebra crossing

- Show the children a poster or a picture of a zebra crossing. Talk about the rules you must follow when you use the zebra crossing. Let the children role-play how to use a zebra crossing.
- Discuss the picture of the zebra crossing on page 15 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Teach the children the song, 'Stop, look, listen'. Let them make up actions to go with the song words to help them remember the song.
- Guide the children through the activity on page 16 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Help them to use the zebra crossing to find their way home safely. Let the children colour in the picture.

Physical Development

Gross motor developmental skills: football; kicking

- Explain and demonstrate the various gross motor skills such as running and playing football with different parts of the body, for example: kicking, throwing and catching.
- Remind the children to 'stop, look and listen' when they hear the whistle.
- Take the children outside to the playground. Set up two markers to act as goals posts. Place the football a short distance from the goal posts. Encourage the children to come up and kick the ball into the goal.

Social Habits

Simple instructions

- Give the children simple instructions to follow, for example: "Please close the door" and "Please pick up the book". Repeat a few times until all the children have had a turn to follow the instructions and to respond appropriately.
- Sing songs with the children on how to obey and follow instructions, for example the Hokey Cokey song.

Health Habits

Bad health habits

- If possible, show the children pictures or a poster/chart of different safety rules, for example: Do not playing with electrical sockets or wires, do not play with fire, do not talk to strangers, do not play in the road, do not sit in the front of a stationary vehicle, do not cross the road alone, etc.
- Help the children name and identify the different rules for keeping safe.
- Discuss the safety rules and let the children role-play how to keep safe on the roads and at school.

Continuous assessment

Name: _____		Date: _____			
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
Letter Work	<ul style="list-style-type: none"> • Talk about events such as festivals: Christmas and Id-El-Maolud • Talk about things in the classroom and at home and answer questions • Write alphabet letters a-z in the air 				
Number Work	<ul style="list-style-type: none"> • Interact with objects in the classroom from numbers 1 to 5 • Sing songs or recite rhymes on objects in the classroom with numbers 1 to 5 • Name and count domestic animals, utensils, shoes, socks, furniture, etc. at home • Sort number cards appropriately into cartons labelled 1 to 5 				
Civic Education	<ul style="list-style-type: none"> • Show how to appreciate token of love or gifts by saying, "Thank you" • Show simple courtesy to everyone in the school and at home 				

	<ul style="list-style-type: none"> • Sing songs about magic words: “Excuse me”, “Sorry” and “Please” • Sing songs about honesty and transparency • Listen to folk tales that promote honest living 				
Basic Science & Technology	<ul style="list-style-type: none"> • Give a simple meaning of colour • Sing songs or recite rhymes on colour • Identify colour: red, blue, yellow, green • Sing songs and rhymes about traffic lights • Explain the simple function of traffic light with the use of chart for illustration • State what each colour of the traffic light denotes • Sing songs or recite rhymes on zebra crossings 				
Physical and Health Education	<ul style="list-style-type: none"> • Use the basic technique of rolling a foam ball along the floor without bouncing to a partner and catching a ball with both hands • Show different ways of throwing an underhand ball • Stop, look and listen when the teacher blows the whistle • Throw a ball to try and knock down plastic bottles in a row • Use gross motor skills such as running and playing football with different parts of the body 				
Social Habits	<ul style="list-style-type: none"> • Understand when to use the five ‘magic words’ • Use the ‘magic words’ in their interactions with others • Compose a rhyme or demonstrate the use of ‘magic words’ • Identify how to show respect to their parents and older siblings/neighbours • Sing a song on ‘respect’ • Carry out simple instructions • Give appropriate response to instructions • Sing songs on how to obey and carry out instructions 				
Health Habits	<ul style="list-style-type: none"> • Mention some ways of maintaining good personal health • Discuss simple meaning of bad health habits • Discuss the meaning of safety rules • Mention and discuss safety rules a child needs to keep 				

WEEK 10

Resources

Smart Start to Nursery 1 Workbooks; pictures of objects that start with the letters ‘i’ and ‘j’ (for example: *insect, jam, jug*); large sheets of drawing paper; thick wax crayons, chalk or finger paint; clay, playdough or plasticine; children’s health records; broom, dust pan and brush, duster, mop, disinfectant, healthy snacks; white paper plates (or outlines of a plate on drawing

paper); ingredients for making a basic oral rehydration solution (ORS): one litre clean drinking water (or boiled water that has been cooled), six teaspoons of sugar, and half a teaspoon of salt

Suggested teaching guidelines

Letter Work

Revision

- Introduce the letters 'i' and 'j' using real objects (or pictures) and an alphabet poster or chart.
- Point to the poster or chart and trace over the shape of the letter 'i' and letter 'j' as you say the sounds/letter names.
- Sing an alphabet song or play an alphabet game with the children, for example 'My name starts with [name/sound of letter]'.
- Revise names of people, simple greetings and instructions in English with the children.
- Revise and perform some of the rhymes and songs the children have learnt this term.
- Have the children complete page 19 of the *Smart Start to Nursery 1 Letter Work Workbook* to revise the names of different family members. The children should find and circle the differences between the two pictures before colouring in the pictures. For example, the clothing, head dresses and caps/hats and hairstyles are different.

Extension activities

Use the same Extension ideas as suggested for Letter Work, Term 1, Week 3.

Remedial activities

Use the same Remedial ideas as suggested for Letter Work, Term 1, Week 3.

Number Work

Revision

- Revise counting numbers from 1 to 5 with the children.
- Revise verbal instructions by giving the children instructions to follow.
- Sing counting rhymes and songs that the children have learnt this term.
- The children can complete the revision activities on pages 19–22 of the *Smart Start to Nursery 1 Number Work Workbook* to practise counting and matching numbers and objects. They can also practise naming and counting domestic animals and matching animals that are the same.

Civic Education

Revision

- Use the pictures on pages 18 to 20 of the *Smart Start to Nursery 1 Civic Education Workbook* to revise how to show appreciation and how to behave properly in different social situations.
- Ask the children to role-play some of the local social habits they have talked about this term, for example: showing appreciation and behaving correctly in social situations.
- Revise and practise the rhymes and songs the children have learnt this term.
- Ask the children to retell or dramatise one of the stories they listened to this term.

Basic Science & Technology

Revision

Guide the children to complete the activity on page 17 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise colours.

Extension activity

Arrange for a doctor, police officer, firefighter or other emergency workers to come and talk to the children about accidents and how to prevent them.

Physical Development

Revision

- Revise with the children their name, gender and age, in their home language and/or in English, depending on the language policy of the school/center.
- Update the children's health records, as necessary.
- Revise the naming of the different parts of the body.

Social Habits

Revision

- Revise your name, the children's names and also the names of different family members.
- Revise the name of the school and the head teacher's name.
- Revise the names of common objects found at school.
- Revise how to greet to one another as well as how to greet older people.

Health Habits

Revision

- Revise common childhood diseases and ways to prevent them.
- If you have extra ingredients, and the equipment available, let the children make ORS in pairs or small groups. Make sure that any boiled water is cooled before the children handle it.

Diagnostic assessment

Early childhood screening tools

Moving – if the child:

Cannot balance on one foot for a short time by the age of four.

WEEK 11

Resources

Smart Start to Nursery 1 Workbooks; children's health records

Suggested teaching guidelines

Letter Work

Revision

- Revise the rhymes and songs that the children have learnt this term, for example, 'Baa baa black sheep'.
- Revise one or two of the simple stories the children have listened to or read with you, for example, 'How the tortoise got a rough shell'.
- Have the children complete the matching and colouring activities on pages 20 and 21 of the *Smart Start to Nursery 1 Letter Work Workbook* to revise the stories and songs they have learnt.

Number Work

Revision

- Revise counting numbers from 1 to 5 with the children.
- Revise verbal instructions by giving the children instructions to follow.
- Sing counting rhymes and songs that the children have learnt this term.
- The children can complete the revision activities on pages 19–22 of the *Smart Start to Nursery 1 Number Work Workbook* to practise counting and matching numbers and objects. They can also practise naming and counting domestic animals and matching animals that are the same.

Civic Education

Revision

- Use the pictures on pages 19 and 20 of the *Smart Start to Nursery 1 Civic Education Workbook* to continue to revise local social habits on courtesy and being polite, as well as cultural values such as appreciation and respect.
- Revise the rhymes and songs the children have learnt this term.
- Ask the children to retell or dramatise one of the stories they have listened to this term.

Basic Science & Technology

Revision

Guide the children to complete the revision activity on page 18 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise safety measures at home.

Physical Development

Revision

Continue to update the children's health records, as necessary.

Social Habits

Revision

- Revise the five 'magic words': "Thank you", "Please", "I'm sorry", "Excuse me" and "Pardon me".
- Revise how we show respect for our elders.
- Continue to encourage the children to carry out simple instructions such as opening doors, picking up pencils and packing away toys, etc.

Health Habits

Revision

- Continue to revise common childhood diseases and how to prevent them with the children.
- Have the children draw or role-play preventative measures you can take, for example: getting immunised, cleaning teeth and gums properly, washing hands and throwing away food picked from the floor ,etc.

WEEKS 12 AND 13

Resources

Smart Start to Nursery 1 Workbooks; children's assessment records; Term 1 report cards (if applicable)

Suggested teaching guidelines

Letter Work

Term 1 assessment

- Formally assess whether the children have achieved the performance objectives for the term. They can complete pages 22 to 25 of the *Smart Start to Nursery 1 Letter Work Workbook* independently for this assessment.
- Mark the completed assessments and update each child's assessment record. (See the Term 1 Assessment chart that follows).
- Complete the relevant section on each child's Term 1 report card, if applicable.

Number Work

Term 1 assessment

- Formally assess whether the children have achieved the performance objectives for the term. They can complete pages 23 to 27 of the *Smart Start to Nursery 1 Number Work Workbook* independently for this assessment.
- Mark the completed assessments and update each child's assessment record. (See the Term 1 Assessment chart that follows).
- Complete the relevant section on each child's Term 1 report card, if applicable.

Civic Education

Term 1 assessment

- Formally assess whether the children have achieved the performance objectives for the term. They can complete pages 21 to 24 of the *Smart Start to Nursery 1 Civic Education Workbook* independently for this assessment.
- Mark the completed assessments and update each child's assessment record. (See the Term 1 Assessment chart that follows).
- Complete the relevant section on each child's Term 1 report card, if applicable.

Basic Science & Technology

Term 1 assessment

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 19–21 of the *Smart Start to Nursery 1 Basic Science & Technology for Workbook* independently.
- Mark the completed assessments and update each child's assessment record (see the Term 1 Assessment chart that follows).
- Complete the relevant section on each child's Term 1 report card, if applicable.

Physical Development

Term 1 assessment

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 1 Assessment chart that follows).
- Update each child's assessment record and complete the relevant section on each child's Term 1 report card, if applicable.

Social Habits

Term 1 assessment

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 1 Assessment chart that follows).
- Update each child's assessment record and complete the relevant section on each child's Term 1 report card, if applicable.

Health Habits

Term 1 assessment

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 1 Assessment chart that follows).
- Update each child's assessment record and complete the relevant section on each child's Term 1 report card, if applicable.

Term 1 Assessment

Name: _____ Date: _____					
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
Letter Work	<ul style="list-style-type: none"> Talk about events such as festivals: Christmas and Id-El-Maolud Talk about things in the classroom and at home and answer questions 				
Number Work	<ul style="list-style-type: none"> Interact with objects in the classroom from numbers 1 to 5 Play with materials in the environment and use them for counting numbers 1-5 Name and count domestic animals, utensils, shoes, socks, furniture, etc. at home Sort number cards appropriately into cartons labelled 1 to 5 				
Civic Education	<ul style="list-style-type: none"> Recognise self as a boy or girl Interact with teachers, family members and other people Show how to appreciate token of love or gifts by saying, "Thank you" Show simple courtesy to everyone in the school and at home Encourage children to greet at different times of day or season in their locality at home and school Encourage children to show respect to elders 				
Basic Science & Technology	<ul style="list-style-type: none"> Recognise a safe environment Actively participate by exploring environment safely Identify safety measures at home and at school Prevent dangerous actions that can harm you at school Identify some roads in the community and how they are used Identify colour: red, blue, yellow, green 				
Physical and Health Education	<ul style="list-style-type: none"> Talk about self Learn age and sex and interact with their age group and sex Refer to names and ages pasted on classroom wall 				

	<ul style="list-style-type: none"> • Use their weight and height to interact as learning activity • Identify the various parts of the body • Explain how to take care of the different parts of the body • Move parts of body to fun, upbeat music • Sing and follow the actions of the song, 'Head, shoulders, knees and toes' • Demonstrate the way different animals move 				
Social Habits	<ul style="list-style-type: none"> • Say their names to introduce themselves • Mention names of at least three other children in the class • Mention their age and state their gender • Compose a song on 'Myself' • State the number of people living in their house • Mention parents and names of other members of their family • Compose a rhyme on 'My family' • State the name and address of the school • Identify the head of the school • List common objects found at school and activities carried out at school • Use basic greetings and appropriate responses • Demonstrate ways people from different parts of the country greet • Role-play parental roles and elicit proper greeting • Say the following greetings: "Good morning/afternoon/evening", "Welcome" and "Goodbye" 				
Health Habits	<ul style="list-style-type: none"> • Give simple meanings of diseases and examples of common childhood diseases • Discuss implication of dirty habits to our health • List and discuss care to be given to a child when they are ill • Discuss preventative measures on childhood diseases • Use simple words to explain immunisation • Expose children to pictures/photographs/posters/charts showing various vaccines 				

Term 2 Overview

Term 2	Letter Work	Number Work	Civic Education	Basic Science & Technology	Physical Development	Social Habits	Health Habits
Week 1	Revision of Term 1	Revision of Term 1	Revision of Term 1	Revision of Term 1	Child's growth	Revision of Term 1	Revision of Term 1
Week 2	Doing words: actions	Counting of numbers 1–5	Emotion	Human body: outer parts	Child's growth	Good and bad habits	Drug use
Week 3	Picture reading/identification of objects in class	Reverse counting of numbers 5–1	Quality care: our caregivers	Sense organs	Child's growth: food	Helping yourself	Drug abuse
Week 4	Colouring	Counting with abacus	Forming bonds	Floating objects	Non-locomotor movements: stretching	Dressing habits	Personal hygiene: care of the body
Week 5	Scribbling	Number puzzle	Basic rights of pupils	Sinking objects	Non-locomotor movements: twisting	Interaction	Personal hygiene: care of the body
Week 6	Revision	Revision	Revision	Revision	Revision	Revision	Revision
Week 7	Rhymes	Tracing number 1	Individual differences	Floating and sinking objects	Manipulation movements: catching bubbles	Friendship	Personal hygiene: toilet uses
Week 8	Writing: Tracing of strokes	Tracing number 2	Care of belonging	Types of fruit	Manipulation movements: throwing and catching	Friendship: birthdays	Personal hygiene: toilet habits
Week 9	Group games	Tracing number 3	Honesty	Functions of fruit	Manipulation movements: walking the line	Special days	Orphans
Weeks 10–11	Revision	Revision	Revision	Revision	Revision	Revision	Revision
Weeks 12–13	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment

WEEK 1

Resources

Smart Start to Nursery 1 Workbooks; counting rhymes and songs; sets of objects to count; weighing scale and height chart; children's health records; pictures of healthy foods from magazines, newspapers or advertising pamphlets; balls

Suggested teaching guidelines

Letter Work

Revision of Term 1

- Revise the concepts *same* and *different* and matching objects/people that go together, for example: bowl and spoon and boy and ball, and so on.
- Have the children complete pages 26 and 27 of the *Smart Start to Nursery 1 Letter Work Workbook*. They can colour in the pictures once they have completed the activities.

Number Work

Revision of Term 1

- Revise the names and colours of objects that the children like to play with and matching of objects and animals that are the same.
- Sing or say some of the counting rhymes or songs that the children learnt last term.
- Have children practise counting sets of objects in groups of numbers from 1 to 5. This can be done in pairs or individually.
- Have the children complete pages 28 to 30 of the *Smart Start to Nursery 1 Number Work Workbook* to revise identifying, counting and writing numbers from 1 to 5.

Civic Education

Revision of Term 1: Being with friends; Greetings and magic words

- Revise simple greetings, how to behave in social situations, how to show appreciation, emotions and feelings.
- Revise some of the English rhymes and songs, which they learnt in Term 1.
- Have the children complete pages 25 and 26 of the *Smart Start Letter Work for Nursery 1 Workbook* to revise how to identify positive social interactions, greetings and magic words, for example: *Please* and *Thank you*.

Basic Science & Technology

Revision of Term 1

Guide the children to complete the activities on pages 22 and 23 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise road safety and colours, by finding the odd-one-out in each row of objects.

Physical Development

Revision of Term 1

- Revise with the children what they learnt in Term 1: their names, gender and age. Do this by asking each child a few questions, in the home language and/or in English depending on the language policy of the school/centre, while the others are playing or working on another task.
- You may wish to check and record the weight and height of each child again (or, children whose physical development and growth you are concerned about).
- Practise rolling, throwing and kicking a ball.
- Practise identifying and naming different body parts.
- Update the children's health records, as necessary.

Social Habits

Revision of Term 1

- Revise with the children what they learnt in Term 1 about the names of teachers, friends and family members.
- Revise with the children how to greet people appropriately. Remind them to use the magic words, such as *Please*, *Thank you* and *Excuse me*, properly and how to show respect for their elders.
- Continue to encourage the children to listen carefully and to carry out simple instructions.

Health Habits

Revision of Term 1

- Revise childhood diseases and preventative measures you can take against them with the children.
- Continue to refer any children with suspected diseases to the relevant health centres.
- Also check that all children's immunisations are up to date.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Balance on one foot.

WEEK 2

Resources

Smart Start to Nursery 1 Workbooks; colours chart/poster; paints in primary colours, paintbrushes, large sheets of blank paper; real items (or pictures of items) of objects that with the letter 'k'; thick wax crayons or chalk; clay, playdough or plasticine; number cards 1-10; pictures that show different emotions (for example: happy, sad, excited, angry, tired, etc.); pictures/poster/chart to show different parts of the body; real items/pictures of common household medicines (for example: pain and fever syrup, vitamin C, multi-vitamins, cold and flu medicines, etc.); pictures/poster/chart about where water comes from (for example: river, tap,

borehole, well, spring, dam); basic playground equipment (for example: balls, skipping ropes, slide, merry-go-round); children's assessment records; certified copy of each child's birth certificate; real items or pictures of local foods (for example: yam, gari, rice, meat, fish, vegetables, fruits); picture/poster/chart of a child being immunised

Suggested teaching guidelines

Letter Work

Actions

- Ask the children to follow your instructions, for example, say "sit", "come", "go", "stand up" and "clap", etc. Repeat a few times until the children have grasped some of the words.
- Divide the children into pairs or small groups. Let them take turns to give instructions while the their partner or group members follow the instruction.
- Show children a poster/chart or pictures showing different actions. Ask the children to point at the "doing" (action) words and pictures. Ask them to describe the pictures by doing the actions. Give each child time to act out some of the actions.
- Have the children complete pages 28 and 29 of the *Smart Start to Nursery 1 Letter Work Workbook* to carry out the actions and complete the activities. Let the children colour in the pictures.

Extension activity

Have the children act out an instruction and let their partner guess the word, for example: turning around, nodding and tapping their foot. Encourage them to think of different 'doing' words.

Remedial activities

- Let the children work in pairs to complete pages 28 and 29 of the *Smart Start to Nursery 1 Letter Work Workbook* with the help of a friend or teacher.
- Using the action poster/chart/pictures, revise the "doing" words. Ask the children to act out each word. Make sure that they know what the word is in their home language too.

Number Work

Counting of numbers 1 to 5

- Practise counting from 1 to 5 with the children. Count forwards and backwards.
- Recite a rhyme or sing a song to practise counting from 1 to 5.
- Ask the children to open their *Smart Start to Nursery 1 Number Work Workbook* to page 31 and recite the rhyme. They can act it out to help them remember the words. Encourage the children to colour in the pictures.
- Write numbers 1 to 5 in order on the left-hand side of the board. Then write numbers 1 to 5 randomly on the right-hand side of the board. Point to a number on the left, for example, 2 and ask a child to come up and circle or underline the same number on the right side. Repeat this several times so that as many children as possible have a turn.
- Have the children complete page 32 of the *Smart Start to Nursery 1 Number Work Workbook* to practise matching numbers 1 to 5.

Remedial activity

Have the children play a matching game with two sets of number cards to practise identifying

Civic Education

Emotion: How do they feel?; Being friendly

- Give a simple explanation of *emotion*. Using posters/charts or pictures, ask the children to identify the different kinds of emotions, for example: happy, sad, cross, angry and excited.
- List some actions that express emotions, for example: hugging, tickling, laughing, crying and cuddling. Let the children act out the different emotions and let the class guess the emotion.
- Ask the children to look at the pictures showing different emotions on pages 27 and 28 of the *Smart Start to Nursery 1 Civic Education Workbook*. Help them to name each emotion and then to choose the matching happy face, sad face or 'cross' face.

Basic Science & Technology

Human body: Outer parts

- If possible, show the children pictures/poster/chart of a person, who is fully clothed but with all outer body parts clearly displayed. Help the children to identify the different body parts.
- Ask the children to point to the same part on their body as the part that you point to on the poster, for example point to the leg and the children must point to their leg. Point to the head and the children must point to their head, etc.
- Guide the children to learn the song about body parts on page 24 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*.
- Help the children to name the body parts on page 25 and to colour in the picture.

Physical Development

Growth

- Discuss and measure the growth of each child in your class.
- Explain, in simple terms, the psychological needs of a growing child, for example: attachment, care, love, self-esteem, protection, pleasure, gain, distress avoidance, orientation/control of their environment, etc.
- **Note:** Assessing a child's physical development is best done over time and in a variety of situations. It is better to keep an ongoing record of each child's physical development based on specific incidents, as they occur during the course of the year.

Social Habits

Good and bad habits

- Using posters/pictures/charts explain to the children what good and bad habits are, for example: eating healthy food and brushing your teeth are good habits; biting nails and not washing your hands are bad habits.
- Encourage the children to role-play good habits. Let them act out good habits while the other children guess which habit they are acting out.
- Help the children to identify bad habits. Encourage them to stop practising the bad habits. Gently remind them to stop when you see them using a bad habit.

Health Habits

Drug use (1)

- Explain to the children the concept of 'drugs', that is drugs can be medicine that you take when you are ill, or drugs can be illegal substances that people take to make them feel happy.
- If possible, show the children examples of real items or pictures of common household medicines such as pain and fever syrups, vitamin C, multi-vitamins and cold and flu medicines, etc.
- Explain to the children that common household medicines are 'drugs' too and that we should only take it if it is given to use by an adult and prescribed by a doctor.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Wash hands on their own.

WEEK 3

Resources

Smart Start to Nursery 1 Workbooks; small alphabet letter cards for playing games; real items (or pictures of items) of things that start with the letter 'I'; if possible, sacks or boxes with different objects for children to name inside; thick wax crayons, paints or chalk; large sheets of paper; clay, playdough or plasticine; objects for counting (for example: pencils, rulers, books); a poster/chart/pictures of caregivers (for example: teacher, parent, grandparent, etc.); poster/chart of the five sense organs; pictures showing children helping themselves (for example: feeding themselves, dressing themselves, packing things away, etc.); posters/pictures/chart of healthy foods; a baby doll, real items or pictures of items used for a naming ceremony (for example: clothing, gifts, food and drink); empty containers, pictures/poster/chart of dangerous and hot liquids (for example: bleach, paraffin oil, oil, boiling water); materials and activities that encourage children to express their emotions (for example: a punching bag or pillow, drawing materials, puppets, play house, stories, songs and dances); certified copy of each child's birth certificate; real items of local foods (for example: yam, gari, rice, meat, fish, vegetables, fruits)

Suggested teaching guidelines

Letter Work

At school

- Read a picture book to the children. Talk about the pictures on each page. Ask the children to tell you which pictures they like the best and why.
- Divide the children into small groups or pairs to play a simple game to identify objects in the classroom. Let one child point out the object and the other children must name the object. Repeat a few times until all the children have had a turn to point out an object.
- Let the children look at the pictures on page 30 of the *Smart Start to Nursery 1 Letter Work Workbook*. Ask them to name all the objects on the page.
- Ask the children to name other objects that they know, for example: table, book and pencil, etc.

- Have the children complete pages 30 and 31 of the *Smart Start to Nursery 1 Letter Work Workbook* to identify and name objects and find these objects in a picture. The children can then colour in the pictures.

Extension activity

Divide the children into pairs or small groups. If possible, give each pair or group of children a sack or box with objects inside it. Let one child choose an object and the other child must name it. The children swap and repeat the activity until the box is empty.

Remedial activity

Use a poster/chart/pictures and help the children point to and name the different objects. Make sure that they are able to identify the object in their home language too.

Number Work

Reverse counting of numbers 5 to 1

- Teach children the song on page 33 of the *Smart Start to Nursery 1 Number Work Workbook*. Let them act it out or add actions to the song to help them remember the words. They can then colour in the picture.
- On the board, write the numbers 5 to 1 in reverse order. As you point to each number, let the children call the number out. Start with 5 and count backwards to 1.
- Practice counting forwards and backwards to 5 with the class. Write the numbers on the board, starting at 1. As you point to each number ask the children to count. Repeat, but this time start with 5 and move to 1.
- Let the children count up and down the ladder on page 34 of the *Smart Start to Nursery 1 Number Work Workbook*. Use the numbers on the left-hand ladder to help them fill in the missing numbers on the right-hand ladder. They can then colour in the pictures.

Remedial activity

Make sure that the children can count from 1 to 5 in their home language before teaching them to count in English.

Civic Education

Quality care: Our caregivers

- Give a simple meaning of 'care' for the children, for example 'care' is looking after someone, especially a young person or ill person. Using a poster/chart/pictures, show the children caregivers that they see every day, for example teachers, parents and grandparents, etc.
- Let the children take turns to act out different 'caring' roles, for example: one child 'pretends' to be hurt or sad and the other child 'pretends' to be the caregiver. Repeat a few times until the children all have had a turn.
- Help the children to complete the activities about emotions and caring for others on pages 29 and 30 of the *Smart Start to Nursery 1 Civic Education Workbook*.

Basic Science & Technology

Sense organs

- If possible, show the children a poster/chart of the five sense organs. Discuss each organ with the children and explain the sense's function in the body. Talk about how our five senses help us to understand the world around us.

- Ask the children to act out each of the five senses: touch, sight, smell, taste and hearing.
- Guide the children to complete the activity on senses on pages 26 and 27 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*.

Physical Development

Children's growth: Food

- Using a chart/poster or pictures show the children different kinds of food. Ask them to name the foods, both in English and in their home language.
- Talk to the children about healthy foods for healthy bodies. Let them point out the healthy food that they can see on the poster/chart or in the pictures.
- Talk to the children about the healthy food in their lunch boxes or the food provided by the school. Encourage the children to eat the healthy food first.

Social Habits

Helping yourself

- Using pictures, help the children to make a list of what they can do to help themselves, for example: how to feed and dress themselves and packing away belongings/toys, etc.
- Encourage the children to show you, by doing a role play, of the things they can do for themselves. They can also do this orally by telling you.
- Ask the children to tell you what they cannot do by themselves. Encourage them to learn how to do these things. Make a list with pictures of things that will help the children to learn to master new tasks. You can use reward charts for when they have managed to learn to do something new.
- Help the children compose a rhyme about 'helping yourself', e.g. One, two, tie your shoes. Three, four, eat your pawpaw. etc.

Health Habits

Drug use (2)

- Explain and discuss with the children the safe uses of medicines/drugs, for example they are used to cure diseases, to heal wounds, to prevent sickness and to help you sleep, etc.
- Talk about who can take medicine/use drugs, for example: men, women, children, pregnant women and the elderly, etc.
- Ask the children to tell you if they have ever used medicine and what they used it for.
- Let the children role-play taking some medicine to help them feel better.
- Remind the children that they should only take medicines when they are ill, and that these should be given to them by an adult and prescribed by a doctor.

Extension activity

Arrange for a doctor, nurse or healthcare worker to come and talk to the children about personal hygiene and how to care for their bodies.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Play simple games with other children.

WEEK 4

Resources

Smart Start to Nursery 1 Workbooks; real items (or pictures of items) of things that start with the letters 'm' and 'n'; thick wax crayons, paints or chalk; large sheets of paper; clay, playdough or plasticine; number line or chart (1–5); objects that can float, bucket of water; picture/poster/chart of different clothing; poster/chart of different body parts; real items or pictures/poster/chart of common household items (for example: spoon, knife, broom, hammer, a pair of scissors); children's assessment records; different materials and activities that encourage children to interact and cooperate with others (for example: games, puzzles, musical instruments, picture books, toys); Picture, poster/chart or a real example of the Nigerian flag; pairs of scissors and glue; pictures/poster/chart of body building foods (for example: meat, fish, eggs, milk); pictures, poster/chart of children with childhood diseases (for example: chicken pox, mumps, measles)

Suggested teaching guidelines

Letter Work

Colours

- Revise the primary colour names with the children (yellow, blue, red, green).
- Give the children thick wax crayons and a blank sheet of paper. Encourage them to colour some spaces on the paper. You can demonstrate some examples of these on the board first.
- Guide the children's hands and make some big colour curves or boxes on the paper.
- Have the children complete pages 32 and 33 of the *Smart Start to Nursery 1 Letter Work Workbook* to practice colouring in. They must use the same colour crayon as the crayon alongside each picture to colour in the objects.

Extension activity

Let the children choose the colour crayons they want to use and colour on a sheet of paper. Ask them to draw a picture (free drawing).

Remedial activity

Guide the children's hands when they are working on a large sheet of paper.

Number Work

Counting with an abacus

- Practise counting from 1 to 5 with the children using an abacus.
- Count out a number between 1 and 5 on the abacus and ask the children to identify the number.
- Put the children into pairs or small groups. Give them Give each pair/group their own abacus. Call out a number between 1 and 5 and ask the children to show you the number on the abacus.
- Divide the children into pairs. Give each pair an abacus to work with. Let one child make a number between 1 and 5 on the abacus. The other child must identify the number. Swap over so that each child has a turn with the abacus.
- Have the children complete pages 35 and 36 of the *Smart Start to Nursery 1 Number Work Workbook* to practise working with numbers on an abacus.

Civic Education

Forming bonds: Sharing is caring; Being together

- Explain the meaning of 'forming bonds' to the children, that is by showing the following qualities: trust, openness, helpfulness, love, honesty and charity.
- Help the children to identify their friends and family with whom they have a bond.
- Talk about the positive qualities that can strengthen bonds, for example trust and love.
- Let the children role-play how to build a bond through love and trust with their friends.
- Guide the children to complete the activities on pages 31 and 32 of the *Smart Start to Nursery 1 Civic Education Workbook*. They can then colour in the picture of the heart.

Basic Science & Technology

Floating objects

- If possible, show the children real objects and a bucket of water. Show them how different objects float. Let the children choose objects from around the classroom that they think will float and allow them to have turns to put the object into the water. Be careful not to leave the bucket of water or children unattended as it could be dangerous to the children's safety.
- Help the children to name the objects and then to identify which ones floated.
- Guide the children to complete the activities on pages 28 and 29 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*.

Physical Development

Non-locomotor movement: Stretching

- Help the children to work on their balance and to manipulate their bodies while staying in one place, for example by bending, twisting, swaying and pulling, etc.
- Remind the children to stop, look and listen when they hear the whistle.
- Take the children outside to the playground or inside where there is enough space for them to move freely.

- Ask the children to move into their own space about two feet apart from one another. Ask them to stretch their arms up to the sky/ceiling as far as they can. Do other stretch movements, such as stretching sideways, forwards and backwards. Encourage the children to reach down and touch their toes. Repeat a few times.

Social Habits

Dressing habits

- Show the children a picture/poster/chart of different clothing. Discuss with the need to dress properly.
- Guide the children on how to dress properly, for example how a boy should dress and how a girl should dress. Discuss the differences in dressing for boys and girls.
- Ask the children to orally tell you how they should dress. They can then role-play in small groups to how they dress in their locality.

Health Habits

Personal hygiene: Care of the body (1)

- Remind the children what 'personal hygiene' means. Encourage them to give you examples of personal hygiene, for example: washing hands, cleaning hair and nails, wearing clean clothing and cleaning their body.
- Let the children sing a song about the different parts of the body and how to care for them. Let the children do actions for the song to help them remember the words.
- Using a poster/chart, help the children to identify the different body parts, for example: head, mouth, ears, eyes, teeth, skin, arms and legs, etc.

WEEK 5

Resources

Smart Start to Nursery 1 Workbooks; a simple story in English about a school event (for example: sports day, first day at school, etc.); picture books and storybooks; a story on CD, a CD player; sand trays; stiff paper or cardboard, map of Nigeria; objects for sorting (for example: pencils, crayons, books, paper); poster/chart of basic human rights; objects that can sink, bucket of water; newspaper cut-outs of local chieftains; pictures of living and non-living things (for example: animals, plants, trees, flowers, books, toys, stationery); materials to encourage children's intellectual development (for example: shapes, pattern blocks, memory games, matching cards); poster/chart of the Nigerian national anthem; real items or pictures of local energy-giving foods (for example: eba, gari, rice, yam, amala) and protective foods (for example: okro, ewedu, spinach, mangoes, oranges, apples); drawing paper, wax crayons, paints, brushes, clay, playdough or plasticine, old newspapers and glue; real items or pictures of common household medicines (for example: pain and fever syrup, vitamin C, multi-vitamins, etc.); posters/charts/pictures of how to take care of our body; balls

Suggested teaching guidelines

Letter Work

Lie patterns

- Guide the children's hands and let them 'scribble' in the air.
- Ask the children to follow your example. Hold your hand in the air and make different patterns, for example: zig zag, up and down, wavy, etc. Let the children copy you.
- Give the children large sheets of paper and let them scribble on the page. Ask them to copy your patterns. Guide their hands.
- Have the children complete pages 34 and 35 of the *Smart Start to Nursery 1 Letter Work Workbook* to practise tracing over the lines and colouring in pictures.

Extension activities

- Have the children colour in different pictures on paper or on the board.
- Let the children trace over patterns that you have put on paper or on the board.

Remedial activities

- Let the children 'scribble' with their fingers in sand trays or paint.
- Guide the children's hands when they are 'scribbling', drawing or colouring in.

Number Work

Number puzzle

- Draw a map of Nigeria on a piece of cardboard or stiff paper. Divide the map into zones 1 to 5. Then cut out the map. Guide the children to arrange the puzzle pieces using the numbers of the zones. Let the children work in small groups, in pairs or on their own.
- Have the children complete pages 37 and 38 of the *Smart Start to Nursery 1 Number Work Workbook*. Talk about the map of Nigeria. Point out all the different points of interest. Let the children colour in the map. Help the children write the numbers in the blocks provided. (These are the same as the puzzle map zones.)

Remedial activity

Let the children practice building different kinds of puzzles to help them understand how puzzles fit together. Let them work in pairs or on their own.

Civic Education

Basic rights of children: What do we need?; Your food

- Explain the basic rights of children, for example: eating (food), playing and receiving an education, etc.
- Talk about all the things that humans need to survive, for example: healthy food, shelter, good health, water, etc.
- Ask the children to identify the basic human rights that they have at school and at home.
- Talk about the differences between 'needs' and 'wants'. Explain that healthy food is a basic right and a need for survival but cake and sweets are 'wants', and a privilege – we do need these things to survive.

- Help the children to identify the basic human rights shown in the pictures on pages 33 and 34 of the *Smart Start to Nursery 1 Civic Education Workbook*. They can then complete the activities.

Extension activity

If possible, show the children a poster or chart of basic human rights and talk about the different rights shown in the pictures.

Basic Science & Technology

Sinking objects

- If possible, using a bucket or basin of water, show the children how different objects sink. Let the children choose objects from around the classroom and environment to put into the bucket and to watch them sink. Be careful not to leave the bucket of water or children unattended as it could be dangerous to the children's safety.
- Help the children to identify the objects that sink.
- Guide the children to complete the activities on pages 30 and 31 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*.

Physical Development

Non-locomotor movement: Twisting

- Discuss and demonstrate the different ways of twisting your body for the children. Let them copy your twisting movements.
- In a large space where the children are able to move about freely, demonstrate how to put your hands on the side of your body and to twist the body back and forth, from side to side. Then go slowly and hold a stretch on each side. Let the children copy you. Repeat a few times until the children are able to do the stretches.
- Let the children dance around the activity space and 'freeze' every eight seconds, or when they hear the drum, whistle or hand clap. The children start dancing again when you say "go". Repeat a few times.

Social Habits

Interaction

- Explain the concept of 'interaction' to the children in simple terms. Help them to interact well with their friends.
- Let the children role-play how to interact with their friends and adults. Talk about appropriate behaviours and guide the children to interact and express themselves freely.

Extension activity

Let the children work in small groups or do this activity as a whole class. Let the children role-play any of the topics taught in Weeks 1 to 5. Let them perform their role plays for the rest of the class.

Health Habits

Personal hygiene: Care of the body (2)

- If possible, use posters/charts/pictures to show the children how to take care of their body, for example: brushing their teeth correctly, bathing once a day, keeping nails short and clean and wearing clean clothes, etc.

- Encourage the children to role-play various personal hygiene routines. Let the rest of the class guess which routines the child is acting out.
- Discuss the consequences of poor personal hygiene, for example: germs, diseases, body rashes, etc.
- Continue to monitor the children for any signs of childhood diseases and refer them to the appropriate healthcare centre, if necessary.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Attempt to dress-up.

WEEK 6

Resources

Smart Start to Nursery 1 Workbooks

Suggested teaching guidelines

Letter Work

Revision

- Revise how to trace over different lines with the children.
- Have them complete page 36 of the *Smart Start to Letter Work Nursery 1 Workbook* to revise tracing over zigzag, straight and curved lines.

Number Work

Revision

- Revise counting from 1 to 5 with the children, both forwards and backwards.
- Revise counting sets of objects in groups of numbers from 1 to 5.
- Have the children complete page 39 of the *Smart Start to Number Work Nursery 1 Workbook* to revise counting and writing numbers from 1 to 5.

Civic Education

Revision

Use the pictures on page 35 of the *Smart Start to Nursery 1 Civic Education Workbook* to revise friendly behaviour between friends and forming bonds with others. Help the children to identify the positive qualities such as trust, helpfulness and openness shown in the pictures.

Basic Science & Technology

Revision

- Revise outer body parts and clothes with the children.
- Guide the children to complete the activity on page 32 of their *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise different parts of the body and the clothing we wear for each body part.

Physical Development

Revision

- Revise throwing and catching of a ball with the children.
- Revise walking on a line as well as stretching and twisting
- Monitor the growth of each child and update the child's health records, if necessary.

Social Habits

Revision

- Revise good and bad habits with the children. Let them draw pictures of good and bad habits.
- Revise how they can help themselves. See if any of the children have managed to grasp a new skill, for example: going to the bathroom alone, washing hands, getting dressed and feeding themselves, etc.

Health Habits

Revision

- Revise with the children the meaning, types and benefits of medicines/drug use.
- Revise personal hygiene with the children, for example how to keep clean and prevent illness.

Extension activity

If possible, arrange for a doctor, nurse, pharmacist or other health care worker to come and talk to the children about taking medicine.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Answer simple questions in their home language.

Continuous assessment

Name: _____ Date: _____					
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
Letter Work	<ul style="list-style-type: none"> Carry out some actions following teacher's instructions. Give instructions for class members to follow. Circle some action pictures. Describe pictures with actions. Carry out some actions. Read picture books. Identify objects in class and in picture books. Mention some objects they know. Colouring a drawn object. Practise writing in the air. Scribble on paper using pencil or crayon. 				
Number Work	<ul style="list-style-type: none"> Use songs and rhymes to count numbers 1 to 5. Use songs and rhymes to count numbers from 5 to 1. Arrange the number cards 5 to 1 on a ladder or fishing net hook for reverse counting. Counting numbers 1 to 5 on an abacus. Arrange puzzle cards to make a map of Nigeria. 				
Civic Education	<ul style="list-style-type: none"> Give the simple meaning of emotion. List actions expressing emotions. Show friendly behaviour towards others and make friends irrespective of sex. Demonstrate and list actions of giving quality care to others Give simple meaning of bonds List and discuss traits that can strengthen healthy bonds. Give simple meaning of rights Discuss children's basic rights 				
Basic Science & Technology	<ul style="list-style-type: none"> Sing songs and recite rhymes on the human body. Mention and touch the outer parts of the body. List the outer parts of the body. Give simple meaning of sense organs. Mention the types of sense organs in the body. Demonstrate the uses of the sense organs. Give simple meaning of floating and sinking. List some objects that can float and sink in water. Demonstrate the floating and sinking processes. 				
Physical Development	<ul style="list-style-type: none"> Measure growth and discuss needs of a growing child. Discuss foods necessary for growth. Work on skills to help keep balance and to 				

	<p>manipulate their bodies while staying in one place.</p> <ul style="list-style-type: none"> • Demonstrate different ways of twisting the body. 				
Social Habits	<ul style="list-style-type: none"> • Give simple meanings of good and bad habits • Mention good habits they practise. • Say some bad habits they know. • Demonstrate how to help themselves. • Describe how they do certain things by themselves. • Compose a rhyme on 'helping yourself'. • Understand the need to dress properly. • Understand how boys and girls should dress. • Orally dress themselves properly. • Role-play how to dress in their locality. • Give a simple meaning of 'interaction'. • Interact well with each other in class. • Interact well with other people. • Interact and express self freely. 				
Health Habits	<ul style="list-style-type: none"> • Understand the meaning of medicine/drugs. • Understand the management of medicine/drugs. • Understand the safe uses of drugs. • Know the people who can use medicine/drugs. • Discuss personal hygiene. • Sing songs on parts of the body and their care. • Identify some parts of the body. • Demonstrate and discuss oral hygiene. • List and discuss the consequences of neglecting care of the body. 				

WEEK 7

Resources

Smart Start to Nursery 1 Workbooks; sand trays, felt alphabet letters, alphabet matching games and puzzles; family member puppets or pictures/photographs/poster/chart showing different members of a family; a simple story about a family in English; picture books and storybooks; a story on CD, a CD player; unlined paper, coloured pencils or wax crayons; alphabet cards, games and puzzles; sets of number cards (1–5), number games or puzzles; large sheets of paper, crayons, finger paints; groups of objects (for example: pencils, books, leaves); a plastic bag; bubbles, whistle; rhyme/song about friendship; playground climbing equipment (for example: climbing frame, slide, steps); poster/chart with the Nigerian national pledge; a bucket of water,

objects that float/sink; pictures/poster/chart of harmful foods (for example: sweets, cakes, fizzy drinks); pictures/poster/chart of different medicines; an age-appropriate video clip on drug abuse (if possible)

Suggested teaching guidelines

Letter Work

More rhymes

- Teach the children an alphabet song. Let them sing it a few times. Add actions or point to the alphabet letters to help the children remember the song.
- Teach the children the counting song, '1, 2, 3, 4, 5 once I caught a fish alive' or any other counting song you know. Let them act out the song while they learn the words.
- Ask questions about the songs and encourage the children to answer.
- Encourage the children to write some alphabet letters in the sky. Demonstrate a few examples first or let the children copy you.
- Ask the children to complete pages 37 and 38 of the *Smart Start to Nursery 1 Letter Work Workbook*. Sing the songs again and let them colour in the picture and letters of the alphabet.

Extension activity

Have the children practise identifying letters of the alphabet by playing matching games or completing alphabet puzzles.

Remedial activities

Use sand trays or felt alphabet letters for the children to write in or trace over to get the feel of each letter. Guide their hands to form the shape of the letter correctly.

Number Work

Tracing number 1

- Show the children a large number 1 written on the board. Help them trace the number in the air with their fingers. Talk about the shape of the number. Remind the children that the number starts at the top when you write it.
- Ask the children to open their *Smart Start to Nursery 1 Number Work Workbook* to page 40. Help them to trace and write the number 1 in the blocks provided. Let them colour in the picture of the ball.
- Have the children practise writing number 1 on large sheets of paper with crayons or paint. They can also write on slates or the board with chalk, or with their fingers in wet sand).
- Show the children groups of different objects, for example pencils, books and leaves. Ask them to pick out one (1) object each time. Repeat a few times with different objects. Let all children have a turn.
- Have the children complete page 41 of the *Smart Start to Nursery 1 Number Work Workbook* to identify and colour in one object per block.

Civic Education

Individual differences: People are not all the same

- Talk about how each person is different. Look around the class and let the children point out differences, for example: long hair, short hair, glasses, dress, shorts, etc. Remind the children to be kind at all times when looking at one another's differences.
- Talk about respecting each person's differences, for example in culture, gender and appearances, etc. Let the children role-play how to respect and accept differences in their friends and family.
- Guide the children to complete the activities on individual differences on pages 36 and 37 of the *Smart Start to Nursery 1 Civic Education Workbook*.

Basic Science & Technology

Floating and sinking objects

- Let the children choose objects from around the classroom and environment. Let them name the object and then say whether they think it will sink or float in a bucket of water. Let the children then put each object into the water to test their theory.
- Ask the children to name the differences between the objects that sink and the objects that float, for example: light, heavy, solid, empty, etc.
- Have the children complete the activities on pages 33 and 34 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to practise the concepts of floating and sinking.

Physical Development

Manipulative movement: Catching bubbles

- Blow some bubbles for the children to run and catch. Make sure that they have lots of free space in which to run. Walk among the children as you blow the bubbles to make sure that the bubbles are spread out and that the children have to walk or run to catch them.
- Remind the children to stop, look and listen when they hear the whistle.

Social Habits

Friendship

- Discuss what 'friendship' means with the children. Ask them to name and identify their friends at school and at home.
- Explain the importance of friendship to them and to the country.
- Mentor and caution the children to be aware of 'bad' friends. Encourage them to make good friendship decisions.
- Teach the children a rhyme or song about 'friendship'.

Health Habits

Personal Hygiene: toilet uses

- If possible, take the children for a walk around the school grounds. Help them to find and identify the toilets on the school premises.
- Talk about the different examples of toilets, for example pit latrines and water/flush toilets. Ask the children to identify which toilet system they use at home and at school.

- Discuss with the children what toilets are used for, for example to urinate and defecate.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Show different emotions.

WEEK 8

Resources

Smart Start to Nursery 1 Workbooks; large sheets of paper, sand trays, thick paint; groups of objects (for example: pencils, books and leaves); puppets, pictures/poster/photographs of different farm animals; a simple story about farm animals in English; picture books and storybooks; a story on CD, a CD player; alphabet cards, games and puzzles; real fruit or pictures/poster/chart of fruit (for example: apples, bananas, pears, plums, peaches); balloons (one for each child); pictures of different birthday celebrations; birthday chart; bathroom/toilet items (for example: toilet paper, tissues, liquid soap, cleaning brush, wash basin, cupboard; water); song about washing hands; clay, playdough or plasticine; small objects (for example: beans, seeds, coins, lego pieces); any age-appropriate materials on child abuse; pictures/poster/chart of a healthy child and a malnourished child; age-appropriate pictures/poster/chart on drug abuse

Suggested teaching guidelines

Letter Work

Writing lines

- Guide the children's hands and trace writing lines in the air. Do the slanting lines / / / / first, then the vertical lines | | | and then the horizontal lines — — — —.
- Repeat the different writing lines. However, this time do them on a large sheet of paper or on the board. Use can also use sand trays or thick paint on paper. Repeat a few times until the children have grasped the idea of the different strokes used for handwriting.
- Have the children complete pages 39 to 41 of the *Smart Start to Nursery 1 Letter Work Workbook* to practice tracing over the different writing lines. Make sure that they are holding their pencils/crayons with the correct grip.

Extension activity

Let the children try and write the different writing lines on paper without tracing.

Remedial activity

Encourage the children to spend more time writing the different writing lines in the sand trays or on large sheets of paper with paint, etc.

Number Work

Tracing number 2

- Show the children a large number 2 written on the board. Help them to trace the number in the air with their fingers. Talk about the shape of the number. Remind the children that the number starts at the top when you write it.
- Ask the children to trace and write the number 2 in the blocks provided on page 42 of the *Smart Start to Nursery 1 Number Work Workbook*. Let them colour in the pictures of the fish.
- Have the children practise writing number 2 on large sheets of paper with crayons or paint. They can also write on slates or the board with chalk, or with their fingers in wet sand. Show the children groups of objects, for example: pencils, books and leaves. Ask them to pick out two (2) objects. Repeat a few times with different objects. Let all children have a turn.
- Have the children complete page 43 of the *Smart Start to Nursery 1 Number Work Workbook* to identify and colour in one object per block.

Remedial activity

Using a large sheet of newsprint paper or any other paper, write large 2s on the paper. Let the children practice tracing over the number using different coloured crayons. They can trace over each one a few times.

Civic Education

Care of belongings: Whose is it?

- Talk to the children about their belongings. Let them show you something that belongs to them, for example: shoes, school bag, book or toy.
- Talk about how to look after your belongings. Let the children practise how to look after their belongings by doing a role play, for example they could role-play how to pack things away neatly.
- Ask the children to look at the pictures on pages 38 and 39 of the *Smart Start to Nursery 1 Civic Education Workbook*. Guide the children to complete the activities to help them learn how to take care of their personal belongings.

Basic Science & Technology

Types of fruit

- Show the children different types of fruit, for example: apples, bananas, pears, plums and peaches. Explain the importance of eating fruit.
- If possible, show the children a picture/poster/chart of different kinds of fruit. Ask them to name the fruits they know. Talk to them about the fruits they like to eat and why.
- Ask the children to tell you which fruits they can find in the environment and at markets.
- Guide the children to complete the activities on page 35 and 36 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to help them recognise the fruit. They can then colour in the pictures. Help them to match the fruit to the plant that it comes from.

Physical Development

Manipulative movement (throwing and catching)

- Help the children practice their throwing and catching skills by tossing a balloon up into the air and catching it again. Let them move freely inside the activity space so that their balloon does not pop easily. Make sure each child has their own balloon. Have extra balloons just in case. Let the children play with the balloons. They could also throw and catch the balloons with a friend.
- Observe and monitor each child's throwing and catching skills.

Social Habits

Friendship: Birthdays

- If possible, show the children pictures of different birthday celebrations.
- Ask the children to tell the class how old they are. Encourage them to name their friend's names one after the other.
- Talk about their friends' birthdays. Discuss how birthdays are celebrated in your class and at home. Encourage the children to know the date of their friends' birthdays. You can also make a birthday chart to display in the classroom.
- Sing a 'Happy birthday' song with the children.

Health Habits

Toilet habits

- Using a poster or pictures, show the children various items that can be found in the toilet (bathroom). Ask them to name the items, for example: toilet paper, tissues, liquid soap, cleaning brush, wash basin, cupboard and water.
- Train the children to wash their hands after they use the toilet.
- Teach the children a rhyme or song about how to wash your hands. Let them role-play how to use the toilet and then wash their hands.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Speak in sentences and use many different words (in their home language)

WEEK 9

Resources

Smart Start to Nursery 1 Workbooks; balls, children's assessment records; puppets, pictures/poster/photographs of different wild animals; a simple story about wild animals in English; picture books and storybooks; a story on CD, a CD player; unlined paper, colour pencils or wax crayons; alphabet cards, games and puzzles; number cards (1–3); number dice, counters, chalk, small pebbles; pictures/poster/chart of common fruits; long length of rope or washing line and 'treasure'; posters/charts about special days in Nigeria (for example: Children's Day, Independence Day, Worker's Day); pictures/poster/chart of common household electrical

appliances (for example: kettle, toaster, iron, heater); skipping ropes; any age-appropriate materials on child labour

Suggested teaching guidelines

Letter Work

Games

- Teach the children different games that can be played in groups, for example: throwing a ball, clapping, dancing and climbing, etc.
- Divide the class into small groups. Let the children have a chance to play their favourite group game.
- Have the children complete the activities on pages 42 and 43 of the *Smart Start to Nursery 1 Letter Work Workbook* by tracing over the dotted lines to complete the maze. They can then colour in the pictures. Guide their hands as necessary.

Extension activities

- Give the children some time to play the different games in groups.
- Ask the children to think of and play their own group game.

Remedial activity

Help the children to play a group game by facilitating the game, for example by playing with them until they have an understanding of how the game is played.

Number Work

Tracing number 3

- Show the children a large number 3 written on the board. Help them trace the number in the air with their fingers. Talk about the shape of the number. Remind the children that the number starts at the top when you write it.
- Ask the children to trace and write the number 3 in the blocks provided on page 44 of the *Smart Start to Nursery 1 Number Work Workbook*. Let them colour in the pictures of the cars.
- Have the children practise writing number 3 on large sheets of paper with crayons or paint. They can also write on slates or the board with chalk, or with their fingers in wet sand.
- Using number cards, let the children match numbers 1 to 3 with the correct amount of objects, for example counters or beans.
- Have the children complete page 45 of the *Smart Start to Nursery 1 Number Work Workbook* to practice tracing the numbers 2 and 3.

Civic Education

Honesty: Telling the truth; Stealing is bad

- Explain, in simple terms, what 'honesty' means to the children, that is 'telling the truth'.
- Explain the story on page 40 of the *Smart Start to Nursery 1 Civic Education Workbook* to the children. Let them help you to say what is happening in each picture. Talk about the importance of being honest. Discuss what lying is. Give the children more examples of when honesty is better than lying (being dishonest).

- Look at the picture sequences on page 41 of the *Smart Start to Nursery 1 Civic Education Workbook*. Talk about what is happening in each picture. Discuss why stealing is bad and how we would feel if someone stole something of ours.

Basic Science & Technology

Functions of fruit

- If possible, show the children pictures/poster/chart of common fruits. Ask them to name the different fruits.
- Teach the children the song about fruit on page 37 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Then let them colour in the pictures.
- Talk to the children about how fruit helps to keep different parts of the body healthy. They can then complete the activity on page 38 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*.

Physical Development

Locomotor movement: Walking the line

- Lay out several lengths of rope or washing line along the floor, leading to a 'treasure' at the end of the rope. Encourage the children to walk along the path to reach the treasure. Some children may also be able to walk backwards, to the side or do some tricks along the route, for example they can stand on one leg or jump forwards.
- Observe and monitor each child's 'walking on the line' skills. Assist children where necessary.

Social Habits

Special days

- If possible, show the children pictures or posters/charts about special days in Nigeria, for example: Children's Day, Independence Day and Worker's Day. Talk about the significance of each day.
- Help the children to learn the dates of the special days in Nigeria. Help the children compose songs about these special days.

Health Habits

Orphans

- Explain to the children what an orphan is (a child who has no parents/caregivers alive to look after them).
- Talk to the children about how it must feel to be an orphan. Discuss how they can help their friends who are orphans, for example by being kind, caring and helpful.
- Ask the children to role-play how to be a good friend to an orphan in groups.
- Ask the children if they know of someone who is an orphan. Be sensitive to the situation in discussions if you have any orphans in your class.

Continuous assessment

Name: _____ Date: _____					
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
Letter Work	<ul style="list-style-type: none"> • Sing alphabet, number and animal rhymes. • Trace strokes: <ul style="list-style-type: none"> ○ Slanting ○ Vertical ○ Horizontal. • Play group games. 				
Number Work	<ul style="list-style-type: none"> • Trace, write and colour numbers 1, 2 and 3. • Select 1, 3 or 3 items from a group of objects. • Match objects with appropriate number. 				
Civic Education	<ul style="list-style-type: none"> • Discuss the meaning of individual differences • Discuss individual differences in class and respect and accept others • Discuss, identify and care for personal belongings • Discuss the meaning of honesty • Discuss how to be honest at school and at home • Discuss anti-social behaviour 				
Basic Science & Technology	<ul style="list-style-type: none"> • Demonstrate how objects can float or sink. • Give or spot the differences between the objects that can sink or float. • Give the simple meaning of fruits with the use of real fruits or charts. • Mention their favourite fruits and other fruits that can be found in the environment. • Explain where fruits can be found. • Sing songs or recite rhymes on fruits. • Explain the functions of fruits in the body. 				
Physical and Health Education	<ul style="list-style-type: none"> • Catch bubbles and walk, run and play with bubbles. • Practise the skills of throwing and tossing a balloon straight up into the air and catching the balloon. • Walk along lengths of rope or washing line along the floor to reach treasure at the end. 				
Social Habits	<ul style="list-style-type: none"> • Discuss what 'friendship' is. • Discuss the importance of friendship to them and the country. • Be aware of the effect of having bad friends. • Sing rhymes/songs on friendship. • Interact with each other by saying their respective age. • Say their best friends' names one after the other. • Know their friends' birthdays and celebrate with them on those days. • Sing a happy birthday song. 				

	<ul style="list-style-type: none"> • Mention special days we have in Nigeria. • Learn the respective dates of the special days from the teacher. • Compose songs for the special days with the help of the teacher. 				
Health Habits	<ul style="list-style-type: none"> • Identify and locate toilets in the school premises. • Mention types of toilets. • Mention some uses of toilets. • Mention items that can be found in the toilet. • Wash hands after using the toilet. • Talk about who an orphan is. • Discuss the results of psychological distress conditions of an orphan. 				

WEEK 10

Resources

Smart Start to Nursery 1 Workbooks; a story about the dangers of climbing heights (for example: trees, rocks, buildings); a variety of balls for the children to play with (for example: big, small, soft, hard, bouncy, light, heavy); soap, water, a small basin, a hand towel; balls; children's health records; simple cooking equipment and utensils

Suggested teaching guidelines

Letter Work

Revision

- Revise slanting, vertical and horizontal writing lines and how to trace over the lines.
- Have the children complete pages 44 and 45 of the *Smart Start to Letter Work Nursery 1 Workbook* to revise copying and tracing different writing lines. Guide their hands as needed. They can then colour in the pictures.
- Guide the children to practise tracing over the straight and curved patterns on page 47 of the *Smart Start to Letter Work Nursery 1 Workbook*. They can then colour in the pictures.

Number Work

Revision

- Revise counting from 1 to 5 with the children, both forwards and backwards.
- Let the children say a counting rhyme or sings song to practise counting from 1 to 5.
- Let the children count sets of objects in groups of numbers from 1 to 5.
- Have the children complete pages 46 and 47 of the *Smart Start to Number Work Nursery 1 Workbook* to revise identifying, counting, drawing and writing numbers 1 to 5.

Civic Education

Revision

- Revise how to take care of personal belongings.

- Use page 42 of the *Smart Start to Nursery 1 Civic Education Workbook* to consolidate the children's knowledge.

Basic Science & Technology

Revision

- Revise the five senses and their functions with the children.
- Guide the children to complete the matching activity on page 39 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise senses and parts of the body.

Physical Development

Revision

- Revise throwing and catching of a ball with the children.
- Revise walking on a line, stretching and twisting techniques.
- Monitor the growth of each child and update the child's health records, if necessary.

Social Habits

Revision

- Revise good and bad habits with the children. Let them draw pictures to show good and bad habits.
- Revise with the children how they can help themselves to do different tasks. See if any of the children have managed to grasp a new skill, for example: going to the bathroom alone, washing hands, getting dressed and feeding themselves, etc.

Health Habits

Revision

- Revise with the children the meaning, types and benefits of taking medicine.
- Revise personal hygiene with the children, for example how to keep clean and prevent illness.

Extension activity

If possible, arrange for a doctor, nurse, pharmacist or other health care worker to come and talk to the children about taking medicine.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Answer simple questions in their home language.

WEEK 11

Resources

Smart Start to Nursery 1 Workbooks; objects for sorting (for example: pencils, crayons, books, paper); playground climbing equipment (for example: climbing frame, slide, steps), skipping ropes, balls

Suggested teaching guidelines

Letter Work

Revision

- Continue revising how to trace over slanting, vertical and horizontal writing lines.
- Have the children complete page 46 of the *Smart Start to Letter Work Nursery 1 Workbook*. Guide their hands as needed. They can then colour in the pictures.
- Guide the children to practise tracing over the straight and curved patterns on page 47 of the *Smart Start to Letter Work Nursery 1 Workbook*. They can then colour in the pictures.

Number Work

Revision

- Have the children practise tracing, colouring and matching numbers from 1 to 3.
- Help the children to join the dots to form pictures using numbers 1 to 5.
- They can then complete pages 48 and 49 of the *Smart Start to Number Work Nursery 1 Workbook* to practice these skills. They can then colour in the pictures.

Civic Education

Revision

- Use the pictures on pages 43 and 44 of the *Smart Start to Nursery 1 Civic Education Workbook* to revise friendly behaviour, emotions, and care from caregivers at home and at school with the children.
- Revise rights with the children too, by asking them to identify some of their rights at school and at home.

Basic Science & Technology

Revision

The children can complete the activity on page 40 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to identify and revise healthy fruit. They can then colour in the pictures.

Physical Development

Revision

- Revise throwing and catching of a ball with the children.
- Revise walking on a line, stretching and twisting techniques.
- Monitor the growth of each child and update the child's health records, if necessary.

Social Habits

Revision

- Revise with the children how to say and give their age.
- Help the children to practise saying their friends' names.
- Revise the topics of 'friendship' and 'Special days in Nigeria'.

Health Habits

Revision

- Continue to revise personal hygiene with the children, including toilet use and washing hands.
- If you have not yet done so, arrange for a doctor, nurse, pharmacist or other health care worker to come and talk to the children about taking medicine and personal hygiene.

WEEKS 12 AND 13

Resources

Smart Start to Nursery 1 Workbooks; children's assessment records; Term 2 report cards (if applicable)

Suggested teaching guidelines

Letter Work

Term 2 assessment

- Formally assess whether the children have achieved the performance objectives for the term. They can complete pages 48 to 51 of the *Smart Start to Nursery 1 Letter Work Workbook* independently for this assessment.
- Mark the completed assessments and update each child's assessment record. (See the Term 1 Assessment chart that follows).
- Complete the relevant section on each child's Term 2 report card, if applicable.

Number Work

Term 2 assessment

- Formally assess whether the children have achieved the performance objectives for the term. They can complete pages 50 to 55 of the *Smart Start to Nursery 1 Number Work Workbook* independently for this assessment.
- Mark the completed assessments and update each child's assessment record. (See the Term 1 Assessment chart that follows).
- Complete the relevant section on each child's Term 2 report card, if applicable.

Civic Education

Term 2 assessment

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 45 to 48 of the *Smart Start to Nursery 1 Civic Education Workbook* independently.
- Mark the completed assessments and update each child's assessment record. (See the Term 1 Assessment chart that follows).
- Complete the relevant section on each child's Term 2 report card, if applicable.

Basic Science & Technology

Term 2 assessment

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 41 to 43 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* independently.
- Mark the completed assessments and update each child's assessment record. (See the Term 2 Assessment chart that follows).
- Complete the relevant section on each child's Term 2 report card, if applicable.

Physical Development

Term 2 assessment

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 2 Assessment chart that follows).
- Update each child's assessment record and complete the relevant section on each child's Term 2 report card, if applicable.

Social Habits

Term 2 assessment

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 2 Assessment chart that follows).
- Update each child's assessment record and complete the relevant section on each child's Term 2 report card, if applicable.

Health Habits

Term 2 assessment

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 2 Assessment chart that follows).
- Update each child's assessment record and complete the relevant section on each child's Term 2 report card, if applicable.

Term 2 Assessment

Name: _____ Date: _____					
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
Letter Work	<ul style="list-style-type: none"> Follow teacher's instructions. Give instructions for class members to follow. Circle and describe action pictures. Carry out actions. Read picture books. Identify objects in class and in picture books. Mention objects they know. Colour in a drawn object. Practise writing in the air. Scribble on paper using pencil or crayon. Sing alphabet, number and animal rhymes. Trace strokes: Slanting; Vertical; Horizontal. Play group games. 				
Number Work	<ul style="list-style-type: none"> Use songs and rhymes to count numbers 1 to 5 and 5 to 1. Arrange number cards 5 to 1 on a ladder or fishing net hook for reverse counting. Count numbers 1 to 5 on an abacus. Arrange puzzle cards to make a map of Nigeria. Trace, write and colour numbers 1, 2 and 3. Select 1, 3 or 3 items from a group of objects. Match objects with appropriate number. 				
Civic Education	<ul style="list-style-type: none"> List actions expressing emotions. Show friendly behaviour towards others and make friends irrespective of sex. Demonstrate and list actions of giving quality care to others. List and discuss traits that can strengthen healthy bonds. Discuss children's basic rights. Discuss individual differences in class and respect and accept others. Discuss, identify and care for personal belongings. Discuss how to be honest at school and at home. Discuss anti-social behaviour. 				
Basic Science & Technology	<ul style="list-style-type: none"> Sing songs and recite rhymes on the human body. Mention, touch and list the outer parts of the body. Mention the types of sense organs in the body. Demonstrate the uses of the sense organs. List some objects that can float and sink in water. Demonstrate how objects can float or sink. 				

	<ul style="list-style-type: none"> • Give or spot the differences between the objects that can sink or float. • Mention favourite fruits and other fruits that can be found in the environment. • Explain where fruits can be found. • Sing songs or recite rhymes on fruits. • Explain the functions of fruits in the body. 				
Physical and Health Education	<ul style="list-style-type: none"> • Discuss foods necessary for growth. • Work on skills to help keep balance and to manipulate their bodies while staying in one place. • Demonstrate different ways of twisting the body. • Catch, walk, run and play with bubbles. • Practise the skills of throwing and tossing a balloon straight up into the air and catching the balloon. • Walk along lengths of rope or washing line along the floor to find treasure at the end. 				
Social Habits	<ul style="list-style-type: none"> • Mention good habits they practise. • Say some bad habits they know. • Demonstrate how to help themselves. • Describe how they do certain things by themselves. • Compose a rhyme on 'helping yourself'. • Understand the need to dress properly. • Understand how boys and girls should dress. • Orally dress themselves properly. • Role-play how to dress in their locality. • Interact well with each other in class and with other people. • Interact and express self freely. • Discuss the importance of friendship to them and the country. • Be aware of the effect of having bad friends. • Sing rhymes/spngs on friendship. • Interact with each other by saying their respective age. • Say their best friends' names one after the other. • Know their friends' birthdays and celebrate with them on those days. • Sing a happy birthday song. • Mention special days we have in Nigeria. • Learn the respective dates of the special days. • Compose songs for the special days. 				

Health Habits	<ul style="list-style-type: none"> • Understand the meaning, management and safe uses of medicine/drugs. • Know the people who can use medicine/drugs. • Discuss personal hygiene. • Sing songs on parts of the body and their care. • Identify some parts of the body. • Demonstrate and discuss oral hygiene. • List and discuss the consequences of neglecting care of the body. • Identify and locate toilets in the school premises. • Mention types and uses of toilets. • Mention items that can be found in the toilet. • Wash hands after using the toilet. • Talk about who an orphan is. 				
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For Ebook Uses

Term 3 Overview

Term 3	Letter Work	Number Work	Civic Education	Basic Science & Technology	Physical Development	Social Habits	Health Habits
Week 1	Revision of Term 2	Revision of Term 2	Revision of Term 2	Revision of Term 2	Stages of physical development: sand play	Revision of term 2	Revision of Term 2
Week 2	Writing	Colours	Social activities	Living things	Stage of physical development: water play	Religion and places of worship	Sanitation
Week 3	Writing	Colours and number matching	Conflict resolution	Non-living things	Stage of physical development: papers/toys	Religion and places of worship	Sanitation
Week 4	Writing	Shapes	Child's basic rights	Living and non-living things	Management of increased mobility: Building models	Community helpers	Pests
Week 5	Rhymes	Number 4	Play activities	Parts of plants	Management of increased mobility: sorting		Pest control
Week 6	Revision	Revision	Revision	Revision	Revision	Revision	Revision
Week 7	Writing	Number 5	Gender fairness	Uses of plants	Gross motor developmental skills (football kicking)	Respect (people and places)	Community hygiene: harmful pests
Week 8	Identification of letters a-c	Numbers 4-5	Child's environment	Domestic animals	Physical coordination	Peace Education	Reptiles: control
Week 9	Teaching of letters d-e	Numbers 1-5	Correct dressing	Wild animals	Physical coordination: games	Our country	Community hygiene: cleanliness
Weeks 10 and 11	Revision	Revision	Revision	Revision	Revision	Revision	Revision
Weeks 12 and 13	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment

WEEK 1

Resources

Smart Start to Nursery 1 Workbooks; small objects for counting; sand toys (for example: buckets and spades); a whistle; playground equipment for climbing, balls

Suggested teaching guidelines

Letter Work

Revision of Term 2

- Revise tracing on lines and handwriting strokes.
- Revise some of the English stories, rhymes and songs that the children learnt in Term 2.
- Have the children complete pages 52 and 53 of the *Smart Start to Nursery 1 Letter Work Workbook* to practice their handwriting strokes and tracing lines. They can then colour in the pictures.

Number Work

Revision of Term 2

- Revise counting from 1 to 5 with the children (forwards and backwards).
- Sing a counting rhyme or song to practise counting from 1 to 5.
- Revise counting sets of small objects in groups of numbers from 1 to 5.
- Revise tracing and writing of numbers 1 to 3.
- Have the children complete pages 56 and 57 of the *Smart Start to Nursery 1 Number Work Workbook* to revise identifying, counting, matching and drawing numbers 1 to 3.

Civic Education

Revision of Term 2

- Use the pictures on pages 49 and 50 of the *Smart Start to Nursery 1 Civic Education Workbook* to revise care from caregivers, friendly behaviour and feelings and relationships with the children. Revise the words, *sad*, *happy* and *angry*.
- Help the children to identify positive qualities such as trust, openness and helpfulness.

Basic Science & Technology

Revision of Term 2

Use the activity on pages 44 and 45 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise the five senses (sight, taste, smell, hearing, touch) and different fruits with the children.

Physical Development

Stages of physical development: Sand play

- Take the children outside to the playground or to a space where they can move freely.
- Remind the children to stop, look and listen when they hear the whistle.

- Guide and observe the children exploring their environment, for example playing with sand. If possible, give the children some sand toys to play with such as buckets and spades.
- Continue to monitor each child's emotional, social and intellectual development throughout the term.

Social Habits

Revision of Term 2

- Practise with the children how to say and write their names and to give their age.
- Ask the children to name good habits and bad habits.
- Help the children to choose a skill that they want to master so that they can 'help themselves', for example: getting dressed, packing toys away, tying shoe laces, etc.
- Revise other topics taught in Term 2, such as 'Friendship' and 'Special days'.

Health Habits

Revision of Term 2

- Revise personal hygiene with the children, for example: using the toilet correctly, washing hands, keeping nails short and clean, washing and brushing hair, etc.
- Revise the concepts of the use of drugs and using drugs for medicinal purposes.
- Talk to the children about how it must feel to be an orphan. Encourage them to be kind and caring towards others.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Count five to ten objects in the surroundings.

WEEK 2

Resources

Smart Start to Nursery 1 Workbooks; pictures/poster/chart of a home; pencils, wax crayons, paints, paintbrushes, large sheets of paper; chalk sand trays; poster/chart of living things; water toys (for example: buckets, cups, spoons, floating toy ducks or boats); posters/pictures/charts of different religions, places of worship and objects used in worship; age-appropriate materials about child labour; soap, water, hand towel, basin, dish cloth, drying cloth

Suggested teaching guidelines

Letter Work

Writing patterns

- Guide the children to write different strokes, for example: vertical, horizontal and curved strokes in the air, in sand trays, on a friend's back and on the mat, etc.
- Use paint and large pieces of paper. Let the children practice writing the different strokes. Let them use their index finger. They can also write in sand trays or on the board using wet chalk.

- Have the children complete pages 54 and 55 of the *Smart Start to Nursery 1 Letter Work Workbook* to practice writing different strokes. Guide their hands as they write. They can colour in the pictures once they have finished writing.

Extension activities

Follow the suggestions given for Term 2, Week 8, Letter Work.

Remedial activities

Follow the suggestions given for Term 2, Week 8, Letter Work.

Number Work

Colours

- Teach the children the song about colours on page 58 of the *Smart Start to Nursery 1 Number Work Workbook*.
- Let the children colour in the circles on the page in the correct colours.
- Ask the children to look around the classroom and to point out all the different colours that they can see.
- Divide the children into small groups or pairs. Let one child point and name an object, for example *ball*, and let the other child name the colour of the ball, for example *blue*. Let the children take it in turns to point out objects and to name the colours.
- Have the children complete pages 59 of the *Smart Start to Nursery 1 Number Work Workbook* to practise matching the objects to the correct colour.

Remedial activity

Children can practise naming colours when they draw with wax crayons on a sheet of paper.

Civic Education

Social activities in the community; Social activities: Birthday celebrations

- Discuss the meaning of social activities with the children. Ask them to tell you which social activities they like to attend, for example naming ceremonies, cultural dances and birthdays.
- Let the children act out a social activity and let the class must guess which activity they are acting out, for example blowing out candles on a birthday cake or dancing at a community celebration, etc.
- Guide the the children to complete the activities on pages 51 and 52 of the *Smart Start to Nursery 1 Civic Education Workbook*.

Basic Science & Technology

Living things

- Discuss with the children the meaning of 'living things', for example: Living things can eat, breathe, live and die. Ask the children to give you names of living things around them, for example: plants, trees, animals, etc.
- Using a poster/chart show the children pictures of animals and plants. Ask them to name the living things.
- Teach the children the song on page 46 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* . It is about the mouse that ran up a clock. Let the children act out the

song to help them remember the words. Ask the children to name the living thing in the song (the mouse). They can then colour in the picture.

- Ask the children to open their *Smart Start to Nursery 1 Basic Science & Technology Workbook* to page 47. Using the pictures on the page, ask the children to point to and name all the living things. Let them colour in the pictures of the living things.

Physical Development

Stages of physical development: Water play

- Take the children outside to the playground or another area where they have enough space to move freely.
- Remind the children to stop, look and listen when they hear the whistle.
- Set up safe water stations for the children to explore. Make sure that there are enough adults on duty to ensure that the children are not at risk of drowning while playing with the water.
- Guide and observe the children exploring their environment, for example playing with water. If possible, give the children some water toys to play with such as buckets, cups, spoons and floating toy ducks or boats.

Social Habits

Religion and places of worship

- Using posters/pictures/charts, give the children a simple meaning of *religion*. Ask the children to look at the pictures and identify the three main religions practised in Nigeria.
- Encourage the children to mention the religion that they practise.
- Using pictures/posters/charts, name the places of worship for the three main types of religions. Also talk about the objects that are used during worship.

Health Habits

Sanitation (1)

- Give the children a simple meaning of *sanitation*, for example: clean drinking water and adequate disposal of waste/sewage.
- Have the children identify some communal places where sanitation takes place, for example: schools, houses, markets, roads, etc.

Extension activities

Have the children draw sources of water, for example: taps, dams or rivers. Talk about the sources that provide clean drinking water.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Understand opposites, for example: fat and thin, tall and short.

WEEK 3

Resources

Smart Start to Nursery 1 Workbooks; greeting or alphabet songs in English; a simple story with a moral (for example: a fable or folk tale); other picture books and story books; a story on CD, a CD player; paper, paints, crayons or chalk and slates; clay, playdough or plasticine; a number line or chart (1–5); number cards (1–5); small objects for counting; pictures of objects that can be used for sanitation (for example: broom, rake, cloth, gloves); toys and other items that encourage children to express their feelings (for example: dress-up clothes, dolls, play house items, musical instruments, etc.); a picture of a child begging (for example: from a newspaper, magazine or the internet); water, basin, hand towels or napkins; pictures/poster/chart on parts of the body; a toy doll

Suggested teaching guidelines

Letter Work

Letter a

- Sing a greeting song or an alphabet song in English.
- Give the children crayons and paper with dotted curved letters and dotted lines. Encourage them to trace to join curved letters and dotted lines. Let them work in lots of different colours.
- Guide the children's hands to trace and write the letter 'a' in the air, on the mat in front of them, on a friend's back and on their legs, etc.
- Ask the children to open their *Smart Start to Nursery 1 Letter Work Workbook* to page 56. Help them to say the sound for the letter 'a' and the word *ant*. They then colour in the letter 'a' and the picture of the ant.
- Let the children practice tracing over the letter 'a' on page 57 of their *Smart Start to Nursery 1 Letter Work Workbook*. Then give them a chance to write it on their own.

Extension activities

- Draw attention to any children's names that start with the letter 'a'.
- Show the children different pictures or items that start with the letter 'a', for example: *apple* and *anthill*. Help them to say the words.
- Have the children practise writing the letter 'a' with thick crayons, chalk or paint on large sheets of paper or with chalk on slates.
- Have the children make the letter 'a' using clay, playdough or plasticine.

Remedial activities

- Have the children trace and copy simple handwriting patterns to practise correct letter formation.
- Have the children strengthen their core muscles for handwriting by 'crab crawling' around the classroom for a few minutes before they do the writing activity.
- Have the children strengthen their fine motor skills for handwriting by rolling small pieces of paper, clay or playdough, threading beads or small pieces of pasta or by pegging clothes pegs onto a sheet of card.

Number Work

Colours and number matching

- Have the children practise counting objects from 1 to 5 on the board or using counters on the mat.
- Have the children identify the colours they can see around the classroom and link them to objects that have the same colour, for example: *the sun is yellow, an apple is red or green, a bird is blue and green, etc.*
- Have the children complete page 60 of the *Smart Start to Nursery 1 Number Work Workbook* to practise colouring objects to match the colour in the block. Encourage the children to name the object and colour each time.
- Show the children number cards from 1 to 5. Let them say each number. Put the cards in random order on the board. Repeat a few times so each child has a turn to say a number.
- Have the children complete page 61 of the *Smart Start to Nursery 1 Number Work Workbook* to match the numbers and colours, for example by drawing matching lines from the yellow numbers to the yellow block, etc.

Remedial activities

- Use number cards from 1 to 5 to let the children practise identifying numbers 1 to 5 quickly and correctly.
- The children can play a matching or memory game to practise identifying numbers 1 to 5.

Civic Education

Conflict resolution: Don't fight; Hurting is bad

- Discuss the simple meaning of *conflict* and *resolution* with the children.
- Encourage the children to role-play 'getting cross' and how to solve this problem without fighting with their friends.
- Talk about bullying and how hurting others is bad. Role-play how to play well with friends without hurting or bullying them. Even adults are not allowed to hurt or bully children or other people. Talk about good and kind, caring behaviours.
- Guide the children to complete the activities relating to conflict resolution on pages 53 and 54 of the *Smart Start to Nursery 1 Civic Education Workbook*.

Basic Science & Technology

Non-living things

- Discuss with the children the meaning of 'non-living things'. Give them examples, for example: pencils, books, table, etc. Ask the children to look around their environment and to name some of the non-living things they can see.
- Teach the children the song on page 48 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Ask them to name the non-living thing in the song (teapot).
- Guide the children to complete the activity on page 49 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Let them colour in the pictures.

Physical Development

Stages of physical development: Paper/toys

- Take the children outside to the playground or another area where they have enough space to move freely.
- Remind the children to stop, look and listen when they hear the whistle.
- Guide and observe the children exploring their environment, for example: playing with paper and toys.
- Monitor the children's ability to play and update your class records, if necessary.

Social Habits

Religion and places of worship (2)

- If possible, demonstrate the activities carried out in the various places of worship. Let the children role-play how to behave correctly in places of worship. Let the children show how they worship in their religion.
- Encourage the children to pray/worship reverently. Talk about how to keep the place of worship neat and clean. Let the children act out how they can help to keep the place of worship neat. Remind them not to use bad language and to behave respectfully at all times.
- Ask the children to name their place of worship.
- Help the children compose a song about religion and places of worship.

Health Habits

Sanitation (2)

- If possible, show the children pictures of some objects that can be used for sanitation, for example: broom, rakes, cloths, gloves, etc. Ask the children to explain how the different objects can be used.
- Mention the state agency for sanitation in Lagos State – the Lagos State Waste Management Authority (LAWMA). If possible, show the children a picture of LAWMA.
- Divide the children into small groups. Let them role-play how to use different objects for sanitation.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Ask inquisitive questions.

WEEK 4

Resources

Smart Start to Nursery 1 Workbooks; real items or pictures/poster/chart relating to a garden; alphabet books, games and puzzles; scrap paper, clay, playdough, plasticine; beads, pasta shells, string; clothes peg, card; small objects for counting; objects with circle, rectangle, square and triangle shapes; paper; building blocks (for example: lego pieces, blocks of wood/plastic; posters/charts/pictures of different structures and objects (for example: houses, towers, cars); pictures of community helpers; pictures/poster/chart showing insects that are pests (for example: cockroaches, house flies, mosquitoes) ; a picture of a child hawking (for example: from a newspaper, magazine or the internet); pictures/poster/chart of a well-kept kitchen; bowl of clean water, cotton wool or face cloth, cotton bud

Suggested teaching guidelines

Letter Work

Letter b

- Practise simple greetings in English with the children, for example ask each child to turn to the child sitting next to them and say, "Hello (child's name)."
- Revise naming objects that the children can see in the classroom. Encourage them to point to and name each object.
- Introduce the letter 'b' following the steps given in Term 3, Week 3, Letter Work.
- Have the children complete pages 58 and 59 of the *Smart Start to Nursery 1 Letter Work Workbook*. Ask them to name the letter and say its sound. They then practise colouring in, tracing and writing the letter 'b'.

Extension activities

Use the Extension activities as suggested for Term 3, Week 3, Letter Work.

Remedial activities

Use the Remedial activities as suggested for Term 3, Week 3, Letter Work.

Number Work

Shapes

- Teach the children the song about shapes on page 62 of the *Smart Start to Nursery 1 Number Work Workbook*.
- Let the children put their fingers on the different shapes and count the sides of each shape. Talk about the different shapes. Help the children to name the shapes. Show them how to colour in the shapes to match the colour of the same shape at the top of the page.

- Ask the children to look around the classroom and identify any shapes they see, for example: a window is a rectangle shape and a building block is a square shape.
- Show the children pictures (or real objects) of various objects in the environment. Ask them to identify the shape of the object, for example: a triangle road sign or a square picture.
- Have the children complete page 63 of the *Smart Start to Nursery 1 Number Work Workbook* to practise matching the shapes and objects.

Extension activity

Have the children draw shapes and matching objects on a sheet of blank paper.

Civic Education

Child's basic rights: We need these things

- Using a poster/chart/pictures, introduce the children to some basic human rights such as food, water, care, shelter and the right to education.
- Talk about each right in a little detail, for example:
 - The right to food: Ask the children to name the foods that they eat and that are healthy for their bodies.
 - Shelter: Ask the children to name the home that they live in and who lives with them.
- Continue until you have discussed each basic human right.
- Encourage the children to complete pages 55 and 56 of the *Smart Start to Nursery 1 Civic Education Workbook* and to identify basic human rights shown in the pictures. They can then colour in the pictures of the house (right to shelter) and heart (right to be loved) on page 56.

Basic Science & Technology

Living and non-living things

- Discuss with the children the differences between living and non-living things. Let them give you examples and make a list and draw the pictures on the board.
- Use the activities on pages 50 and 51 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to help the children identify and name living and non-living things. Let them colour in the pictures.

Physical Development

Management of increased mobility: Building models

- Give the children building blocks, for example: lego pieces or blocks of wood or plastic, and encourage them to build different structures and models.
- If possible, guide the children through using examples or posters/charts/pictures of ideas of things to build, for example: simple houses, towers, cars, etc.
- Show the children how the lego pieces are connected and how they can be manipulated to build something.
- Give the children time to build on their own and in pairs or small groups.

Social Habits

Community helpers

- If possible, show the children a picture of different community helpers. Give them an explanation of who the helpers are in your community.
- Using posters or pictures, help the children to identify different community helpers. Ask the children to state what their roles are in the community, for example: Nurses and doctors help people who are sick, teachers help children/people to learn and garbage collectors help keep the community clean and germ free, etc.
- Ask the children to list other people who help in the community.

Health Habits

Pests

- If possible, show the children pictures/posters/charts of different insects to help identify insects that are pests.
- Ask the children for examples of pests. Make a list on the board.
- Let the children copy or colour in pictures of cockroaches, house flies and mosquitoes, etc.
- Discuss the harmful effects of pests on humans.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Answer questions.

WEEK 5

Resources

Smart Start to Nursery 1 Workbooks; sand trays, chalk, slates; wax crayons, paints, paintbrushes, large sheets of drawing paper; small objects for counting; numbers cards for '4', dominoes, lego pieces; charts/posters/pictures of toys or real toys; picture/poster of a plant or a real plant; building blocks (plastic and wood); plywood to engrave numbers; pictures/poster/chart about transport; pencils; alphabet books, games and puzzles; scrap paper, clay, playdough; beads, pasta shells, string; clothes peg, card; dice, number line or chart (1–20); water, soap, hand towel; outdoor games equipment (for example: balls, skipping ropes, hoops, etc.); real items or pictures of appropriate clothing for children; real items or pictures/poster/chart of cooking equipment and utensils (for example: pot, pan, spoon, cooker, etc.); basin, water, dish cloth, drying cloth; soap, face cloth, towel, body cream or lotion

Suggested teaching guidelines

Letter Work

Letter rhymes

- Revise simple English greetings with the children.
- Teach the children the rhyme on pages 60 and 61 of the *Smart Start to Nursery 1 Letter Work Workbook*. Let them act out the rhyme to help them remember the words.

- Have the children sound out the letters 'a' and 'b'. They can then complete the activities on pages 60 and 61 of the *Smart Start to Nursery 1 Letter Work Workbook* to practise colouring in, tracing and writing the letters.

Extension activities

- Let the children practise the rhyme in small groups or pairs. They can perform it for their classmates.
- Let the children write the letters 'a' and 'b' on a piece of paper. Display their letters on a wall in the classroom.

Remedial activity

Help the children to learn the rhyme by acting out the words. Use picture clues for them to refer to when they say the rhyme.

Number Work

Tracing number 4

- Show the children a large number 4 written on the board. Help them to trace the number in the air with their fingers. Talk about the shape of the number. Remind the children that the number starts at the top when you write it.
- Let the children practice writing the number 4 in sand trays or by tracing the number 4 or engraving it on plywood.
- Ask the children to open their *Smart Start to Nursery 1 Number Work Workbook* to page 64. Guide their hands to help them trace and write the number 4 in the box at the top of the page. Let them count the number of objects shown in the pictures and write the number 4 in the corner of each box.
- Have the children practise writing number 4 on large sheets of paper with wax crayons or paints. They can also write with wet chalk on slates or on the board, or with their fingers in wet sand in a sand tray. Ask the children to draw four objects on the sheets of paper to show the number 4.
- Show the children groups of different objects, for example: pencils, books and leaves. Ask them to take out 4 of each object. Repeat a few times with different objects. Encourage all children to have a turn to choose 4 objects.
- Have the children complete page 65 of the *Smart Start to Nursery 1 Number Work Workbook* to practise counting and writing the number 4.

Extension activity

Let the children use number cards to match the number 4 with four objects or counters. Let them use dominoes to find all the dominoes that show '4'. You could also do this activity with lego pieces.

Civic Education

Play activities: Toys

- Using charts/posters/pictures or real toys, show the children the different toys and ask them to tell you how they like to play with the toys.
- Give the children some time to play with different toys. Let them take turns and share.
- Guide the children to complete the activities relating to toys and playing with toys with their friends on pages 57 and 58 of the *Smart Start to Nursery 1 Civic Education Workbook*.

Basic Science & Technology

Parts of plants

- If possible, show the children a picture or a poster of a plant. Give a simple meaning of a *plant*.
- If possible, show the children a real plant. Point out and name the parts of the plant, for example: flower, leaf, stem, roots. Give the children a turn to point to and name the different parts of the plant.
- Guide the children to complete the activities on parts of plants on pages 52 and 53 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*. Let them colour in the pictures.

Physical Development

Management of increased mobility: building blocks

- Talk to the children about the different shapes and sizes of objects that they can build. If possible, show the children examples of different objects. Talk about the size and the shape and what blocks were used to build it.
- Give the children lego pieces and blocks (plastic and wood). Encourage them to build their own objects of different sizes and shapes. Let them compare what they have built with their friends. Talk about the differences.

Health Habits

Culture

- Explain the meaning of *culture* to the children in a simple way.
- Talk about the following aspects of different cultures:
 - Ways of dressing
 - Language
 - Dancing
 - Names
 - Greetings
 - Food.
- Ask the children to say what they do in their culture, for example: special clothing they wear or food they eat.

Health Habits

Pest control

- Discuss with the children how to reduce/prevent pests in our environment, for example by cutting down bushes, cleaning dirty plates and gutters, flushing toilets, disposing of refuse, and the use of insecticides, etc.
- Have the children act out how to reduce pests in our environment. (They can do this as a game where one child acts out a particular action, while the other children guess the action that he or she is doing.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Improve on writing skills.

WEEK 6

Resources

Smart Start to Nursery 1 Workbooks; indoor play equipment (for example: building blocks, toys, paper)

Suggested teaching guidelines

Letter Work

Revision

- Revise the rhymes and songs the children have learnt this term.
- Revise the alphabet letters 'a' and 'b'.
- Have the children complete page 62 of the *Smart Start to Nursery 1 Letter Work Workbook* to revise how to identify, read and write the letters 'a' and 'b'.

Number Work

Revision

- Revise counting from 1 to 4 with the children (backwards and forwards).
- Revise counting sets of objects in groups from 1 to 4 and then identifying the correct number.
- Have the children complete page 66 of the *Smart Start to Nursery 1 Number Work Workbook* to revise counting sets of objects in groups of numbers from 1 to 4.

Civic Education

Revision

- Revise basic human rights with the children, for example: food, water, care, and the right to education.
- Revise the concepts of social and group play activities.

- Guide the children to complete page 59 of the *Smart Start to Nursery 1 Civic Education Workbook* to revise the concepts they have learnt this term.

Basic Science & Technology

Revision

- Revise living and non-living things with the children
- Use the pictures and activity on page 54 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise what the children have learnt about living and non-living things. They can circle the non-living things and then colour in the pictures.

Physical Development

Revision

- Engage the children in different physical exercises involving objects, for example: playing with a ball, football, sand play, water play, etc.), as well as coordinating games such as 'Simon says'.
- Explain to the children that materials and equipment at school should only be used safely and under adult supervision.
- Discuss the importance of using objects and materials for the right purpose and not using things dangerously.
- For indoor play, have children play with building blocks, toys and papers.

Social Habits

Revision

- Revise with the children different religions and places of worship.
- Revise community helpers and the jobs that they do in the community.

Health Habits

Revision

- Revise the concept of sanitation. Talk with the children about the materials used for sanitation. Remind them about LAWMA and other places where sanitation is used.
- Revise the names of pests and the different ways of keeping pests away such as using mosquito nets to keep mosquitoes away.

Continuous assessment

Name: _____		Date: _____			
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance.		Please tick one appropriate box.			
Letter Work	<ul style="list-style-type: none"> • Writing strokes: slanting, vertical, horizontal. • Join curved letters or dotted lines/curves. • Trace and write the letter 'b'. • Sing songs or recite letter rhymes. 				
Number Work	<ul style="list-style-type: none"> • Sing songs or recite poems on colours. • Recognise primary colours. • Identify objects or fruits having natural colours. 				

	<ul style="list-style-type: none"> • Match colours and objects in the environment. • Match colours and objects in the class and school. • Match colours of numbers 1–5. • Sing a song or recite a poem on the shapes of objects. • Recognise shapes and objects in the environment. • Match colours with shapes. • Select four of different objects in the environment. • Write the number 4 using sand trays or engrave number on plywood. • Trace number 4 on paper. • Match numbers and objects. 				
Civic Education	<ul style="list-style-type: none"> • Talk about social activities. • Talk about and list social activities in the community. • Interact and socialise with others. • Talk about conflict and resolution. • Talk about anti-social behaviours . • Talk about and list basic human rights. • Use a variety of toys and useful materials to learn during play. 				
Basic Science & Technology	<ul style="list-style-type: none"> • Sing songs and say rhymes about living and non-living things. • Give examples of living and non-living things in our environment. • Mention living and non-living things in the school and home. • Observe living and non-living things in the environment. • Talk about plants. • Identify the parts of a plant: flower, leaf, stem, roots. 				
Physical Development	<ul style="list-style-type: none"> • Use free movement to explore the environment. • Use play to explore the environment: sand play, water play, paper/toys. • Complete manipulatives activities. • Use blocks made of wood or plastic materials to build different structures and models. • Use materials to recognise and determine the difference between given shpaes and sizes of objects. 				
Social Habits	<ul style="list-style-type: none"> • Identify the three main religions in Nigeria. • Identify the places of worship for the three main religions. • Identify objects and materials used during worship for the three main religions. • Mention the religion they practise. • Talk about the activities carried out in different places of worship. • Talk about the importance of praying/worshipping reverently. 				

	<ul style="list-style-type: none"> • Say the name of their place of worship. • Identify community helpers and their roles. • Identify other community helpers in the community. • Talk about culture and the things they wear and do to celebrate within their own culture. 				
Health Habits	<ul style="list-style-type: none"> • Talk about sanitation and places where general sanitation takes place. • Identify some materials used for sanitation. • Mention the state agency in charge of sanitation – Lagos State Waste Management Authority (LAWMA). • Role-play aspects of sanitation. • Talk about insects as pests. • Give examples of pests. • Talk about harmful effects of pests on man. • Talks about ways to reduce/prevent pests in our environment. 				

WEEK 7

Resources

Smart Start to Nursery 1 Workbooks; slates, sand trays, chalk, pictures/poster/chart of places in a city; wax crayons, paints, paintbrushes, large sheets of drawing paper, pencils; small objects to count; numbers cards (1–5); poster/chart or pictures of common vegetables alphabet books, games and puzzles; scrap paper, clay, playdough; beads, pasta shells, string; clothes peg, card; indoor games equipment (for example: bean bags, soft balls, foam blocks, etc.); markers for goal posts, balls; pictures/poster/chart of the national symbols of Nigeria (national flag, coat of arms, currency); pictures of cultural theatres, national hospitals, police stations, national library, national museums, the courthouse, etc.; pictures/posters/charts of different reptiles; a story or picture book about physical bullying; real items or pictures of items used for personal hygiene (for example: soap, basin, water, towel, toothbrush, toothpaste, comb, etc.); beans, seeds, tissue paper

Suggested teaching guidelines

Letter Work

Letter c

- Sing a simple greeting song in English with the children.
- Encourage the children to write curved lines on blank, unlined paper with a crayon or pencil. You can demonstrate examples of ‘curves’ on the board before the children complete the activity.
- The children can also write ‘curves’ in sand trays or on the board using wet chalk.
- Introduce the letter ‘c’ using the steps given in Term 3, Week 3, Letter Work.
- Have the children practise sounding out the letter ‘c’. They can then complete pages 63 and 64 of the *Smart Start to Nursery 1 Letter Work Workbook* to practise colouring in, tracing and writing the letter ‘c’.

Extension activities

Follow the suggested Extension activities for Term 3, Week 3, Letter Work.

Remedial activities

Follow the suggested Remedial activities for Term 3, Week 3, Letter Work.

Number Work

Tracing number 5

- Show the children a large number 5 written on the board. Help them trace the number in the air with their fingers. Talk about the shape of the number. Remind the children that the number starts at the top when you write it.
- Let the children practice writing the number 5 in sand trays or tracing the number on engraved plywood.
- Ask the children to open their books *Smart Start to Nursery 1 Number Work Workbook* to page 67. Help them to trace and write the number 5. Let them count the ice creams and write the number 5 in the box.
- Have the children practise writing number 5 on large sheets of paper with wax crayons or paints. Or they can write on slates or the board using wet chalk, or with their fingers in wet sand in sand trays. Ask the children to draw 5 objects on a sheet of paper.
- Show the children groups of different objects, for example: pencils, books and leaves. Ask them to take out 5 objects. Repeat a few times with different objects. Encourage all children to have a turn.
- Have the children complete page 68 of the *Smart Start to Nursery 1 Number Work Workbook* to identify five objects in each row. They must only colour in five objects each time.

Extension activities

- Have the children use number cards to match the objects to the number on the card.
- Let the children work in pairs. One child must draw a number on a sheet of paper. The other child must draw the correct number of objects, from 1 to 5, to match the number on the paper.

Civic Education

Gender differences: Who is different?; Gender fairness: Who does what?

- Talk about the meaning of 'gender' with the children, for example: boy/girl and man/woman.
- Ask the children to identify their gender (boy/girl). Give children examples of different people they come into contact with and ask them to identify the gender of the person, for example: *Mrs Matu is a woman. Mr Matu is a man.* Ask the children to identify what makes them different, for example: the clothing they wear or their hairstyles, etc.
- Talk about the jobs that their parents do around the home. Encourage gender fairness, for example: Dad cooking, Mom working, brother cleaning up and sister taking out the rubbish. Talk about sport and how both genders can do all sports, even sports that are often considered for boys only, for example football and cricket, etc.
- Guide the children to complete the activities on pages 60 and 61 of the *Smart Start to Nursery 1 Civic Education Workbook*.

Basic Science & Technology

Uses of plants

- Discuss with the children the different uses of plants, for example: plants we use for food, such as fruit and vegetables and plants that are used to make clothing, such as cotton and plants we use to make medicines, etc.
- Use the picture on page 55 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* as an example of the uses of plants. Let the children colour in the pictures.
- Ask the children to name three vegetables that they know from their region. If possible, show the children a poster/chart or pictures of different types of common vegetables. Let the children point to and name the different vegetables.
- Ask the children to open their *Smart Start to Nursery 1 Basic Science & Technology Workbook* to page 56. Help them to identify the vegetables that they can see on the page. They can then colour in the vegetables.

Physical Development

Gross motor development skills: Football kicking

- Talk to the children about various gross motor skills such as running and playing football with different parts of the body (kicking). Let the children role-play the various types of gross motor skills.
- Take the children outside to the playground or another area where they have enough space to move freely.
- Remind the children to stop, look and listen when they hear the whistle.
- Set up two markers to act as goal posts. Give each child a turn to kick the ball into the goal. Repeat a few times until they have all had more than one turn.

Social Habits

Respect: People and places

- Talk to the children about certain people in the society that should be respected, for example traditional rulers, the governor and teachers, etc.
- Using posters/pictures/charts, show the children the national symbols of Nigeria such as the national flag, national coat of arms, national currency, etc. Guide them on how to show respect towards national symbols.
- Discuss important national places, for example: cultural theatres, national hospitals, police stations, national library, national museums, the courthouse, etc. Talk about the activities that take place in these national buildings. If possible, show the children pictures of these buildings.

Health Habits

Reptiles

- Using pictures/posters/charts, show the children different types of reptiles.
- Explain to the children what reptiles are, for example: Reptiles are animals that are cold-blooded. Most reptiles lay eggs and their skin is covered with hard, dry scales.
- Help the children make a list of different reptiles. Let them draw pictures of the different types of reptiles.

Extension activity

Have the children play a matching game using picture cards of different reptiles.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Copy exercise from the board.

WEEK 8

Resources

Smart Start to Nursery 1 Workbooks; alphabet letter cards and pictures for letters 'a', 'b', 'c' (for example: *ant, cap, boy*); pictures/photographs/poster about Nigeria; variety of musical instruments; crayons, paints, paintbrushes, large sheets of drawing paper, pencils; alphabet books, games and puzzles; scrap paper, clay, playdough, plasticine; beads, pasta shells, string; clothes peg, card; number cards for 1–5; sand trays; counters; poster/chart/pictures/ of domestic animals; a whistle, playground equipment such as a slide, merry-go-round, tunnels, balance beam, sand pit, water table with a variety of containers for pouring and measuring; drawing and painting materials, scissors, glue, clay, playdough or plasticine; a story about a neglected child (real or made-up); toilet, toilet paper, soap, water, basin, hand towel; waste basket/bin; toothbrush, toothpaste, a model of human teeth (if available)

Suggested teaching guidelines

Letter Work

Letters a, b, c

- Practise a simple English greeting with the children. Encourage them to greet their friend in English.
- Show the children alphabet letter cards for the letters 'a', 'b' and 'c'. Ask them to name the letters. Show the children cards with pictures starting with the letters 'a', 'b' and 'c' and ask them to name the objects that they see on the cards.
- Help the children to match the alphabet letters to the objects shown in the pictures. Repeat a few times.
- Have the children sound out each letter. They then complete pages 65 and 66 of the *Smart Start to Nursery 1 Letter Work Workbook* to practise identifying, tracing and writing the letters. They can then colour in the pictures.

Extension activities

Follow the suggested Extension activities for Term 3, Week 3, Letter Work.

Remedial activities

Follow the suggested Remedial activities for Term 3, Week 3, Letter Work.

Number Work

Numbers 4 and 5

- Paste number cards for numbers 1 to 5 in a random order on the board. Ask the children to help you rearrange the numbers from the highest to the lowest.

- Have the children practise tracing the numbers 4 and 5 with their fingers on the ground, on their desks, in wet sand in sand trays or in the air. They can practise writing the numbers with wax crayons and paints on paper, or with wet chalk on the board.
- Have the children complete page 69 of the *Smart Start to Nursery 1 Number Work Workbook* to practise tracing and writing numbers 4 and 5.
- Write the numbers 1 to 5 in a random order on one side of the board. On the other side of the board, draw different groups of objects with amounts from 1 to 5. Ask the children to help you match the correct number of objects to the correct numeral.
- Give the children a pile of counters each. Hold up a number card from 1 to 5 and ask the children to count out the correct number of counters to match the number on the card. Repeat a few times.
- Have the children complete page 70 of the *Smart Start to Nursery 1 Number Work Workbook* to practise counting and matching objects to numbers 4 and 5 and tracing the numbers. They can then colour in the objects.

Extension activity

Have the children write the numbers 4 and 5 on a sheet of paper. Ask them to draw the correct amount of objects to match the numbers. They can do this activity in pairs.

Civic Education

The environment: Keep it clean and green

- Explain the meaning of *environment* to the children, for example: 'It is the part of the world that we live in, our home, school and community. The word *environment* usually refers to nature around us, plants, trees, the air we breathe, the water we use and the soil that plants grown in'.
- Talk to the children about the importance of looking after the environment. Discuss how we can help to take care of the environment, for example: picking up litter, watering plants without wasting water, sweeping, planting trees, etc. Let the children take turns to role-play how to after the environment. Let the class guess what task they are role-playing.
- If possible, take the children on a walk around the school and discuss the school environment. Take time to point out how the children can help to keep playgrounds clean by identifying the bins for rubbish, etc.
- Use the pictures on pages 62 and 63 of the *Smart Start to Nursery 1 Civic Education Workbook* to discuss how to identify and take care of the environment around us.

Basic Science & Technology

Domestic animals

- Discuss with the children the different types of domestic animals they know of. If possible, use a poster/chart or pictures to show the children different domestic animals. Let them point to and name the domestic animals that they see.
- Use the pictures on page 57 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to help the children identify domestic animals. Let them colour in the pictures.
- Read the story, 'How the dog and the hen became domestic animals'. Encourage the children to listen carefully as you read. Ask them to draw a picture to match the story in the frame on page 58 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*.

Physical Development

Physical coordination

- Provide the children with a range of equipment and materials for different physical activities, both indoors and outdoors, for example: playground equipment such as a slide, merry-go-round, tunnels and balance beams. Let the children practice climbing, using the slide etc.
- Remind the children to stop, look and listen when they hear the whistle.
- Play 'Simon says' with the children, encouraging them to use their whole body, for example say, "Simon says, shake your whole body. Simon says, jump up and down."
- Observe and monitor each child's physical development, as well as their interaction with others.

Social Habits

Peace Education

- Give the children a simple explanation on the meaning of *peace*.
- Explain the need for peace in Nigeria and in the world.
- Encourage the children to name places where peace is needed.
- Help the children to role-play how to maintain peace in their community. Divide the children into small groups and let them perform their role-play for their friends.

Health Habits

Reptiles: Control

- Revise the names of the reptiles with the children.
- Discuss where reptiles can be found, for example: rivers, woodlands, lakes, etc.
- Talk about ways of preventing reptiles that are pests in our environment with the use of window nets, camphor, fumigation, etc. Ask the children to name which preventive measures they use at home.

Extension activity

Let the children role-play how to keep safe from reptiles and how to prevent reptiles that are pests from coming into our environment.

Diagnostic assessment

Developmental milestones (4 years, Nursery 1)

A child should be able to:

Take simple notes.

WEEK 9

Resources

Smart Start to Nursery 1 Workbooks; numbers cards for 1-5; posters/pictures/charts of different items of clothing; poster/chart/pictures of wild animals; playground equipment such as a slide, merry-go-round, tunnels, balance beam, sand pit, water table with a variety of containers for pouring and measuring; drawing and painting materials, scissors, glue, clay,

playdough or plasticine; pictures/posters/charts national identities (for example: Nigerian national flag, anthem, pledge); map of Nigeria; pictures or a story book about taking care of a house or home; children's assessment records; variety of musical instruments; crayons, paints, paintbrushes, large sheets of drawing paper, pencils; alphabet books, games and puzzles; scrap paper, clay, playdough; beads, pasta shells, string; clothes pegs, card; small objects for comparing (for example: pencils, crayons, rulers, counters); flood flask, water bottle, warm water, dishwashing liquid and a cloth or sponge; pictures, a picture story book or poster/chart about taking care of the body

Suggested teaching guidelines

Letter Work

Letters 'd', 'e'

- Practise simple greetings in English with the children.
- Ask the children to greet the friend sitting behind them in English, for example: "Hello (friend's name)".
- Introduce the alphabet letters 'd' and 'e' following the steps given in Term 3, Week 3, Letter Work.
- Have the children sound out the letters. They can then complete pages 67 and 68 of the *Smart Start to Nursery 1 Letter Work Workbook* to practise colouring in, tracing and writing the letters 'd' and 'e'. Guide their hands to write the letters from left to right, and from top to bottom.

Extension activities

Follow the suggested Extension activities for Term 3, Week 3, Letter Work.

Remedial activities

Follow the suggested Remedial activities for Term 3, Week 3, Letter Work.

Number Work

Numbers 1 to 5

- Using number cards, show the children the numbers 1 to 5 in random order. Ask them to say each number. Repeat a few times.
- Ask the children to order the number cards from 1 to 5. Shuffle the cards and ask them to put the number cards in order from 5 to 1. Repeat a few times.
- Have the children complete page 71 of the *Smart Start to Nursery 1 Number Work Workbook* to practise writing the missing numbers in the correct orders.
- Teach the children to sing the song on page 72 of the *Smart Start to Nursery 1 Number Work Workbook*. Let them act out the song to help them remember the words more easily.
- Write numbers 1 to 5 on the right-hand side of the board. Draw objects in groups of 1 to 5 on the left-hand side of the board. Ask the children to help you match the correct number to the correct group of objects.
- Give each child counters. Using number cards, show the children a number from 1 to 5 and ask them to show you how many counters they need to match the number. Repeat a few times.
- Have the children complete pages 73 and 74 of the *Smart Start to Nursery 1 Number Work Workbook* to practise counting objects and matching the group of objects to the correct number.

Extension activity

Put the children in pairs. Give each pair a pack of number cards from 1 to 5. Let them put the cards in order from 1 to 5. Shuffle the cards and ask the children to put them in order from 5 to 1.

Civic Education

Correct dressing: Getting dressed; Choosing correct clothes

- Discuss the meaning of 'dressing' with the children.
- Guide the children to identify the differences in dressing for boys and girls. Let the children look around the classroom and identify the differences in the dress of their friends. Remind them to be kind at all times.
- Using posters/charts/pictures of clothing, help the children make a list of the clothes, for example: shorts, dresses, tops, skirts, etc.
- Use the pictures on page 64 and 65 of the *Smart Start to Nursery 1 Civic Education Workbook* to help the children identify different clothing and to say who wears what.

Basic Science & Technology

Wild animals

- Talk with the children about wild animals. If possible, show them a poster/chart or pictures of different types of wild animals. Ask them to point to and name the wild animals.
- Help the children match the wild animals to their babies on page 59 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*.
- Tell the story, 'Why the flies bother the cows'. Encourage the children to listen carefully. they can draw a picture to match the story on page 59 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook*.

Physical Development

Physical coordination: Games

- Provide the children with the necessary indoor and outdoor play equipment (see Term 3, Week 8 for a suggested list of equipment).
- Supervise the children at all times and ensure that the environment is safe.
- Help the children to avoid dangerous play by encouraging them to follow a few simple safety rules, for example taking turns, keeping your hands to yourself and telling a teacher if you are hurt, etc.)
- Engage the children in different physical games, for example: 'Fire on the mountain'. For this game, one child gives the command while the other children 'run for their lives' as they hear the command.

Social Habits

Our country

- Using pictures/posters/charts, help the children name the national identities such as the the Nigerian national flag, anthem, pledge, etc.
- Show the children a map of Nigeria and introduce them to the states of Nigeria as well as the capital city.
- Help the children to recite the Nigerian national anthem and pledge.
- Talk about the duties that children have towards their country. Let the children make a list of the things that they can do for their country, for example: taking care of the environment, recycling, showing respect for national symbols, etc.
- Teach the children a song about 'My country'.

Health Habits

Community hygiene: Cleanliness

- If possible, show the children pictures or a picture story book about taking care of a house or home. Use this to remind the children of how to take care of their environment.
- Supervise the children's cleanliness at the school or centre.
- Use songs and rhymes to help the children learn how to keep themselves clean in a fun way.
- Let the children role-play simple household chores such as sweeping, dusting and mopping, etc.
- Train and encourage the children to dispose of refuse properly.

Continuous assessment

Name: _____ Date: _____					
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
Letter Work	<ul style="list-style-type: none"> Identify and write the letter 'c'. Match objects with letters. Trace and write letters 'a' to 'e'. 				
Number Work	<ul style="list-style-type: none"> Write number 5 in sand trays or engrave the number on cardboard. Trace the number 5 on paper. Select five items at a time among other objects. Trace numbers 4 and 5. Select four or five items from a group. Write numbers 1-5 and 5-1. Sing songs on numbers 1-5. Colour numbers 1-5. Match numbers 1-5 with objects appropriately using number cards. 				
Civic Education	<ul style="list-style-type: none"> Identify gender differences. Role-play and complete activities that will promote fairness among gender. Talk about and demonstrate how to care for the environment. Explore the school environment. Talk about the differences in dressing of boys and girls. Mentions clothes worn by boys and girls. 				
Basic Science & Technology	<ul style="list-style-type: none"> Understand the uses of plants. Mention three vegetables in their locality. Mention some animals in the environment. Listen to folk stories on domestic and wild animals. Identify wild animals and their babies. 				
Physical Development	<ul style="list-style-type: none"> Use various gross motor skills such as running, playing football with different parts of the body (kicking) Participate in simple exercises such as climbing. Play 'Simon says' with physical activities. Play games with non-violent interaction. Play games instructed by the teacher. 				

Social Habits	<ul style="list-style-type: none"> • Identify certain people in society who should be respected. • Identify national symbols that should be respected. • Show respect to certain places and identify activities that go on in these places. • Understand and talk about the need for peace. • Mention places where peace is needed. • Role-play what they should do to maintain peace in their community. • List national identities. • Know the states and capital city of Nigeria. • Recite the national anthem and pledge. • Mention duties to their country. • Sing a song on 'My country'. 				
Health Habits	<ul style="list-style-type: none"> • Understand what reptiles are. • List examples of reptiles. • Talk about where reptiles can be found. • Talk about ways of preventing reptiles in our environment. • Talk about the meaning of cleanliness. • Sing songs or recite rhymes to illustrate cleanliness • List and demonstrate some household chores. • Dispose of refuse properly. 				

WEEK 10

Resources

Smart Start to Nursery 1 Workbooks; indoor play equipment: building blocks, toys, papers; small objects for counting; card, paper, crayons, scissors, glue; clay, playdough or plasticine; wooden blocks or lego; equipment for outdoor play (for example: skipping ropes, hoops, balls); a story or picture book about a physically challenged, orphaned or vulnerable child

Suggested teaching guidelines

Letter Work

Revision

- Revise simple greetings, instructions, and questions and answers in English with the children.
- Revise some of the rhymes and songs the children have learnt this term.
- Revise the alphabet letters 'a' to 'e'.
- Have the children complete page 69 of the *Smart Start to Nursery 1 Letter Work Workbook* to revise how to identify and read the letters 'a' to 'e' by matching them to people, objects and animals that begin with the same sound. They can then colour in the pictures.

Number Work

Revision

- Revise counting from 1 to 5 with the children (backwards and forwards).
- Revise counting from 1 to 5 and drawing sets of objects in groups to match each number. Ask the children to identify the correct numbers.
- Revise writing the numbers 1 to 5 with the children.
- Have the children complete page 75 of the *Smart Start to Nursery 1 Number Work Workbook* to revise counting and drawing sets of objects in groups of numbers from 1 to 5.

Civic Education

Revision

- Revise basic human rights, for example: food, water, care and the right to education.
- Revise social activities, group play activities, and gender differences and fairness.
- Guide the children to complete page 66 of the *Smart Start to Nursery 1 Civic Education Workbook* to revise what they have learnt this term.

Basic Science & Technology

Revision

- Revise living and non-living things.
- Revise parts of plants and what plants need in order to grow.
- Use the pictures and activities on page 61 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise what the children have learnt this term. They can then colour in the pictures.

Physical Development

Revision

- Engage the children in different physical exercises involving objects, for example: playing with a ball, football, sand play, water play, etc. and coordinating games such as 'Simon says'.
- Explain to the children that materials and equipment at school should only be used safely and under adult supervision.
- Discuss the importance of using things the proper purpose and not using things dangerously.
- For indoor play, have the children play with building blocks, toys and papers.

Social Habits

Revision

- Revise different religions and places of worship.
- Revise different community helpers and the jobs they do in the community.

Health Habits

Revision

- Revise the concept of sanitation. Talk about the different objects and materials used for sanitation. Remind the children about LAWMA and other places where sanitation is used.
- Revise the names of pests and the different ways of keeping pests such as mosquitoes away.

WEEK 11

Resources

Smart Start to Nursery 1 Workbooks; equipment for physical activities (for example: balls, footballs, skipping ropes, balls, balancing beam, etc.); equipment for sand play and water play; indoor playing equipment (for example: building blocks, toys, papers); drawing paper, crayons or paints, brushes; clay, playdough or plasticine

Suggested teaching guidelines

Letter Work

Revision

- Continue to revise basic greetings, instructions and other conversational English learnt this term.
- Revise some of the songs, rhymes and stories the children have learnt or read this term.
- Revise the alphabet letters 'a' to 'e'. Have the children complete pages 70 and 71 of the *Smart Start to Nursery 1 Letter Work Workbook* to revise writing letters 'a' to 'e'.

Number Work

Revision

- Continue revising how to count from 1 to 5 with the children (backwards and forwards).
- Revise the names of shapes (circle, square and triangle) and colours with the children.
- Revise how to write the numbers 1 to 5 with the children.
- Have the children complete pages 76 to 78 of the *Smart Start to Nursery 1 Number Work Workbook* to revise counting sets of numbers and naming the colours and shapes.

Civic Education

Revision

Use the pictures on pages 67 and 68 of the *Smart Start to Nursery 1 Civic Education Workbook* to revise the topics covered this term. Have the children role-play some of the scenarios, for example: gender fairness, saying "No" to fighting and anti-social behaviour such as bullying and teasing, etc.

Basic Science & Technology

Revision

Use the pictures and activities on pages 62 and 63 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* to revise fruit and vegetables, and domestic animals and their homes with the children. They can then colour in the pictures.

Physical Development

Revision

- Engage the children in different physical exercises involving objects, for example: playing with a ball, football, sand play, water play, etc. as well as coordinating games such as 'Simon says'.
- Explain to the children that materials and equipment at school should be used safely and only under adult supervision.
- Discuss the importance of using things for the proper purpose and not using things dangerously.
- For indoor play, have the children play with building blocks, toys and papers.
- Observe and monitor the children while they perform physical activities and when they play with others.

Social Habits

Revision

- Revise how to show respect for people and places, for example: traditional rulers and national symbols, etc.
- Revise the concept of *peace* and discuss why it is important.
- Revise national identities such as the Nigerian national flag, anthem and pledge.
- Encourage the children to recite the national anthem and pledge.

Health Habits

Revision

- Revise the names of reptiles and the different ways to keep safe from reptiles in the environment that are pests.
- Revise the concept of 'cleanliness in the community' with the children. Discuss the ways they can help with cleanliness at school and at home.

Extension activity

Have the children draw or paint pictures of reptiles and insects and ways of keeping safe from pests, for example: using mosquito nets, camphor, fumigation, etc.

WEEKS 12 AND 13

Resources

Smart Start to Nursery 1 Workbooks; children's assessment records; Term 3 report cards (if applicable)

Suggested teaching guidelines

Letter Work

Term 3 assessment

- Formally assess whether the children have achieved the performance objectives for the term. They can complete pages 72 to 82 of the *Smart Start to Nursery 1 Letter Work Workbook* independently for this assessment.
- Mark each child's completed assessments and update each child's assessment record. (See the Term 3 Assessment chart that follows).
- Complete the relevant section on each child's Term 3 report card, if applicable.

Number Work

Term 3 assessment

- Formally assess whether the children have achieved the performance objectives for the term. They can complete pages 79 to 82 of the *Smart Start to Nursery 1 Number Work Workbook* independently for this assessment.
- Mark the completed assessments and update each child's assessment record. (See the Term 3 Assessment chart that follows).
- Complete the relevant section on each child's Term 3 report card, if applicable.

Civic Education

Term 3 assessment

- Formally assess whether the children have achieved the performance objectives for the term. They can complete pages 69 to 74 of the *Smart Start to Nursery 1 Civic Education Workbook* independently for this assessment.
- Mark the completed assessments and update each child's assessment record. (See the Term 3 Assessment chart that follows.)
- Complete the relevant section on each child's Term 3 report card, if applicable.

Basic Science & Technology

Term 3 assessment

- Formally assess whether the children have achieved the performance objectives for the term. They can complete pages 64 to 66 of the *Smart Start to Nursery 1 Basic Science & Technology Workbook* independently for this assessment.
- Mark the completed assessments and update each child's assessment record. (See the Term 3 Assessment chart that follows.)
- Complete the relevant section on each child's Term 3 report card, if applicable.

Physical Development

Term 3 assessment

- Formally assess whether each child has achieved the performance objectives for the term. (See the Term 3 Assessment chart that follows.)

- Update each child’s assessment record and complete the relevant section on each child’s Term 3 report card, if applicable.

Social Habits

Term 3 assessment

- Formally assess whether each child has achieved the performance objectives for the term. (See the Term 3 Assessment chart that follows.)
- Update each child’s assessment record and complete the relevant section on each child’s Term 3 report card, if applicable.

Health Habits

Term 3 assessment

- Formally assess whether each child has achieved the performance objectives for the term. (See the Term 3 Assessment chart that follows.)
- Update each child’s assessment record and complete the relevant section on each child’s Term 3 report card, if applicable.

Term 3 Assessment

Name: _____ Date: _____					
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
Letter Work	<ul style="list-style-type: none"> • Writing strokes: slanting, vertical, horizontal. • Join curved letters or dotted lines/curves. • Trace and write the letter ‘b’. • Sing songs or recite letter rhymes. • Identify and write the letter ‘c’. • Match objects with letters. • Trace and write letters ‘a’ to ‘e’. 				
Number Work	<ul style="list-style-type: none"> • Sing songs or recite poems on colours. • Recognise primary colours. • Identify objects or fruits having natural colours. • Match colours and objects in the environment. • Match colours and objects in the class and school. • Match colours of numbers 1–5. • Sing a song or recite a poem on the shapes of objects. • Recognise shapes and objects in the environment. • Match colours with shapes. • Select four of different objects in the environment. • Write the number 4 using sand trays or engrave number on plywood. • Trace number 4 on paper. • Match numbers and objects. • Write number 5 in sand trays or engrave the 				

	<p>number on cardboard.</p> <ul style="list-style-type: none"> • Trace the number 5 on paper. • Select five items at a time among other objects. • Trace numbers 4 and 5. • Select four or five items from a group. • Write numbers 1–5 and 5–1. • Sing songs on numbers 1–5. • Colour numbers 1–5. • Match numbers 1–5 with objects appropriately using number cards. 				
Civic Education	<ul style="list-style-type: none"> • Talk about social activities. • Talk about and list social activities in the community. • Interact and socialise with others. • Talk about conflict and resolution. • Talk about anti-social behaviours . • Talk about and list basic human rights. • Use a variety of toys and useful materials to learn during play. • Identify gender differences. • Role-play and complete activities that will promote fairness among gender. • Talk about and demonstrate how to care for the environment. • Explore the school environment. • Talk about the differences in dressing of boys and girls. • Mentions clothes worn by boys and girls. 				
Basic Science & Technology	<ul style="list-style-type: none"> • Use blocks made of wood or plastic materials to build different structures and models. • Use materials to recognise and determine the difference between given shapes and sizes of objects. • Sing songs and say rhymes about living and non-living things. • Give examples of living and non-living things in our environment. • Mention living and non-living things in the school and home. • Observe living and non-living things in the environment. • Talk about plants. • Identify the parts of a plant: flower, leaf, stem, roots. • Understand the uses of plants. • Mention three vegetables in their locality. • Mention some animals in the environment. • Listen to folk stories on domestic and wild animals. • Identify wild animals and their babies. 				

Physical Development	<ul style="list-style-type: none"> • Use free movement to explore the environment. • Use play to explore the environment: sand play, water play, paper/toys. • Complete manipulatives activities. • Use blocks made of wood or plastic materials to build different structures and models. • Use materials to recognise and determine the difference between given shapes and sizes of objects. Use various gross motor skills such as running, playing football with different parts of the body (kicking) • Participate in simple exercises such as climbing. • Play 'Simon says' with physical activities. • Play games with non-violent interaction. • Play games instructed by the teacher. 				
Social Habits	<ul style="list-style-type: none"> • Identify the three main religions in Nigeria. • Identify the places of worship for the three main religions. • Identify objects and materials used during worship for the three main religions. • Mention the religion they practise. • Talk about the activities carried out in different places of worship. • Talk about the importance of praying/worshiping reverently. • Say the name of their place of worship. • Identify community helpers and their roles. • Identify other community helpers in the community. • Talk about culture and the things they wear and do to celebrate within their own culture. • Identify certain people in society who should be respected. • Identify national symbols that should be respected. • Show respect to certain places and identify activities that go on in these places. • Understand and talk about the need for peace. • Mention places where peace is needed. • Role-play what they should do to maintain peace in their community. • List national identities. • Know the states and capital city of Nigeria. • Recite the national anthem and pledge. • Mention duties to their country. • Sing a song on 'My country'. 				

Health Habits	<ul style="list-style-type: none"> • Talk about sanitation and places where general sanitation takes place. • Identify some materials used for sanitation. • Mention the state agency in charge of sanitation – Lagos State Waste Management Authority (LAWMA). • Role-play aspects of sanitation. • Talk about insects as pests. • Give examples of pests. • Talk about harmful effects of pests on man. • Talks about ways to reduce/prevent pests in our environment. • Understand what reptiles are. • List examples of reptiles. • Talk about where reptiles can be found. • Talk about ways of preventing reptiles in our environment. • Talk about the menaing of cleanliness. • Sing songs or recite rhymes to illustrate cleanliness • List and demonstrate some household chores. • Dispose of refuse properly. 				
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