

# Smart start



## Integrated Teacher's Guide

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# Introduction

This *Smart Start Nursery 2* course has been developed specifically to meet the requirements of the *National Early Childhood Curriculum for ages 0–5 years* in Nigeria.

As emphasised in the curriculum, *Smart Start Nursery 2* 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 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 ECD?

As emphasised in the curriculum, *Smart Start Nursery 2* 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:

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

## How is *Smart Start Nursery 2* organised?

*Smart Start Nursery 2* 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 2 subjects, which are:

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

Each subject is further divided into weekly teachable topics that cover the three terms of the academic year in Nursery 2. Revision and assessment activities are included at the end of each term.

## What resources are available for Smart Start Nursery 2?

*Smart Start Nursery 2* offers the following resources:

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

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

This *Smart Start Nursery 2 Integrated Teacher's Guide* includes the following:

- An overview of weekly teachable topics for each subject in each term.
- A list of 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 4-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 assessment charts for each child in each subject.

## How to use this Smart Start Nursery 2 Integrated Teacher's Guide

This *Smart Start Nursery 2 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 2. 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** in order to cater for the different ability levels of 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 2 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.

## Overview

Term 1:	Letter Work	Number Work	Civic Education	Basic Science & Technology	
<b>Week 1</b>	Non-verbal skills: Listening games	Counting pictures of objects and animals (1–5); Reciting numbers 1–5	Social development: Greetings	Accident and its prevention: Dangerous liquids (1)	
<b>Week 2</b>	Verbal skills: Greetings and The alphabet	Counting pictures of objects and animals (1–10); Reciting numbers 1–10	Social development: Dressing	Accident and its prevention: Hot liquids (1)	
<b>Week 3</b>	Reading and writing skills: Small letter 'a'	Counting objects 1–10; Reciting numbers 1–10 (forwards and backwards)	Social development: Eating	Accident and its prevention: Sharp objects (1)	
<b>Week 4</b>	Rhymes; Reading and writing skills: Small letter 'b'	Counting objects 1–10; Tracing and writing numbers 1–10	Cultural values: Helping others	Accident and its prevention: Drug abuse (medicine intake)	
<b>Week 5</b>	Reading and writing skills: Small letters 'c' and 'd'	Counting and drawing sets of objects 1–10	Cultural values: Respect	Accident and its prevention: Open fire (1)	
<b>Week 6</b>	Songs; Reading and writing skills: Small letter 'e'	Identifying, tracing and writing numbers 1–10	Cultural values: Using songs	Non-living things; Accident and its prevention: Cellophane bags (1)	
<b>Week 7</b>	Reading and writing skills: Small letters 'f' and 'g'	Counting, tracing and writing numbers 1–10	Community values and reward systems	Accident and its prevention: Live wire and electrical appliances (1)	
<b>Week 8</b>	Storytelling; Reading and writing skills: Small letter 'h'	Counting and matching numbers 1–10	Cultural activities: Folk tales	Accident and its prevention: Pushing objects into ears, nose and mouth (1)	
<b>Week 9</b>	Reading and writing skills: Small letters 'i' and 'j'	Revision	Revision	Revision	
<b>Week 10</b>	Revision	Revision	Revision	Revision	
<b>Weeks 11 and 12</b>	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment	

	<b>Physical and Health Education</b>	<b>Social Habits</b>	<b>Food and Nutrition</b>	<b>Health Habits</b>
	Information about the child (1)	Rights of the child	Healthy foods	Childhood diseases
	Information about the child (2)	Denial of parental care and protection	Function of foods	Childhood diseases (cont'd)
	Information about the child's parent (father)	Physical violence	Food groups	Childhood diseases: Symptoms
	Information about the child's parent (mother)	Mental violence	Body building foods	Prevention of childhood diseases
	Information about the child's siblings	Child labour	Energy giving foods	Prevention of childhood diseases (cont'd)
	Child's health record (1)	Sexual exploitation	Body protective foods	Prevention of childhood diseases (cont'd)
	Child's health record (2)	Child trafficking and sale	Food storage	Effects of the environment on health
	Child's assessment record	Drug abuse	Table manners	Health centres
	Revision	Child friendly environment	Revision	Revision
	Revision	Revision	Revision	Revision
	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment

## Resources

*Smart Start Nursery 2 Workbooks*; musical instruments; action songs in English; picture activities (for example: sequencing, matching, completing); counting poster/chart showing pictures of sets of different objects or animals from 1 to 5; small items for counting (for example: counters, bottle tops, beads, beans, coins, Lego pieces, small blocks); empty containers, pictures or a poster/chart of dangerous liquids (for example: bleach, kerosene, metholated spirits); children's personal records (for example: birth records, centre/school health records); poster/chart/books/pamphlets on children's rights; broom, brush and pan, duster, mop, disinfectant, safe drinking water, healthy snacks; real items or pictures of different local foods (for example: rice, yams, eggs, beans, plantains); drawing paper and crayons

## Suggested teaching guidelines

### Letter Work

#### Non-verbal skills: Listening games

- Play a simple listening game with the children, for example:
  - Ask the children to close their eyes.
  - Make a sound on a musical instrument.
  - Ask them to open their eyes and to point at the musical instrument that made the sound.
- Sing an 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'.
- Point to different objects in the classroom and say their names in English, for example: *chair*, *table* and *door*. Do this several times. Then just say the name of an object and ask the children to point at the object in the classroom. Do this several times.
- Divide the children into small groups or pairs. Give each group or pair an activity to do that involves pictures, for example: sequencing story pictures, matching pictures and completing pictures.

### Number Work

#### Identifying objects in the environment: numbers 1 to 5; Writing numbers 1 to 5 in rhyme

- Ensure that the children can count from 1 to 5 in their mother tongue first, before teaching them to count in English. Do this for all other mathematical skills and concepts in this course.
- Teach the children how to count from 1 to 5 by pointing to five children in the classroom or by counting their fingers on one hand.
- Show the children a poster or chart with pictures of different objects and animals, for example: oranges, cups, elephants and hens. Help them to count, identify and say the number for each set of objects and animals on the poster/chart.
- Have the children complete page 4 of the *Smart Start Nursery 2 Number Work Workbook* to help them count and write numbers from 1 to 5.
- Teach the children the rhyme on page 5 of the *Workbook* to help them recite the numbers 1 to 5. Then they can complete the activity on this page.

### **Extension activities**

- Give the children pictures showing different sets of objects for them to practise counting and identifying the numbers from 1 to 5.
- Teach the children different counting rhymes or songs for them to practise reciting the numbers from 1 to 5.

### **Remedial activities**

- Give the children small items to count in groups from 1 to 5, for example: counters, bottle tops, beads, beans, coins, Lego pieces and small blocks.
- Demonstrate for the children how to move or touch each item when they count in order to show one-to-one correspondence.

## **Civic Education**

### **Social Development: Greetings**

- Ensure that the children understand how to greet appropriately in their mother tongue first, before teaching them the greetings in English.
- Ask the children to look at the picture of the children greeting an older person on page 1 of the *Smart Start Nursery 2 Civic Education Workbook*. Talk about what they are doing and ask the children to demonstrate how they greet an older person politely in their own language, for example: girls kneeling down or boys prostrating.
- Have the children draw a picture on page 2 of the *Workbook* showing how they would greet an older person politely.
- Ask the children to look at the picture of the two people shaking hands and asking about each other's health on page 3 of the *Workbook*. Read aloud what they are saying, while the children follow in their *Workbook*. Have the children demonstrate how they would ask about a person's health in their own language. They can do this activity in pairs.
- Have the children draw a picture on page 4 of the *Workbook* showing how they would ask about someone's health.
- Ask the children to look at the pictures of the different greetings on page 5 of the *Workbook*. Ask them to demonstrate how they would do this in their own language.

## **Basic Science & Technology**

### **Dangerous liquids**

- Ensure that the children understand the concepts taught in this topic (as well as all other topics in this subject) in their mother tongue first, before introducing any words in English.
- If possible, show the children empty containers, pictures/posters/charts of dangerous liquids, for example: bleach, kerosene, mentholated spirit and petrol.
- Discuss the dangers of these liquids with the children, for example: the liquids can poison you if you swallow them and can explode if they catch alight.
- Also discuss how to avoid these dangerous liquids, for example: store them on a high shelf or in a locked cupboard away from young children, and do not drink them or play with them.
- Guide the children to complete the activity relating to dangerous liquids on page 1 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## Physical and Health Education (PHE)

### Information about the child (1)

- Obtain the personal records of each child in your class (your school should have these from when the child was admitted to the school), for example: birth record and centre/school health record).
- Study the personal records of each child and check for notes on physical disabilities or any other developmental difficulties.
- Help each child to state his or her name, age and sex (in the mother tongue and/or in English depending on the language policy of the school/centre).
- Record or update the information in each child's personal file, as necessary.

### Remedial activity

Have each child listen and repeat after you in their mother tongue and/or in English depending on the language policy of the school/centre: *My name is* (child's name). *I am* (age). *I am a* (boy/girl).

## Social Habits

### Rights of the child

- Show the children a poster/chart/pamphlet/book about the rights of the child. Use these to talk about children's rights.
- Help the children to understand their rights, for example: the right to love and care, a safe home and healthy food. Encourage the children to ask questions about their rights.
- Aim to create a classroom environment where children's rights are respected, for example: having a tidy classroom, safe equipment, appropriate learning materials, clean water and healthy snacks.
- Encourage the children to carry out their expected responsibilities, for example: help to keep the classroom clean and run errands for the teacher.

## Food and Nutrition

### Healthy foods

- Ask the children what we mean by the term *food*. Do this in their mother tongue and/or in English, depending on the language policy of the school/centre.
- Explain that food is something that we eat, so that we can stay alive and grow.
- Explain that in order to grow well, we need to eat healthy food that is good for our bodies.
- Show the children real items or pictures of different foods with which they are familiar, for example: rice, yams, eggs, beans and plantains.
- Help the children to name these foods in their mother tongue and/or in English, depending on the language policy of the school/centre.

### Extension activity

Ask the children to draw pictures of foods that they eat.

## Health Habits

### Childhood diseases

- Explain to the children what a 'disease' is (that is, an illness that is caught by an infection or bad health, and not by an accident).
- Talk about childhood diseases, for example: measles, polio, diphtheria, whooping cough, yellow fever and chicken pox.

### Extension activity

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

## Diagnostic assessment

Diagnostic assessment helps the teacher to see where the children are developmentally and to suggest 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 group.

## Resources

*Smart Start Nursery 2 Workbooks*; greeting songs in English; a counting poster/chart or picture book showing pictures of sets of different objects or animals from 1 to 10; small items for counting (for example: counters, bottle tops, beads, beans, coins, Lego pieces, small blocks); real items or pictures of different cultural costumes worn by the Yoruba, Hausa and Ibo people; empty containers; pictures or a poster/chart of hot liquids (for example: boiled water, soup, stew, oil); weighing scale; height chart or tape measure; children's health records or personal files (containing growth charts for weight and height); broom, brush and pan, duster, mop, disinfectant, safe drinking water, healthy snacks; pictures or a poster/chart on the food groups; pictures or a poster/chart about childhood diseases; DVD or video clip about childhood diseases

## Suggested teaching guidelines

### Letter Work

#### Verbal skills: Greetings; The alphabet

- Teach the children a simple greeting in English, for example: *Good morning, children. Good morning, (teacher's name)*. Sing a greeting song in English.
- Give a few simple instructions in English for the children to follow, for example: *Stand up. Sit down. Clap your hands*. Do this several times.
- Give each child a copy of the *Smart Start Nursery 2 Letter Work Workbook*. Explain to the children that they will use this *Workbook* to learn the letters of the alphabet in English. Give the children a few minutes to look through the *Workbook* and to familiarise themselves with it.
- Help the children to find the alphabet on page 1. Use the children's prior knowledge to see if any of them can say the letters of the alphabet in their home language and/or in English.

### Number Work

#### Identifying objects in the environment: numbers 6 to 10; Writing numbers 1 to 10 in rhyme

- Teach the children how to count from 1 to 10 by pointing to ten children in the classroom or by counting all their fingers on both hands.
- Show the children a poster/chart/picture book illustrating sets of different objects or animals from 1 to 10. Help them to count, identify and say the number for each set of objects and animals.
- Have the children complete page 6 of the *Smart Start Nursery 2 Number Work Workbook* to help them count, match and say the numbers from 6 to 10.
- Teach the children the rhyme on page 7 of the *Workbook* to help them recite the numbers from 1 to 10. Then have the children complete the activity on this page.

#### Extension activities

Follow the suggestions given for the **Extension activities** in **Number Work** Term 1, Week 1. However, extend the numbers up to 10.

### **Remedial activities**

Follow the suggestions given for the **Remedial activities** in **Number Work** Term 1, Week 1. However, extend the numbers up to 10.

## **Civic Education**

### **Social Development: Dressing**

- If possible, show the children real items or pictures of different cultural costumes worn by the Yoruba, Hausa and Ibo people. Help the children to name the items and to identify which items are worn by females and which items are worn by males.
- Ask the children to look at the pictures of different cultural outfits worn by men and women on page 6 of the *Smart Start Nursery 2 Civic Education Workbook*. Help them to identify each outfit.
- Then ask the children to look at the picture on page 7 of the *Workbook*. Help them to identify each item of clothing and to say which items are worn by women and which ones are worn by men (or worn by both). Have the children colour in the picture.

## **Basic Science & Technology**

### **Hot liquids**

- If possible, show the children empty containers, pictures/posters/charts of hot liquids, for example: boiled water, soup, stew and oil.
- Discuss the dangers of these liquids with the children (that is, they can burn you).
- Also discuss how to avoid these hot liquids, for example: do not touch them and do not play with them.
- Guide the children to complete the activity relating to hot liquids on page 2 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## **Physical and Health Education (PHE)**

### **Information about the child (2)**

- Obtain the weight and height of each child. Record the information on the relevant growth charts in each child's personal file or health record.
- Help each child to give information about his or her home address, and the name and address of the school (in their mother tongue and/or in English depending on the language policy of the school/centre).
- Record or update the information in each child's personal file, as necessary.

### **Remedial activity**

Have the child repeat the name of the school and/or their home address after you (in their mother tongue and/or in English, depending on the language policy of the school/centre).

## Social Habits

### Denial of parental care and protection

- Ask the children to say how their parents (or guardians) should care for them, for example: love them, feed and clothe them, and take them to school.
- Talk about what happens when children are not cared for by their parents (or guardians) properly, for example: they may be hungry, they may not have proper clothing to wear or somewhere safe to live, they may not go to school and they may be hurt or abused.
- Help the children to understand that the denial of parental care and protection is a violation of their rights as children.
- Continue to create a classroom environment where the children are nurtured and protected, for example: working in a tidy classroom, using safe equipment, having appropriate learning materials, clean water and healthy snacks.
- Encourage the children to carry out their expected responsibilities, for example: help to keep the classroom clean and run errands for the teacher.

## Food and Nutrition

### Functions of foods

- Display pictures/posters/charts showing the different food groups and their functions.
- Discuss the basic functions of food in the body with the children, for example: we need food to grow, give us energy and to protect us from getting ill.
- Help the children to name the different foods in each group (in their mother tongue and/or in English, depending on the school's language policy).
- Ensure that the children are provided with healthy meals and snacks at the school/centre that promote a balanced diet.

## Health Habits

### Childhood diseases (cont'd)

- Remind the children what a 'disease' is (that is, an illness that you catch from something or someone or as a result of poor health; it is not something that is caught from having an accident).
- If possible, show the children pictures/posters/charts or even a DVD or video clip about childhood diseases. Make sure that any of the materials you use are age-appropriate.
- Use these materials to teach the children more about childhood diseases.

## Diagnostic assessment

### Early Childhood Screening Tools

#### Talking – if the child:

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

## Resources

*Smart Start Nursery 2 Workbooks*; greeting and alphabet song; pictures or real items starting with the letter 'a'; large sheets of drawing paper; thick crayons, chalk or paint; clay, play dough or plasticine; small objects for counting (for example: counters, bottle tops, beans, coins); number line or number chart from 1 to 10; flashcards or number cards for 1–10; a bowl or bucket of water, soap, a hand towel; real items/pictures/poster/chart of sharp objects (for example: knife, scissors, blade, needle, pin); children's personal files; broom, brush and pan, duster, mop, disinfectant, safe drinking water, healthy snacks; pictures/poster/chart on the different food groups; pictures or real items of a variety of different foods; picture/poster/chart about childhood diseases; one litre of clean drinking water or boiled water that has been cooled; six teaspoons of sugar and half a teaspoon of salt for making a basic oral rehydration solution (ORS)

### Recipe for play dough

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

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Small letter 'a'

- Practise simple greetings in English, for example: *Hello*, (name of child). *Good morning*, (name of teacher).
- Sing a greeting song and an alphabet song in English.
- Give the children crayons and a sheet of blank paper each. Encourage them to write 'scribbles' in different colours.
- Ask the children to open their *Smart Start Nursery 2 Letter Work Workbook* on page 2. Help them to say the sound for the letter 'a' and the word *ant*. They can then colour in the letter 'a' outlines.
- Ask the children to turn to page 3 of the *Workbook*. Demonstrate how to write the letter 'a' correctly. Have the children practise writing the letter 'a' with their index finger on their desk, on each other's backs and in the air before they trace and copy the letter in their *Workbook*.

### 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*. 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.
- Have the children make the letter 'a' using clay, play dough 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 play dough, threading beads or small pieces of pasta or by pegging clothes pegs onto a sheet of card.

## Number Work

### Counting sets of objects in groups of numbers 1 to 10 (1); Tracing and writing numbers 1 to 10

- Demonstrate for the children how to count sets of small objects, for example: counters, beans, bottle tops and coins in groups of numbers from 1 to 10.
- Have the children work in pairs, or individually, to practise counting sets of small objects in groups of numbers from 1 to 10.
- Have the children complete page 8 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting sets of small objects in groups of numbers from 1 to 10. They then trace over the matching number for each set.
- Point to a number line or number chart and count from 1 to 10 forwards and 10 to 1 backwards. Do this several times and encourage the children to join in.
- Have the children complete page 9 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting, tracing and writing numbers forwards and backwards from 1 to 10.

### Remedial activities

- Use flashcards or number cards to help the children to identify the numbers from 1 to 10. Show the cards in a random order and encourage the children to identify each number accurately and quickly.
- Have the children practise counting forwards and backwards using the number charts on pages 2 and 3 of the *Smart Start Nursery 2 Number Work Workbook*. Note: Keep the number range from 1 to 10 and 10 to 1 only.

## Civic Education

### Social Development: Eating

- Talk to the children about local social habits on eating, for example: washing of hands before and after meals, not talking while eating, sharing food and eating small portions at a time.
- Demonstrate how to wash hands properly and how to eat appropriately following local social habits.
- Ask the children to look at pages 8 and 9 of the *Smart Start Nursery 2 Civic Education Workbook*. Help them to identify the correct way to eat and drink. Have them colour in these pictures.
- Discuss eating habits in the children's own language first, before reading aloud and introducing the English words in this topic.

## Basic Science & Technology

### Sharp objects

- If possible, show the children real items or pictures/posters/charts of sharp objects, for example: knife, scissors, blade, needle and pin.
- Discuss the dangers of these sharp objects with the children (that is, they can cut or prick you).
- Also discuss how to avoid these sharp objects, for example: do not do not play with them and ask an adult to cut something with a knife or sharp scissors for you.
- Demonstrate how to give someone a pair of scissors without pointing the blade towards them.
- Guide the children to complete the activity relating to sharp objects on page 3 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## Physical and Health Education (PHE)

### Information about the child's parent (father)

- Help each child to give information about his or her father (name, address and occupation) in their mother tongue and/or in English, depending on the language policy of the school/centre.
- Record the information given by the child in their personal file.
- Note: Be sensitive to the fact that the child may not have a father or the information may not be available; record the information of a male guardian instead (if there is one).

### Remedial activity

Have the child listen to and repeat the name, address and occupation of their father or male guardian after you (in their mother tongue and/or in English, depending on the language policy of the school/centre).

## Social Habits

### Physical violence

- Explain to the children what 'physical violence' means, for example: when someone hurts someone else by hitting or kicking them.
- Talk about what happens when someone is physically violent towards a child, for example: the child may be seriously hurt or even die from their injuries. If the child survives, he or she may become very unhappy or afraid, and may not be able to attend school or play with friends.

- Help the children to understand that physical violence is a violation of children's rights and that they should tell an adult who they trust, if someone is hurting them at home or at school.
- Continue to create an open, trusting environment in your classroom where children feel safe, protected and free to express their anger, fear and pain.
- Encourage the children to carry out simple responsibilities in the classroom, for example: helping to clean up, run errands for the teacher, prepare healthy snacks and collect/carry/pour clean drinking water.

## Food and Nutrition

### Food groups

- Refer to the pictures/posters/charts on the different food groups (see **Food and Nutrition** Term 1, Week 2).
- Teach the children the names of the different food groups in their mother tongue and/or in English: *carbohydrates, proteins, vitamins and minerals, fats and oils and water.*

### Extension activities

- Give the children real items or pictures of a variety of different foods. Ask them to sort the foods into different groups, using the food group poster/chart as a guide.
- Have the children draw, paint or colour pictures of the different food groups.

## Health Habits

### Childhood diseases: Symptoms

- If possible, show the children pictures/posters/ charts about childhood diseases.
- Talk about some of the more common symptoms of childhood diseases, for example: fever, cough, runny nose, sore stomach, rash and headache.
- 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 they are vomiting.
- Demonstrate how to make the ORS using the following ingredients:
  - 6 level teaspoons of sugar
  - Half a level teaspoon of salt
  - One-litre of clean or boiled water (which has been cooled) = 5 cups (200 ml each).
- Encourage the children to tell you or their parent/guardian when they are ill.
- Administer the ORS when necessary.
- Report any signs of childhood diseases among the children to their parent/guardian and ensure that they are 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 group.

## Resources

*Smart Start Nursery 2 Workbooks*; pictures or real items that start with the letter 'b'; large sheets of drawing paper; thick crayons, chalk or paint; clay, play dough or plasticine; small objects for counting, for example: counters, beans, bottle tops, coins; slates, sand and water; pictures/poster/chart of common medicines and drugs, for example: tablets, syrups, syringes, pipes, cigarettes; children's personal files; broom, brush and pan, duster, mop, disinfectant, safe drinking water, healthy snacks; real items or pictures of body building foods, for example: meat, beans, eggs, milk; a picture, poster or video clip of a child getting immunised

## Suggested teaching guidelines

### Letter Work

**Rhymes; Reading and writing skills: Small letter 'b'**

- Practise simple greetings in English with the children. For example, ask each child to turn to the person sitting next to them and say, *Hello* (child's name).
- Teach the children one or two simple rhymes in English, for example 'One, two buckle my shoe'.
- Ask the children to turn to pages 4 and 5 of the *Smart Start Nursery 2 Letter Work Workbook*. Follow the same procedure for helping the children to identify, sound out and write the letter 'b' as you did for the letter 'a' (see **Letter Work** Term 1, Week 3).

#### Extension activities

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

#### Remedial activities

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

### Number Work

**Counting sets of objects in groups of numbers 1 to 10 (2); Tracing and writing numbers 6 to 10**

- Demonstrate for the children how to count sets of small objects, for example: counters, beans, bottle tops and coins in groups of numbers from 1 to 10.
- Have the children work in pairs, or individually, to practise counting sets of small objects in groups of numbers from 1 to 10.
- Have the children complete page 10 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting sets of small objects in groups of numbers from 1 to 10. They must count the objects and then circle the correct number in each row.
- Have the children complete page 11 of the *Workbook* to practise counting, tracing and writing numbers from 1 to 10.

### Remedial activity

- Have the children practise forming the numbers from 1 to 10 with their fingers on the ground, on their desks, in wet sand or in the air.
- Have the children practise writing the numbers from 1 to 10 on large sheets of paper using thick crayons or paints. They can also practise with chalk on slates or on the chalkboard.
- Have the children mould the numbers from 1 to 10 using clay, play dough or plasticine.

## Civic Education

### Cultural Values: Helping others

- Ask the children to say how they help others at home and in their community. Ask them why it is important to help others. Help them to understand cultural beliefs and values on helping others.
- Ask the children to look at the pictures on pages 10 and 11 of the *Smart Start Nursery 2 Civic Education Workbook*. Help them to identify who is helping and how they are helping in each picture.
- Have the children draw a picture of how they help others.

### Remedial activity

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

## Basic Science & Technology

### Medicine intake

- If possible, show the children pictures/posters/charts of common medicines, for example: tablets and cough syrups.
- Discuss the dangers of taking medicine without adult supervision, for example: taking medicine when you are not ill, can make you ill and taking too much medicine can also make you ill.
- Also discuss how to avoid taking medicine when you are not supposed to, for example: store medicines on a high shelf or in a locked cupboard where young children cannot reach them and only take medicine in the right amounts that are prescribed by a doctor.
- Caution the children not to accept any medicine or 'sweets' from someone they do not know or trust.
- Guide the children to complete the activities relating to medicine intake on page 4 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## Physical and Health Education (PHE)

### Information about the child's parent (mother)

- Help each child to give information about his or her mother (name, address and occupation) in their mother tongue and/or in English, depending on the language policy of the school/centre.
- Record the information given by the child in their personal file.
- Note: Be sensitive to the fact that the child may not have a mother or the information may not be available; record the information of a female guardian instead (if there is one).

### **Remedial activity**

Have the child listen to and repeat the name, address and occupation of their mother or female guardian after you (in their mother tongue and/or in English, depending on the language policy of the school/centre).

## **Social Habits**

### **Mental violence**

- Explain to the children what ‘mental violence’ means, for example: when someone hurts someone else’s feelings by saying very bad things to them or by neglecting them.
- Talk about what happens when someone is mentally violent towards a child, for example: the child may become very angry, unhappy or afraid, and may not be able to attend school, or play with friends.
- Help the children to understand that mental violence is a violation of children’s rights and that they should tell an adult who they trust if someone is making them feel terrible things at home or at school.
- Continue to create an open, trusting environment in your classroom where children feel safe, respected and free to express their anger, fear and pain.
- Continue to encourage the children to carry out simple responsibilities, for example: clean the classroom, prepare simple snacks, collect/carry/pour clean drinking water and run errands for the teacher.

## **Food and Nutrition**

### **Body building foods**

- Show the children real items or pictures of body building foods, for example: meat, fish, beans, eggs and milk.
- Explain the importance of these foods for helping our bodies to grow.
- Describe what happens when our body does not get enough of these foods, for example: our bones do not develop properly, our teeth and hair do not grow properly, we can get skin diseases, we can also become very ill or even die if we do not get enough of these foods.
- Ensure that the children are provided with enough body building foods for meals and snacks at the school/centre.

## **Health Habits**

### **Prevention of childhood diseases**

- 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 the importance of getting immunised against certain childhood diseases.
- Encourage the children to share their experiences of being immunised.
- Check each child’s health record to see if his or 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.

# Continuous assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject	The child is able to:	1	2	3	4
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Say greetings and obey simple instructions</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1 to 10 (in the language of the environment and in English)</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Recognise the cultural beliefs and values of family and community</li> <li>Cooperate with others in social/moral activities</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Recognise dangerous objects, actions and situations that can cause accidents</li> <li>Avoid dangerous objects and situations that can cause accidents</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Give clear information about self, e.g. name, age, sex</li> <li>Give information about parental data</li> <li>Give information about home/school addresses</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Identify the rights of the child</li> <li>Express their rights</li> <li>Carry out expected responsibilities</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Feed self</li> <li>Accept adult food</li> <li>Eat healthy foods</li> <li>Eat in a socially acceptable manner</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Show signs of good health</li> <li>Report when ill</li> </ul>				

## Resources

*Smart Start Nursery 2 Workbooks*; pictures of items starting with the letters 'c' and 'd', for example: *cup, cat, dog, door*; large sheets of drawing paper; thick crayons, chalk or paint; clay, play dough or plasticine; children's personal files; real items or pictures of energy giving foods, for example: yam, rice, cocoyam, potato, corn, millet; toothbrush, toothpaste with chloride; insecticide, a mosquito net

## Suggested teaching guidelines

### Letter Work

**Reading and writing skills: Small letters 'c' and 'd'**

- Practise simple greetings in English with the children, for example: *Hello. What is your name? My name is ....*
- Practise one or two simple rhymes in English, for example 'Humpty Dumpty sat on a wall'.
- Ask the children to turn to pages 6 and 7 of the *Smart Start Nursery 2 Letter Work Workbook*. Follow the same procedure for helping the children to identify, sound out and write the letter 'c' as you did for the letter 'a' (see **Letter Work** Term 1, Week 3).
- Repeat the procedure for the letter 'd' using pages 8 and 9 of the *Workbook*.

#### Extension activities

Use the same activities as suggested for the **Extension activities** in **Letter Work** Term 1, Week 3.

#### Remedial activities

Use the same activities as suggested for the **Remedial activities** in **Letter Work** Term 1, Week 3.

### Number Work

**Drawing sets of objects in groups of numbers 1 to 10**

- Have the children practise reciting the numbers from 1 to 10 forwards and backwards. Have them practise counting different sets of objects from 1 to 10 too.
- Demonstrate for the children how to draw different sets of simple objects on the board, for example: 6 circles, 4 flowers, 2 stars.
- Give the children large sheets of drawing paper and let them practise drawing or painting different sets of simple objects. They can also do this with chalk on slates or on the chalkboard.
- Have the children complete pages 12 and 13 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting and drawing different sets of objects.

### Extension activity

- Have the children complete the Extension activity on page 71 (at the back of the *Smart Start Nursery 2 Number Work Workbook*) to practise identifying the numbers from 1 to 10.
- Have the children complete the Extension activity on page 74 (at the back of the *Smart Start Nursery 2 Number Work Workbook*) to practise counting backwards from 10 to 1.

## Civic Education

### Cultural Values: Respect

- Talk to the children about respect. Ask them what respect is and how they show it towards others. (Respect is when you are polite to someone, especially if they are older or more important than you.) Help the children to understand the cultural beliefs and values of the community on respect.
- Ask the children to look at the picture story on pages 12 and 13 of the *Smart Start Nursery 2 Civic Education Workbook*. Tell the story, while the children follow. Help them to understand how the children do not show respect to their grandmother at first, but then change their behaviour and show respect to both their grandparents and the older person using the taxi.

### Extension activity

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

## Basic Science & Technology

### Open fires

- If possible, show the children pictures/posters/charts of open fires, for example: a fire place, a lit match, a candle and a paraffin or kerosene lamp.
- Discuss the dangers of open fires with the children, for example: things can quickly catch alight, fire can spread easily, you can burn or hurt yourself and things can burn down.
- Also discuss how to avoid open fires, for example: do not play with fire, let an adult or an older child make a fire or light a match, candle or lamp.
- Guide the children to complete the activities relating to open fires on page 5 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## Physical and Health Education (PHE)

### Information about the child's siblings

- Help the children to give information about their siblings (names and positions within family) in their mother tongue and/or in English, depending on the language policy of the school/centre.
- Have the children state their own positions within their family.
- Record or update the information in the children's personal files, as necessary.

### Remedial activity

Have the children listen to and repeat the name(s) of their siblings and their positions within the family (in their mother tongue and/or in English).

## Social Habits

### Child labour

- Explain the meaning of 'child labour' to the children (that is, work that children do that is not allowed by law and is harmful to their development).
- Give examples of child labour, for example: heavy farm work, mining, working in a factory, heavy cleaning work and working for long hours in a shop or other business.
- Help the children to understand that child labour prevents children from having a proper childhood. Child labour can harm their bodies from growing properly and their minds from developing properly. It can also prevent children from going to school, as they have to go out to work and earn money for their families.
- Help the children to understand that child labour is a violation of children's rights as it often denies children the right to care, safety, healthy food, shelter and education, and so on.

## Food and Nutrition

### Energy giving foods

- Show the children real items or pictures of energy giving foods, for example: yam, rice, cocoyam, potato, corn and millet.
- Explain that energy giving foods make you able to do things without getting tired easily. These things include being active, such as walking, jumping and dancing, and being able to concentrate at school.
- Explain that if we do not get enough of energy giving foods, we get tired easily and we cannot concentrate. We can become upset easily and even become ill.
- Teach the children a rhyme, song or dance about energy giving foods.
- Ensure that the children are provided with enough energy giving foods for snacks and meals at the school/centre.

## Health Habits

### Prevention of childhood diseases

- Discuss with the children how to prevent some childhood diseases.
- Demonstrate how to brush teeth properly using a toothbrush and toothpaste with fluoride, in order to prevent toothache and gum disease.
- Show the children an example of insecticide and a mosquito net, which are used to prevent being infected by malaria from mosquitoes.
- Discourage the children from picking food up off the floor to eat, as this spreads germs and infection.
- Continue to monitor the children for any signs of childhood diseases and refer them to the appropriate health centre, if necessary.

## 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 group.

## Resources

*Smart Start Nursery 2 Workbooks*; pictures of items starting with the letter 'e', for example: *egg*, *elephant*; large sheets of drawing paper; thick crayons, chalk or paint; clay, play dough or plasticine; small objects for counting, for example: bottle tops, coins, small blocks; number line/poster/chart for numbers 1 to 10; templates/stencils of different shapes or objects; a story about a cultural value (for listening or reading aloud); a plastic bag; children's personal files and health records; real items or pictures of body protective foods, for example: fruits and vegetables such as oranges, paw paws, mangoes, spinach, okra, ewedu

## Suggested teaching guidelines

### Letter Work

**Songs; Reading and writing skills: Small letter 'e'**

- Practise simple questions and answers in English with the children, for example have the children work in pairs to ask and answer, *What is your name? My name is ....*
- Teach the children simple songs in English, for example 'Twinkle, twinkle little star'.
- Give the children a few simple instructions in English, for example: *Open your book. Write your name. Draw a circle. Draw a square. Close your book.*
- Ask the children to turn to pages 10 and 11 of the *Smart Start Nursery 2 Letter Work Workbook*. Follow the same procedure for helping the children to identify, sound out and write the letter 'e' as you did for the letter 'a' (see **Letter Work Term 1, Week 3**).

### Extension activity

Have the children complete pages 12 to 15 of the *Smart Start Nursery 2 Letter Work Workbook* to revise and consolidate their ability to recognise, read and write the small letters 'a', 'b', 'c', 'd' and 'e'.

### Number Work

**Identifying numbers 1 to 10; Tracing and writing numbers 6 to 10**

- Practise reciting the numbers from 1 to 10 forwards and backwards and counting out different sets of objects from 1 to 10 with the children.
- Draw a set of simple objects on the board, for example 5 squares. Write three different numbers on the board, one of which is the correct one, for example: 2, 5, 8. Ask a child to trace over the correct number in a different colour. Repeat this several times with different sets of objects and different numbers.
- Have the children complete page 14 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting different sets of objects and identifying the correct number.
- Have the children complete page 15 of the *Smart Start Nursery 2 Number Work Workbook* to practise tracing and writing the numbers from 6 to 10.

### **Extension activity**

Have the children use templates or stencils of different shapes or pictures to create their own drawings of sets of objects to count.

### **Remedial activity**

Have the children count different sets of small objects, for example: bottle tops, coins and small blocks, and then match them to the correct number written on the board.

## **Civic Education**

### **Cultural values: Using songs**

- Tell a story, or read a story aloud, about a cultural value, for example a story about sharing, helping others or respect. Help the children to recognise the cultural value in the story.
- Teach the children rhymes or songs about cultural values (in their mother tongue or in English).
- Teach the children the songs on pages 14 and 15 of the *Smart Start Nursery 2 Civic Education Workbook*. Make sure that they understand the meanings of the songs.

## **Basic Science & Technology**

### **Non-living things; Plastic bags**

- Explain what non-living things are, for example: things that do not breathe, grow or die.
- Help them to identify examples of non-living things at home and in the classroom, for example: a cup, a bed, a pencil and a book.
- Guide the children to complete the activity on non-living things on page 6 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.
- Show the children an example of a plastic bag. Discuss the dangers of plastic bags, for example: putting a bag over your head and covering your nose and mouth with it can stop your breathing.
- Also discuss how to avoid this kind of danger, for example: do not play with plastic bags, do not leave them lying around and do not let babies or young children get hold of them.
- Ask the children to look at the pictures on page 7 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*, while you tell the story. Use the story to emphasise the dangers of playing with plastic bags.

## **Physical and Health Education (PHE)**

### **Child's health record (1)**

- Guide the children to give information about their health (in their mother tongue and/or in English, depending on the language policy of the school/centre).
- Ensure children's personal files contain all the necessary information, for example: birth records, health records and vaccination records, and so on.
- If necessary, collect a comprehensive health profile from each child's home, for example: a questionnaire enquiring about birth details, milestones reached and vaccinations given.
- Liaise with the relevant people should you have any concerns about particular child's health and physical development, for example: parent(s) or guardian(s), school head, other teachers, health specialists, and so on.

## Social Habits

### Sexual exploitation

- Explain the meaning of 'sexual exploitation' to the children, for example: when someone uses someone else's body, particularly their private parts, for their own enjoyment, even though it may hurt the other person or make the other person feel very uncomfortable or unhappy.
- Help the children to understand that it is wrong for anyone to touch or hurt their private parts, even if it is someone that they know well at home or at school.
- Teach the children to say "No!" and encourage them to tell someone they trust if someone else is touching or hurting them in this way.
- Continue to create a classroom environment where children feel safe, respected and free to express their worries, fears or hurts.

## Food and Nutrition

### Body protective foods

- Show the children real items or pictures of body protective foods, for example: fruits and vegetables such as oranges, paw paws, mangoes, spinach, okro, ewedu, and so on.
- Explain that body protective foods have things called vitamins and minerals, which prevent help our bodies to fight illnesses and help us to get better if we do fall ill.
- Describe what happens if our bodies do not get enough vitamins and minerals, for example: we can get a cold, flu or other infections; our hair, skin, nails and teeth become unhealthy; we can also become seriously ill or even die if we do not have enough of these body protective foods.
- Ensure that the children get enough fruit and vegetables in their diet at the school/centre. Also ensure that the necessary precautions are taken when preparing and serving fresh fruit and vegetables, for example: clean/washed hands, clean water used for washing unpeeled fruit and vegetables, and so on.

## Health Habits

### Prevention of childhood diseases (cont'd)

- Tell the children a story about healthy children, who do not get diseases due to preventative measures taken, for example: getting immunised, not eating dirty food off the floor, brushing their teeth properly and using insecticides and a mosquito net when they sleep.
- Have the children role-play the precautions taken in the story you told.
- Have the children draw pictures of the different ways to prevent people contracting diseases.

## Diagnostic assessment

### Early Childhood Screening Tools

#### Seeing – if the child:

- Has red eyes or chronic discharge from their 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.

## Resources

*Smart Start Nursery 2 Workbooks*; pictures of items starting with the letters 'f' and 'g', for example: fan, feather, goat, gold; large sheets of drawing paper; thick crayons, chalk or paint; clay, play dough or plasticine; sets of number cards from 1 to 10 (for playing matching or memory games); number puzzles from 1 to 10; small objects for counting; egg boxes, beans or seeds; a story about community values and reward systems; real items or pictures/poster/chart of various common electrical appliances, for example: kettle, toaster, iron; 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 cans, plastic boxes, food containers, a cupboard, a fridge; real item or picture of an insecticide treated net (ITN); tissues

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Small letters 'f' and 'g'

- Practise simple questions and answers in English with the children, for example: *How old are you? I am \_\_\_ years old.*
- Practise one or two simple songs or rhymes in English, for example 'Baa, baa black sheep'.
- Give the children crayons and sheets of blank paper, and encourage them to write some 'scribbles' in different colours.
- Ask the children to turn to pages 16 and 17 of the *Smart Start Nursery 2 Letter Work Workbook*. Follow the same procedure for helping the children to identify, sound out and write the letter 'f' (see **Letter Work** Term 1, Week 3).
- Repeat the procedure for letter 'g' using pages 18 and 19 of the *Workbook*.

### Number Work

#### Counting and writing numbers 1 to 9

- Practise reciting the numbers from 1 to 10 forwards and backwards and counting out different sets of objects from 1 to 10 with the children.
- Draw a set of simple objects on the board, for example: 5 squares. Ask the children to count the number of objects. Then ask a child to come up and write the correct number on the board. Repeat this several times with different sets of objects and different numbers.
- Have the children complete page 16 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting objects and writing the correct number.
- Have the children complete page 17 of the *Smart Start Nursery 2 Number Work Workbook* to practise writing the numbers from 1 to 9.

#### Extension activities

- Have the children play a matching game or memory game to match different sets of objects with the correct number.
- Have the children complete puzzles to match pictures of objects to the correct number.

### Remedial activity

Have the children count different sets of small objects, for example: bottle tops, coins and small blocks, and then write the correct number on a piece of paper, slate or chalkboard.

## Civic Education

### Community Values: Playing and rewards

- Ask the children to look at the games on pages 16 and 17 of the *Smart Start Nursery 2 Civic Education Workbook*. Explain how each game works (if necessary) and then have the children play the games in pairs or small groups.
- Tell a story, or read a story aloud, about community values and reward systems. Help the children to recognise the values and reward systems in the story.

## Basic Science & Technology

### Technology

- Show the children real items or pictures/posters/charts of various common electrical appliances, for example: a kettle, a toaster and an iron.
- Discuss the dangers of electrical appliances with the children, for example: the wires, plugs and sockets of electrical appliances can shock you if there is a live electrical current passing through them.
- Also discuss how to avoid this kind of danger, for example: do not play with electrical appliances, wires, plugs or sockets; do not pull out the plug of an electrical appliance if it is switched on at the socket; do not stick your finger into an electrical socket and avoid getting electrical appliances wet.
- Guide the children through the activity and information about electrical appliances on page 8 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## Physical and Health Education (PHE)

### Child's health record (2)

- Collect information about each child's health, for example: hearing, seeing, talking and movement. Your school may have specialists who come in and conduct eye, hearing, and speech and language screening tests, or you may need to conduct a few simple tests and observations on your own. Refer to the **Diagnostic assessment** sections for Term 1: Weeks 2, 3, 5, 6, 7.
- If possible, obtain a comprehensive health profile of each child from the child's home, for example: birth records, health records and vaccination records, and/or update each child's health records as necessary.
- Continue to liaise with the relevant people should you have any concerns about particular children's health and physical development, for example: parent(s) or guardian(s), school head, other teachers and health specialists.
- Ensure that each child's health data is kept in an accessible, yet confidential, file for future reference and action.

## Social Habits

### Child trafficking and sale

- Explain to the children what 'child trafficking' means (that is, the illegal buying and selling of children, usually for sexual exploitation or for child labour).
- Talk about what child trafficking does to children and why it is not permitted by law, for example: children are taken away from their families, they do not go to school, they may be hurt or even killed or they may be made to do heavy work.
- Continue to build a safe, loving environment in the classroom where the children feel protected and respected, and where they can freely express any fears, anger or sadness.

## Food and Nutrition

### Food storage

- Show the children real items or pictures of containers for storing food, for example: tin cans, plastic boxes and containers, cupboard and fridge.
- Discuss the purpose of storing food with the children, for example: to keep it fresh and clean.
- Explain that some foods, such as meat, fish and milk need to be stored in a cold place (such as a fridge), so that they stay fresh and last for longer. Other foods, such as vegetables, tinned food and dry goods need to be stored in a cool, dry place (such as a cupboard) so that they last for longer. Once opened, most foods only last for a few days. All containers, packets and boxes must be closed properly.
- Ensure that all foods are stored properly at the school/centre.

## Health Habits

### Effects of the environment

- Explain to the children that diseases can be spread by things in our environment, for example: some mosquitoes spread malaria, dirty water can have unseen things in it that spread disease and fresh food that has not been stored or washed properly can spread diseases.
- Discuss the dangers of overcrowding in the home, school and in other public places where people can spread diseases among one another through coughing, sneezing and sharing cups and utensils, and so on.
- Encourage the children to prevent contracting diseases from the environment by washing 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 (ITN), and so on.

## 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 or she can see you
- Talks in a very loud or a soft voice
- Does not talk or talks strangely.

## Resources

*Smart Start Nursery 2 Workbooks*; children's assessment records; pictures of items starting with the letter 'h', for example: *hat, hen*; large sheets of drawing paper; thick crayons, chalk or paint; clay, play dough or plasticine; a simple English story about an event in a child's life, for example: a birthday party, naming ceremony, family celebration; card, scissors and string for making masks; small objects to count, for example: small toys, coins, Lego pieces, beans, seeds; children's assessment records; pictures/poster/chart showing a child with good table manners; a cup, plate and other eating utensils; pictures/poster/chart showing different health centres, for example: hospital, primary health care centre, school sick-bay, dental clinic, dispensary

## Suggested teaching guidelines

### Letter Work

#### Narrating events; Reading and writing skills: Small letter 'h'

- Practise simple questions and answers in English with the children, for example: *What is your name? How old are you? When is your birthday?*
- Read aloud or tell the children a simple story in English about an event in a young child's life, for example: a birthday party, naming ceremony or family celebration.
- Help the children to understand the story by asking questions and helping them to retell the story.
- Ask the children to turn to pages 20 and 21 of the *Smart Start Nursery 2 Letter Work Workbook*. Follow the same procedure for helping the children to identify, sound out and write the letter 'h' (see **Letter Work** Term 1, Week 3).

#### Extension activities

Use the same activities as suggested for the **Extension activities** in **Letter Work** Term 1, Week 3.

#### Remedial activities

Use the same activities as suggested for the **Remedial activities** in **Letter Work** Term 1, Week 3.

### Number Work

#### Matching numbers and pictures

- Practise counting from 1 to 10 forwards and backwards with the children.
- Practise counting out different sets of people and objects in the classroom, for example: 4 girls, 7 boys, 9 pencils.
- Sing a counting song or say a counting rhyme as a whole class.
- Draw sets of simple pictures on the board, for example: 4 hearts, 6 crosses, 9 stars. Write the numbers 1 to 10 on the board. Ask the children to count each set and then ask one child to come up and draw a line from the set to the correct number. Do this several times with different sets of objects and numbers.

- Have the children complete pages 18 and 19 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting sets objects and matching them to the correct number.

## Civic Education

### Cultural Activities: Folk tales

- Tell a story, or read aloud the folk tale on page 18 of the *Smart Start Nursery 2 Civic Education Workbook* while the children look at the pictures. Note: You may need to tell the story in the children's mother tongue first, before retelling it in English using simple language.
- Ask questions to check that the children understand the story.
- Help the children to follow the instructions for making a mask on page 19 of the *Workbook*. Try to get an equal number of children making each character's mask so that they can dramatise the story afterwards in groups of three.
- Divide the children into groups of three and then have them dramatise the story while you tell it or read it aloud again.

### Extension activities

- Tell different traditional folk tales, or read them aloud. You can also ask the children to share any folk tales that they know.
- Organise a cultural day or display for the children to share what they have learnt with others, for example: have them sing a song, dramatise a story, wear traditional outfits, share traditional food or role-play local customs.

## Basic Science & Technology

### Sense organs

- Show the children examples of small objects that should not be pushed into your ears, nose or mouth, for example: small toys, coins, Lego pieces, beans and seeds.
- Discuss the dangers of pushing small objects into your ears, nose and mouth, for example: you can hurt yourself, choke, suffocate or even stop breathing.
- Also discuss how to avoid this kind of danger, for example: do not push small objects into your ears, nose or mouth and keep small objects away from babies and very young children.
- Guide the children through the activity and information about the dangers of small objects on page 9 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## Physical and Health Education (PHE)

### Child assessment record

- Obtain and record the continuous assessment of each child's personal data.
- Keep each child's assessment record in an accessible, yet confidential, place in your classroom or the school.

## Social Habits

### Drug abuse

- Explain to the children what 'drug abuse' means (that is, when drugs, including medicines, are taken by someone for the wrong reasons in a way that harms them).

- Discuss the importance of not taking any medicine or other substances (including things that look like ‘sweets’) from someone you do not know or trust.
- Also talk about the importance of only taking medicine that has been prescribed by a doctor, under a known adult’s supervision, such as a parent, guardian or teacher (if medicine is allowed to be given at the school/centre).
- Encourage the children to tell their parent(s), guardian (s) or teacher if anyone tries to give them medicine or any other substances, even if it looks like a ‘sweet’.

## **Food and Nutrition**

### **Table manners**

- Show the children pictures/posters/charts demonstrating good table manners.
- Talk about good table manners, for example: wash hands before and after a meal, do not talk with food in your mouth, eat small portions at a time and share the food.
- Encourage the children to eat in a socially acceptable manner using a cup, plate and any other eating utensils.

## **Health Habits**

### **Health centres**

- If possible, show the children pictures/posters/charts of different health centres, for example: hospital, primary health care centre, school sick-bay, dental clinic and dispensary.
- Discuss the different health care centres where children may go for treatment.
- When necessary, refer a sick child to the appropriate health care centre.

# Continuous assessment

<b>Name:</b> _____		<b>Date:</b> _____			
<b>Subject</b>	<b>The child is able to:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1 to 10 (in the language of the immediate environment and English)</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Recognise cultural beliefs and values of family and community</li> <li>Participate in healthy competition and acceptable cultural activities</li> <li>Cooperate with others in social/moral activities</li> <li>Exhibit appreciation on the community values and reward systems</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Recognise dangerous objects, actions and situations that can cause accidents</li> <li>Avoid dangerous objects and situations that can cause accidents</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Give clear information about self, e.g. name, age, sex</li> <li>Give information about parental data</li> <li>Give information about home/school addresses</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Identify the rights of the child</li> <li>Express their rights</li> <li>Carry out expected responsibilities</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Feed self</li> <li>Accept adult food</li> <li>Eat healthy foods</li> <li>Eat in a socially acceptable manner</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Show signs of good health</li> <li>Report when ill</li> </ul>				

## Resources

*Smart Start Nursery 2 Workbooks*; pictures of items starting with the letters 'i' and 'j', for example: *insect, jam, jug*; large sheets of drawing paper; thick crayons, chalk or paint; clay, play dough or plasticine; children's health records; broom, brush and pan, duster, mop, disinfectant, safe drinking water, healthy snacks; white paper plates (or outlines of a plate on drawing paper), crayons; one litre of clean drinking water or boiled water that has been cooled, six teaspoons sugar, half a teaspoon salt for making a basic oral rehydration solution (ORS)

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Small letters 'i' and 'j'

- Practise simple questions and answers in English with the children (e.g. *What is your name? How old are you? When is your birthday? Do you have any brothers or sisters?*)
- Read aloud or tell the children a new story in English (try to find a story that is simple and repetitive so that the children can join in with the reading or telling of it).
- Help the children to understand the story by asking questions. Let them retell the story.
- Ask the children to turn to pages 22 and 23 of the *Smart Start Nursery 2 Letter Work Workbook*. Follow the same procedure for helping the children to identify, sound out and write the letter 'i' (see **Letter Work** Term 1, Week 3).
- Repeat the procedure for the letter 'j' using pages 24 and 25 of the *Workbook*.

#### Extension activities

Use the same activities as suggested for the **Extension activities** in **Letter Work** Term 1, Week 3.

#### Remedial activities

Use the same activities as suggested for the **Remedial activities** in **Letter Work** Term 1, Week 3.

### Number Work

#### Revision

- Revise counting numbers from 1 to 10 (forwards and backwards) and sets of objects with the children.
- Sing a counting song or say a counting rhyme taught this term.
- Have the children complete pages 20 and 21 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting, drawing sets of objects and writing numbers from 1 to 10.

## Civic Education

### Revision

- Use the pictures on pages 20 and 21 of the *Smart Start Nursery 2 Civic Education Workbook* to revise local social habits on greeting, dressing and eating, and on cultural values such as helping others, respect and playing games.
- Ask the children to role-play some of the local social habits they have talked about this term, for example: greetings, eating habits or respect customs.
- The children can also practise any of the rhymes and songs they learnt this term.
- The children can retell or dramatise one of the stories they learnt this term.

## Basic Science & Technology

### Revision

Guide the children to complete the activities on pages 10 to 13 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to revise accidents and their prevention.

### Extension activity

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

## Physical and Health Education (PHE)

### Revision

- Revise with the children how to give correct information about themselves, their families, home and school addresses (in their mother tongue and/or in English, depending on the language policy of the school).
- Update the children's health care records, as necessary.

## Social habits

### Child-friendly environment

- Ask the children what makes the classroom a good place to be, for example: it is colourful, it has toys and books and other interesting things to play with, there is a friendly teacher, it is safe, the water is clean and there is healthy food.
- Help them to understand that all these things are there to make them feel happy and comfortable, so that they can grow and learn properly.
- Remind them that they have the right to a good classroom, but they also have certain responsibilities to look after their classroom and one another.
- Continue to build a happy and safe classroom environment where the children are stimulated to develop appropriately and are encouraged to take some responsibility too.

## Food and Nutrition

### Revision

- Revise healthy foods and the functions of the different food groups with the children.
- Revise the different ways in which food can be stored.
- Revise good table manners.

### **Extension activities**

- Give each child a white paper plate (or an outline of a plate on drawing paper) and ask him or her to draw a healthy, balanced meal on the plate.
- Ask each child to role-play good table manners at his or her desk.

## **Health Habits**

### **Revision**

- Revise childhood diseases and ways to prevent them with the children.
- If you have extra ingredients and equipment available, the children can make the ORS in pairs or small groups. Ensure 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 period of time by the age of four.

## Resources

*Smart Start Nursery 2 Workbooks*; children's health records

## Suggested teaching guidelines

### Letter Work

#### Revision (small letters f–j)

- Revise simple greetings, instructions and questions and answers in English with the children.
- Revise the rhymes and songs the children have learnt this term.
- Revise simple stories that the children have listened to, or read with you, this term.
- Have the children complete pages 26 to 29 of the *Smart Start Nursery 2 Letter Work Workbook* to revise recognising, reading and writing letters 'f' to 'j'.

### Number Work

#### Revision

- Revise counting numbers from 1 to 10 forwards and backwards with the children.
- Revise counting sets of objects from 1 to 10 with the children.
- Sing a counting song or say a counting rhyme taught this term.
- Have the children complete pages 22 and 23 of the *Smart Start Nursery 2 Number Work Workbook* to practise identifying, colouring and counting numbers from 1 to 10.

### Civic Education

#### Revision

- Continue to revise local social habits on greeting, dressing and eating, and on cultural values such as helping others, respect, and playing games using the pictures on pages 20 and 21 of the *Smart Start Nursery 2 Civic Education Workbook*.
- The children can also revise any of the rhymes, songs or stories they learnt this term following the suggestions given in **Revision** for Term 1 in the previous section.

### Basic Science & Technology

#### Revision

Continue to guide the children to complete the activities on pages 10 to 13 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to revise accidents and their prevention.

### Physical and Health Education (PHE)

#### Revision

- Continue to revise with the children how to give correct information about themselves, their families and their home and school addresses (in their mother tongue and/or in English, depending on the language policy of the school).
- Continue to update the children's health records, as necessary.

## Social Habits

### Revision

- Revise children's rights and the things that violate these rights, for example: parental neglect, violence, child labour, sexual exploitation, child trafficking and drug abuse.
- Revise the importance of everybody working together to make a happy and safe classroom environment.
- Continue to encourage the children to carry out simple duties such as cleaning up, helping to prepare snacks and drinks and running errands for the teacher.

## Food and Nutrition

### Revision

Continue to revise healthy foods, the functions of different food groups, food storage and good table manners, as suggested for the **Revision** section in Term 1, Week 9.

## Health Habits

### Revision

- Continue to revise childhood diseases and their prevention with the children.
- Have the children draw or role-play preventative measures they can take, for example: being immunised, cleaning their teeth and gums properly, washing their hands, using an ITN and throwing away food picked up off the floor.

## Resources

*Smart Start Nursery 2 Workbooks*; children's assessment records; Term 1 report cards, if applicable

## Suggested teaching guidelines

### Letter Work

#### Term 1 Assessment/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 30 and 31 of the *Smart Start Nursery 2 Letter Work Workbook* independently.
- Mark each child's completed assessment and update their 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/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 24 to 26 of the *Smart Start Nursery 2 Number Work Workbook* independently.
- Mark each child's completed assessment and update their 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/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 22 and 23 of the *Smart Start Nursery 2 Civic Education Workbook* independently.
- Mark each child's completed assessment and update their 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/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 14 and 15 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* independently.
- Mark each child's completed assessment and update their 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 and Health Education (PHE)**

### **Term 1 Assessment/Examination**

- 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/Examination**

- 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.

## **Food and Nutrition**

### **Term 1 Assessment/Examination**

- 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/Examination**

- 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
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1 to 10 (in the language of the immediate environment and English)</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Recognise cultural beliefs and values of family and community</li> <li>Participate in healthy competition and acceptable cultural activities</li> <li>Cooperate with others in social/moral activities</li> <li>Exhibit appreciation on the community values and reward systems</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Recognise dangerous objects, actions and situations that can cause accidents</li> <li>Avoid dangerous objects and situations that can cause accidents</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Give clear information about self, e.g. name, age, sex</li> <li>Give information about parental data</li> <li>Give information about home/school addresses</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Identify the rights of the child</li> <li>Express their rights</li> <li>Carry out expected responsibilities</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Feed self</li> <li>Accept adult food</li> <li>Eat healthy foods</li> <li>Eat in a socially acceptable manner</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Show signs of good health</li> <li>Report when ill</li> </ul>				

## Overview

Term 2:	Letter Work	Number Work	Civic Education	Basic Science & Technology	
<b>Week 1</b>	Revision of Term 1 work	Revision of Term 1 work	Revision of Term 1 work	Revision of Term 1 work	
<b>Week 2</b>	Colours; Reading and writing skills: Small letter 'k'	Identifying numbers 1–10	Social institutions	Water	
<b>Week 3</b>	Rhymes and games; Reading and writing skills: Small letter 'l'	Counting sets of objects in groups from 1–10; Reciting numbers 1–15	Naming ceremony	Accidents and its prevention: Dangerous and hot liquids (2)	
<b>Week 4</b>	Parts of the body; Reading and writing skills: Small letters 'm' and 'n'	Matching pictures with numbers 11–15	Kinship	Household items; Accidents and its prevention: Sharp objects (2)	
<b>Week 5</b>	Storytelling; Reading and writing skills: Small letters 'k' to 'n'	Sorting objects: longer/shorter, heavier/lighter, thicker/thinner	Chieftaincy	Living and non-living things; Accidents and its prevention: Playing with fire (2)	
<b>Week 6</b>	Family members; Reading and writing skills: Small letter 'o'	Number rhymes and games; Tracing and writing numbers 11–15	Religious institutions	Accidents and its prevention: Cellophane bags (2)	
<b>Week 7</b>	Farm animals; Reading and writing skills: Small letter 'p'	Moulding objects from clay, play dough or plasticine	Peace education	Accidents and its prevention: Pushing objects into ears, nose and mouth (2)	
<b>Week 8</b>	Wild animals; Reading and writing skills: Small letters 'q' and 'r'	Number games	Rights and responsibilities	Accidents and its prevention: Live wire and electrical appliances (2)	
<b>Week 9</b>	Revision	Revision	Conflict resolution	Accidents and its prevention: Climbing heights	
<b>Week 10</b>	Revision	Revision	Revision	Revision	
<b>Weeks 11 and 12</b>	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	

	<b>Physical and Health Education</b>	<b>Social Habits</b>	<b>Food and Nutrition</b>	<b>Health Habits</b>
	Revision of Term 1 work	Revision of Term 1 work	Revision of Term 1 work	Revision of Term 1 work
	Stages of development (1): Physical development	Child rights: Right to registration and identity	Adequate diet	Immunisation: Meaning
	Stages of development (2): Emotional development	Importance of birth registration	Adequate diet (cont'd)	Immunisation: Types
	Stages of development (3): Social development	National identity: Colours of the Nigerian flag	Food functions: Growth foods	Immunisation: Benefits
	Stages of development (4): Intellectual development	National identity: National anthem	Food functions: Energy foods and protective foods	Drug use
	Neuromuscular skills (1): climbing	National identity: Pledge	Harmful substances	Drug use (cont'd)
	Neuromuscular skills (2): dancing	Meaning of child abuse	Food disorders	Drug abuse
	Neuromuscular skills (3): jumping	Child abuse practices: Child labour	Local food taboos	Effects of drug abuse
	Neuromuscular skills (4): throwing and catching a ball	Child abuse practices: Child trafficking	Food hygiene	Revision
	Revision	Revision	Revision	Revision
	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment

## Resources

*Smart Start Nursery 2 Workbooks*; weighing scale and height chart; children's health records; pictures of healthy foods from magazines, newspaper supplements or advertising pamphlets

## Suggested teaching guidelines

### Letter Work

#### Revision of Term 1

- Revise simple greetings, instructions and questions and answers in English with the children.
- Revise the English rhymes and songs that the children learnt in Term 1.
- Have the children complete pages 32 and 33 of the *Smart Start Nursery 2 Letter Work Workbook* to revise recognising letters 'a' to 'j' and matching each letter to an object or animal that starts with that sound.

### Number Work

#### Revision of Term 1

- Revise counting numbers from 1 to 10 forwards and backwards with the children.
- Sing a counting song or say a counting rhyme that the children learnt last term.
- Have children practise counting sets of objects in groups of numbers from 1 to 10. This activity can be done in pairs or individually.
- Have the children complete pages 27 and 28 of the *Smart Start Nursery 2 Number Work Workbook* to revise identifying, counting and writing numbers from 1 to 10.

### Civic Education

#### Revision of Term 1

- Revise local social habits, cultural values and community values with the children by helping them to complete pages 24 to 27 of the *Smart Start Nursery 2 Civic Education Workbook*.
- Revise the rhymes, songs and stories the children learnt in Term 1.

### Basic Science & Technology

#### Revision of Term 1

Guide the children to complete the activity on page 16 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to revise accidents and their prevention.

### Physical and Health Education (PHE)

#### Revision of Term 1

- Revise with the children what they learnt in Term 1 (that is, how to give correct information about themselves, their families and their school). Do this by asking each child a few questions (in their mother tongue 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).
- 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 children's rights and how these may be violated through parental neglect, physical and mental violence, child labour and trafficking, and sexual and drug abuse.
- Revise with the children what makes a friendly classroom environment where everyone feels safe and respected.
- Continue to encourage the children to perform simple duties such as tidying and cleaning up, helping to prepare snacks and drinks and running errands for the teacher.

## **Food and Nutrition**

### **Revision of Term 1**

- Revise healthy foods, the functions of different food groups, food storage and good table manners with the children.
- Put the children into pairs or small groups and ask them to find pictures of healthy foods from magazines, newspaper supplements or advertising pamphlets. They can sort the pictures into the different food groups and then make a poster.

## **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 care centres.
- Continue to check that all children's immunisations are up to date.

## **Diagnostic assessment**

Developmental milestones (4 years, Nursery 2)

A child should be able to:

Balance on one foot.

## Resources

*Smart Start Nursery 2 Workbooks*; colours chart or poster; paints in primary colours, paintbrushes, large sheets of blank paper; pictures or real items of things starting with the letter 'k'; thick wax crayons or chalk; clay, play dough or plasticine; number cards 1–10; pictures/poster/chart on water sources, for example: river, tap, borehole, well, spring, dam; basic playground equipment, for example: balls, skipping ropes, slide, merry-go-round; children's assessment records; a certified copy of each child's birth certificate; pictures or real items of local foods, for example: yam, gari, rice, meat, fish, vegetables, fruits; a picture/poster/chart of a child being immunised

## Suggested teaching guidelines

### Letter Work

**Colours; Reading and writing skills: Small letter 'k'**

- Teach the children the names of the basic primary colours in English, for example: *red, blue, green, yellow, black* and *white* using a colours chart or poster.
- Sing a simple song about colours in English.
- Have the children paint the letters 'a' to 'j' in primary colours on large sheets of paper.
- Introduce the letter 'k' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 34 and 35 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letter 'k'.

### Number Work

**Identifying numbers 1 to 10**

- Practise counting numbers from 1 to 10 forwards and backwards with the children.
- Sing a counting song or recite a counting rhyme to practise counting from 1 to 10.
- Write the numbers 1 to 10 in order on the left-hand side of the board. Then write the numbers 1 to 10 in random order on the right-hand side of the board. Point to a number on the left-hand side, for example 2, and ask a child to come up and circle or underline the same number on the right-hand side. Repeat this several times so that as many children as possible have a turn.
- Have the children complete pages 29 and 30 of the *Smart Start Nursery 2 Number Work Workbook* to practise identifying the numbers from 1 to 10.

### Remedial activity

Have the children play a matching game with two sets of number cards to practise identifying the numbers from 1 to 10.

## Civic Education

### Social institutions

- Explain what a 'social institution' is to the children (it is an important place, organisation or tradition that is shared by people).
- Ask the children to look at the pictures of different social institutions on pages 28 and 29 of the *Smart Start Nursery 2 Civic Education Workbook*. Help them to name each institution and then to match it to the person who works at that institution.

## Basic Science & Technology

### Water

- If possible, show the children pictures/posters/charts about where water comes from (water sources), for example: rivers, taps, boreholes, wells, springs and dams.
- Help the children to identify the different sources of water shown in the pictures on page 17 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.
- Ask the children what we use water for, for example: drinking, cooking, washing, and so on.
- Guide the children to complete the activity about water on page 17 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## Physical and Health Education (PHE)

### Stages of development (1): Physical development

- Provide a variety of playground equipment for the children to perform simple tasks/activities in order to determine their physical development, for example: climbing frame, slide, swings, balance beam, merry-go-round, skipping ropes and balls.
- Divide the children into groups and have each group do a different physical activity at a time, so that the equipment is shared more safely and easily, and everyone is kept busy.
- Circulate among the groups, observing each child's flexibility, agility, balance, coordination and reaction time. Do this over several lessons, focussing on one group of children at a time.
- Record your observations in each child's assessment record (see the criteria under **Physical and Health Development** in the **Continuous assessment** chart for Term 2, Week 4).
- 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

### Child rights: Right to registration and identity

- Ensure that every child in your class was registered at birth and has a valid birth certificate.
- If you, or your school, have not done so already, obtain a copy of each child's birth certificate. Note: This may need to be a certified copy, depending on the requirements of your school. Make sure that these copies are kept in a safe place with any other important documents, such as the health records of the children.
- Help each child to say and write his or her full name (first name and family name), and to tell his or her age and birth date (this may be done in their mother tongue and/or in English, depending on the language policy of the school/centre).

## Food and Nutrition

### Adequate diet

- Show the children real items or pictures of local foods, for example: yam, gari, rice, meat, fish, vegetables and fruits.
- Help the children to identify the foods in their mother tongue and/or in English.
- Talk about the importance of eating enough healthy and varied foods every day.
- Continue to ensure that the children are provided with nutritious, balanced snacks and meals at the school/centre, as well as safe and clean drinking water.

## Health Habits

### Immunisation: Meaning

- Explain to the children what 'immunisation' means (that is, when someone gets a special medicine, which is usually injected into the body, so that they do not get a particular disease).
- If possible, show the children a picture/poster/chart of a child being immunised.
- Discuss the importance of immunisation to prevent the spread of childhood diseases.
- Continue to check that all the children's immunisations are up to date. Refer any children with outstanding immunisations to the relevant health care centre.

## Diagnostic assessment

Developmental milestones (4 years, Nursery 2)

A child should be able to:

Wash hands alone.

## Resources

*Smart Start Nursery 2 Workbooks*; small alphabet letter cards for playing games; pictures or real items that start with the letter 'l'; thick wax crayons, paints or chalk; large sheets of paper; clay, play dough or plasticine; objects to count, for example: pencils, rulers, books; a baby doll; pictures or real 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, kerosene, 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; a 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

**Rhymes and games; Reading and writing skills: Small letter 'l'**

- Teach the children a simple rhyme or song about parts of the body, for example: 'Head, shoulders, knees and toes'.
- Divide the children into small groups or pairs to play an alphabet letter game, for example: a matching game or memory game with letter cards.
- Introduce the letter 'l' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 36 and 37 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letter 'l'.

### Extension activities

Follow the suggestions given for the **Extension activities** in **Letter Work** Term 1, Week 3.

### Remedial activities

Follow the suggestions given for the **Remedial activities** in **Letter Work** Term 1, Week 3.

### Number Work

**Grouping objects in groups from 1 to 10; Counting and reading numbers 1 to 15**

- Have the children practise counting sets of objects in groups from 1 to 10, for example 7 pencils, 4 rulers, 9 books.
- Have the children complete page 31 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting sets of objects in groups from 1 to 10.
- Recite the numbers 1 to 15 with the children using a counting rhyme or song.
- Have the children complete page 32 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting the numbers from 1 to 15.

### Remedial activity

Make sure that the children can count from 1 to 15 in their mother tongue before teaching them to count in English.

## Civic Education

### Naming ceremony

- Talk to the children about a naming ceremony. Describe what happens and explain the importance of the ceremony.
- Use a doll to demonstrate how a baby is held during a naming ceremony.
- If possible, show the children real items or pictures of items that are used during a naming ceremony, for example: clothing, gifts, food and drink.
- Help the children to complete the activities relating to a naming ceremony on pages 30 to 32 of the *Smart Start Nursery 2 Civic Education Workbook*.

## Basic Science & Technology

### Dangerous and hot liquids

- If possible, show the children empty containers or pictures/posters/charts of dangerous and hot liquids, for example: bleach, kerosene, oil and boiling water.
- Remind the children about what they learnt in Term 1 about dangerous and hot liquids, and how to prevent accidents.
- Guide the children to complete the activity on dangerous and hot liquids on page 18 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## Physical and Health Education (PHE)

### Stages of development (2): Emotional development

- Provide the children with different materials and activities to express their feelings, for example: a punching bag or pillow, drawing materials, puppets, play house, stories and songs and music CDs.
- Observe and monitor each child's emotional development, noting what feelings they express and how they express them.
- Record your observations in each child's assessment record (see the criteria under **Physical and Health Development** in the **Continuous assessment** chart for Term 2, Week 4).
- Note: Assessing a child's emotional development is best done over time and in a variety of situations. It is better to keep an ongoing record of each child's emotional development based on specific incidents, as they occur during the course of the year.

## Social Habits

### Importance of birth registration

- Continue to ensure that every child in your class was registered at birth and has a valid birth certificate.
- If you, or your school, has not done so already, continue to obtain a copy of each child's birth certificate. This may need to be a certified copy, depending on the requirements of your

school/centre. Make sure that the copies are kept in a safe place with any other important documents, such as the health records of the children.

- Continue to help each child to say and write his or her full name (first name and family name), and to tell his or her age and birth date (this may be done in their mother tongue and/or in English, depending on the language policy of the school/centre).

## Food and Nutrition

### Adequate diet (cont'd)

- Encourage the children to bring healthy snacks and food to the school/centre and to share it with the class. Be aware of any food allergies the children may have before doing this activity.
- Use these opportunities to talk about available healthy foods in the community.
- Avoid gender preference in the distribution of food.

### Extension activity

Have the children mould different foods out of clay, play dough or plasticine.

## Health Habits

### Immunisation: Types

- Remind the children what 'immunisation' means (they should remember this from the previous lesson).
- Discuss the different types of immunisation, for example: BCG injection, Vitamin A drops, and so on.
- Continue to check that all children's immunisations are up to date. Refer any children with outstanding immunisations to the relevant health care centre.

### Extension activity

Arrange for a doctor, nurse or health care worker to come and talk to the children about immunisations (if you have not already done so). Ask these health care professionals to show the different types of immunisations and to explain what each one is for.

## Diagnostic assessment

Developmental milestones (4 years, Nursery 2)

A child should be able to:

Play simple games with other children.

## Resources

*Smart Start Nursery 2 Workbooks*; pictures or real items that start with the letters ‘m’ and ‘n’; thick wax crayons, paints or chalk; large sheets of paper; clay, play dough or plasticine; number line or chart from 1 to 15; real items or pictures/poster/chart of common household items, for example: spoon, knife, broom, hammer, 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 and toys; pictures/poster/chart or real examples of the Nigerian flag; scissors and glue; pictures/posters/charts of body building foods, for example: meat, fish, eggs and milk; pictures/posters/charts of children with childhood diseases

## Suggested teaching guidelines

### Letter Work

#### Parts of the body; Reading and writing skills: Small letters ‘m’ and ‘n’

- Teach the children the names of the basic parts of the body in English, for example: *head, face, arms, legs, hands, fingers, feet* and *toes*.
- Sing a simple song or say a rhyme relating to the parts of the body, for example ‘1 2 3 4 5, once I caught a fish alive’.
- Give the children a few simple instructions in English relating to the parts of the body, for example: *Pat your head. Wave your hands. Bend your leg. Lift your foot. Stand on your toes. Stretch your fingers.*
- Give the children crayons and a sheet of blank paper each. Encourage them to write ‘curves’. You can demonstrate examples of ‘curves’ on the board before the children do the activity.
- Introduce the letters ‘m’ and ‘n’ following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 38 to 41 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letters ‘m’ and ‘n’.

#### Extension activities

Follow the suggestions given for the **Extension activities** in **Letter Work** Term 1, Week 3.

#### Remedial activities

Follow the suggestions given for the **Remedial activities** in **Letter Work** Term 1, Week 3.

### Number Work

#### Matching numbers and pictures

- Practise counting from 1 to 15 with the children using a number line or number chart.
- Recite a rhyme or sing a song to practise counting numbers from 1 to 15.
- Draw sets of simple shapes or objects on the board in groups from 11 to 15, for example: 12 triangles and 14 circles. Write the numbers 11 to 15 on the board in random order. Ask

individual children to come up and draw a matching line from each picture to the correct number.

- Have the children complete pages 33 and 34 of the *Smart Start Nursery 2 Number Work Workbook* to practise matching the numbers 11 to 15 to a set of pictures.

## **Civic Education**

### **Kinship**

- Explain the meaning of 'kin' to the children (that is, the members of your family).
- Help the children to identify their kin, for example: parents, grandparents and siblings.
- Talk about the importance of kin in society.
- Guide the children to complete the activities relating to kinship on pages 33 to 35 of the *Smart Start Nursery 2 Civic Education Workbook*.

## **Basic Science & Technology**

### **Simple machines at home; Sharp objects**

- If possible, show the children real items or pictures/posters/charts of common household items, for example: a spoon, knife, broom, hammer and scissors.
- Help the children to name the items and then to identify which ones are sharp and dangerous. Remind them about the danger of sharp objects and how to prevent accidents.
- Guide the children to complete the activities on household items and the dangers of sharp objects on pages 19–20 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## **Physical and Health Education (PHE)**

### **Stages of development (3): Social development**

- Provide the children with different materials and activities that encourage them to interact and cooperate with others, for example: games, puzzles, musical instruments and toys.
- Observe and monitor each child's social development, noting how they interact with their peers, and how they share and take turns.
- Record your observations in each child's assessment record (see the criteria under **Physical and Health Development** in the **Continuous assessment** chart for Term 2, Week 4).
- Note: Assessing a child's social development is best done over time and in a variety of situations. It is better to keep an ongoing record of each child's social development based on specific incidents, as they occur during the course of the year.

## **Social Habits**

### **National identity: Colours of Nigerian flag**

- Show the children a picture/poster/chart or real example of the Nigerian flag.
- Help the children to name all the colours on the flag in their mother tongue and/or in English.
- Ask the children to identify places where they can see the Nigerian flag, for example: on a flag pole in the school grounds and on government buildings.
- Have the children draw and/or colour the Nigerian flag. They can cut their flag out and paste them onto small sticks to display in the classroom.

## Food and Nutrition

### Food functions: Growth foods

- Show the children pictures/posters/charts of body building foods, for example: meat, fish, eggs and milk.
- Revise the importance of these foods for growth (the children may remember what they learnt in Term 1).
- Revise what happens when our bodies do not get enough of these foods.
- Remind the children that these foods give us 'protein'.

### Extension activity

Have the children draw, colour or paint pictures of body building foods. Help them to name the foods in their picture.

## Health Habits

### Immunisation: Benefits

- If possible, show the children pictures/posters/charts of children with childhood diseases, for example: measles, yellow fever, whooping cough, tuberculosis (TB), diphtheria, polio, meningitis, and so on.
- Discuss the benefits of immunisation with the children, for example: you do not get these diseases and therefore you do not spread these diseases to others. Childhood diseases can make you very ill and sometimes you never recover fully from them, for example: polio and TB. You can even die from some of these diseases.
- Continue to check that all the children's immunisations are up to date and refer any children with outstanding immunisations to the relevant health care centre.

# 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.					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment, e.g. mother tongue</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and in English)</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1 to 10 (in the language of the immediate environment and in English)</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Recognise cultural beliefs and values of family and community</li> <li>Participate in healthy competition and acceptable cultural activities</li> <li>Cooperate with others in social/moral activities</li> <li>Exhibit appreciation on the community values and reward systems</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Identify the sources of water</li> <li>Identify the uses of water</li> <li>Recognise dangerous objects, actions and situations that can cause accidents</li> <li>Avoid dangerous objects, actions and situations that can cause accidents</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Demonstrate developmental milestones achieved (physical, emotional, social) for 4-year-olds, e.g.</li> <li>Balance on one foot (physical)</li> <li>Show different emotions (emotional)</li> <li>Play simple games with other children (social)</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Say his or her name</li> <li>Identify family name</li> <li>Write his or her names</li> <li>Tell his or her age and birth date</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Accept adult food</li> <li>Accept adequate foods</li> <li>Be familiar with foods in the locality for an adequate diet</li> <li>Take one meal at the school/centre</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Show signs of good health</li> <li>Report any illness/ailment</li> </ul>				

## Resources

*Smart Start Nursery 2 Workbooks*; a simple story in English about a school event, for example: sports day or the first day at school; picture books and storybooks; a story CD and a CD player or radio; objects to sort, for example: pencils, crayons, books, paper; 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; a poster/chart of the national anthem; pictures or real items of local energy giving foods, for example: eba, gari, rice, yam, amala and local protective foods, for example: okra, ewedu, spinach, mangoes, oranges, apples; drawing paper, crayons, paints, paintbrushes, clay, play dough or plasticine, old newspapers and glue; pictures or real items of common household medicines, for example: generic pain medicine, vitamin C supplements and multivitamins

## Suggested teaching guidelines

### Letter Work

#### Storytelling; Reading and writing skills: Small letters 'k' to 'n'

- Tell a simple story in English, or read it aloud, about an event at school, for example: sports day or the first day at a new school. Try to find a story that is repetitive and easy for the children to remember.
- Retell or re-read the story a few times and encourage the children to join in.
- Ask questions to help with understanding. Have the children retell the story as a whole class and then again in small groups or pairs.
- Have the children complete pages 42 to 45 of the *Smart Start Nursery 2 Letter Work Workbook* to practise recognising, reading and writing the letters 'k' to 'n'.

#### Extension activities

- Have the children listen to other simple stories in English from a CD or on the radio.
- Have the children look through picture books and read simple story books in English.
- Encourage the children to tell one another about other stories they have heard or read.

#### Remedial activities

- Tell the children a story in their mother tongue before introducing it in English.
- Have the children listen to the story. Encourage them to repeat simple phrases from the story. Do this as a whole class and then in small groups or pairs.

### Number Work

#### Sorting objects

- Practise counting from 1 to 15 forwards and backwards with the children.
- Divide the children into small groups or pairs. Have them sort longer and shorter objects,

for example: long pencils and short crayons. Help them to understand what is meant by the terms 'longer' and 'shorter'.

- Repeat the procedure for heavier and lighter objects (for example, heavy books and light pieces of paper) and for thicker and thinner objects (for example, thick crayons and thin crayons).
- Have the children complete pages 35 and 36 of the *Smart Start Nursery 2 Number Work Workbook* to practise sorting longer and shorter objects, and heavier and lighter objects.

### Remedial activity

Make sure that the children understand the concepts 'longer and shorter', 'heavier and lighter' and 'thicker and thinner' in their mother tongue first before introducing the words in English.

## Civic Education

### Chieftaincy

- Explain the term *chieftain* to the children (that is, a leader of a group of people who share the same language and customs).
- Describe some of the roles of a chieftain in society.
- Help the children to name the chieftains shown in the pictures on pages 36 and 37 of the *Smart Start Nursery 2 Civic Education Workbook*. Then have them colour in the pictures.

### Extension activity

If possible, show the children newspaper cut-outs of local chieftains.

## Basic Science & Technology

### Non-living things in the environment; Danger of fire

- If possible, show the children pictures of living and non-living things, for example: animals, plants, trees, flowers, books, toys and stationery. Help them to identify the living and the non-living things. Remind the children about what a living thing is (it can grow, breathe and die) and what a non-living thing is (it cannot grow, breathe or die).
- Guide the children to complete the activity on living and non-living things on page 21 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.
- Use the first picture on page 22 of the *Workbook* to remind the children of the dangers of playing near an open fire.
- Teach the children the 'Stop, drop and roll' procedure, as illustrated in the second picture on page 22 of the *Workbook*. Explain that this procedure smothers flames and puts out the fire. Have the children colour in the second picture on this page.

## Physical and Health Education (PHE)

### Stages of development (4): Intellectual development

- Provide the children with different materials and activities that encourage their intellectual development, for example: shapes, pattern blocks, memory games and matching cards.

- Observe and monitor each child’s intellectual development, noting their perceptive skills (visual and auditory), memory skills, and object and pattern recognition.
- Note: Assessing a child’s intellectual development is best done over time and in a variety of situations. It is better to keep an ongoing record of each child’s social development based on specific instances, as they occur during the course of the year.

## Social Habits

### National identity: National anthem

- Show the children a poster/chart of the Nigerian national anthem.
- Discuss the importance of the national anthem (that is, it is sung by everyone in the country on important occasions; it is something that brings people together and makes them feel proud to be Nigerian).
- Teach the children to sing the Nigerian national anthem.
- Explain the meanings of any unfamiliar words or ideas.

## Food and Nutrition

### Food functions: Energy foods and protective foods

- Show the children real items or pictures of local energy giving foods (for example: eba, gari, rice, yam, amala) and local protective foods (for example: okra, ewedu, spinach, mangoes, oranges, apples).
- Revise the importance of foods that give the body energy (carbohydrates) and foods that protect the body (vitamins and minerals).
- Remind the children what happens when our bodies do not get enough of these foods.

### Extension activity

Have the children draw, colour, paint or mould examples of local energy and protective foods. Help them to name the foods. They can also make papier mâché models of food, using strips of old newspaper and glue.

## Health Habits

### Drug use

- Explain to the children what ‘drugs’ are (that is, drugs can be medicine that you take when you are ill; drugs can also 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 Panadol, Vitamin C, multivitamins, and so on.
- Explain to the children that common household medicines are ‘drugs’ too, which we must only take under adult supervision and preferably prescribed by a doctor.

## Diagnostic assessment

### Developmental milestones (4 years, Nursery 2)

#### A child should be able to:

Attempt to dress-up.

## Resources

*Smart Start Nursery 2 Workbooks*; puppets/pictures/photographs/posters/charts showing different members of a family; a simple story about a family in English; picture books and storybooks; a story CD and a CD player or radio; blank (unlined) paper and pencils or crayons; alphabet cards, games and puzzles; sets of number cards from 1 to 15, number games or puzzles; transparent plastic bags; playground climbing equipment, for example: a climbing frame, a slide and steps; a poster/chart on which the Zimbabwean national pledge is written; pictures/posters/charts of harmful foods, for example: sweets, cakes, fizzy drinks; pictures/posters/charts of different drugs; an age-appropriate video clip on drug abuse, if available

## Suggested teaching guidelines

### Letter Work

#### Family members; Reading and writing skills: Small letter 'o'

- Teach the children the names of different family members using puppets, pictures, photographs or a poster or chart, for example: *mother, father, brother* and *sister*.
- Tell a simple, repetitive story about a family, or read a story aloud.
- Ask questions to check the children's understanding of the story.
- Encourage the children to write 'curves' on blank, unlined paper with a crayon or pencil. You can demonstrate examples of 'curves' on the board before the children do the activity.
- Introduce the letter 'o' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 46 and 47 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and copy the small letter 'o'.

#### Extension activities

- Have the children listen to a CD of other stories or 'read' picture books about families.
- Have the children 'read' picture books about families.
- Have the children practise identifying letters of the alphabet by playing matching games or memory games using letter cards, or by completing alphabet puzzles.

### Number Work

#### Singing a number rhyme; Tracing and writing numbers 11 to 15

- Teach the children the number rhyme on page 37 of the *Smart Start Nursery 2 Number Work Workbook*. Then have them complete the activity on this page.
- Divide the children into small groups or pairs to play a number game to practise identifying numbers from 11 to 15, for example a matching or memory game or a number puzzle.
- Have the children practise writing the numbers 11 to 15 on large sheets of paper with crayons or paints, or with chalk on slates or the chalkboard or with their fingers in wet sand.
- Have the children complete page 38 of the *Smart Start Nursery 2 Number Work Workbook* to practise tracing and writing the numbers from 11 to 15.

## **Civic Education**

### **Religious institutions**

- Talk about religious institutions in your local area. Identify the institutions and explain to the children, in simple terms, the beliefs and practices of these institutions.
- If possible, try to organise for the children to visit different places of worship in their community, for example a church and a mosque.
- Guide the children to complete the activities on religious institutions on pages 38 and 39 of the *Smart Start Nursery 2 Civic Education Workbook*.

## **Basic Science & Technology**

### **Plastic bags**

- Show the children a plastic bag and remind them of its dangers.
- Ask the children what they remember about how to prevent accidents involving plastic bags.
- Have the children complete the activity about plastic bags on page 23 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## **Physical and Health Education (PHE)**

### **Neuromuscular skills: Climbing**

- Ensure that the children are provided with climbing equipment in the playground, for example: a climbing frame, a slide and steps.
- Train and encourage the children to use the climbing equipment safely.
- Observe and monitor each child's climbing skills.

## **Social Habits**

### **National identity: Pledge**

- Show the children a poster/chart of the Nigerian pledge. Explain any unfamiliar words.
- Help the children to learn and memorise the pledge.

## **Food and Nutrition**

### **Harmful substances**

- Show the children pictures of harmful foods, for example: sweets, cakes, and fizzy drinks.
- Discuss how these foods are bad for our bodies, for example: if we eat too much of these foods, they will make our teeth rot and they can give us a sore or runny stomach.
- Explain to the children that we should only eat these foods as a treat and not at every meal.
- Encourage healthy alternatives such as fruits and nuts at the school/centre.

## **Health Habits**

### **Drug use (cont'd)**

- Show the children pictures of different drugs, for example: cigarettes, pills and medicines.
- Explain to the children that these drugs are illegal, as they harm your body and your mind.
- Emphasise to the children that they should not take any drugs if someone offers it to them.
- If possible, show the children an age-appropriate video clip on drugs and their effects.

## **Diagnostic assessment**

### **Developmental milestones (4 years, Nursery 2)**

#### **A child should be able to:**

Show different emotions.

## Resources

*Smart Start Nursery 2 Workbooks*; puppets/pictures/posters/photographs of different farm animals; a simple story in English about farm animals; picture books and storybooks; a story CD and CD player or radio; alphabet cards, games and puzzles; clay, play dough or plasticine; small objects to count, for example: beans, seeds, coins, Lego pieces; any age-appropriate materials on child abuse; pictures/posters/charts of a healthy child and a malnourished child; age-appropriate pictures/posters/charts on drug abuse

## Suggested teaching guidelines

### Letter Work

#### Farm animals; Reading and writing skills: Small letter 'p'

- Teach the children the names of different farm animals using puppets, pictures, photographs, posters or charts, for example: *goat, chicken, cow, horse* and *sheep*.
- Tell a simple, repetitive story about a farm animal or other animals, for example a fable or folk tale, or read a story aloud.
- Ask questions to check the children's understanding. Encourage them to join in with retelling the story.
- Introduce the letter 'p' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 48 and 49 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and copy the small letter 'p'.

### Extension activities

Follow the suggestions given for the **Extension activities** in **Letter Work** Term 2, Week 6.

### Number Work

#### Moulding objects

- Talk about the animals and objects moulded from clay, play dough or plasticine on page 39 of the *Smart Start Nursery 2 Number Work Workbook* with the children.
- Then demonstrate how to mould some of these objects or animals from clay, play dough or plasticine, for example: the pot, worm and snail.
- Give each child enough clay, play dough or plasticine to mould at least one simple object or animal.
- Ask the children to look at the numbers moulded from clay, play dough or plasticine on page 40 of the *Workbook*. Have the children mould at least one number from clay, play dough or plasticine too.

### **Remedial activity**

Demonstrate to the children how to roll and flatten a piece of clay, play dough or plasticine using their fingers and hands, and any other play equipment, for example a small rolling pin. Explain that the clay, play dough or plasticine needs to remain damp and smooth in order to avoid cracks or breaks.

## **Civic Education**

### **Peace education**

- Ask the children to look at the pictures on pages 40 and 41 of the *Smart Start Nursery 2 Civic Education Workbook*. Read or tell the story aloud.
- Ask questions to check the children's understanding. Help them to recognise the 'sharing' theme, as illustrated in the story.
- Talk about the importance of sharing with the children. Encourage them to share toys and other materials in the classroom and at home.

## **Basic Science & Technology**

### **Objects in ear, nose and mouth**

- Show the children some small objects, for example: beans, seeds, coins and Lego pieces.
- Ask the children what they remember from Term 1 about the dangers of these objects and how to prevent accidents.
- Guide the children to complete the picture sequencing activity on page 24 of the *Smart Start Basic Science & Technology Workbook*.

## **Physical and Health Education (PHE)**

### **Neuromuscular skills: Dancing**

- Teach the children some simple dance moves, for example; clapping, swaying, turning, skipping, hopping and jumping.
- Train and encourage the children to perform simple dance moves in sequence, for example: clap – turn – jump.
- Observe and monitor each child's dancing skills.

## **Social Habits**

### **Meaning of child abuse**

- If possible, show the children any age-appropriate materials on child abuse, for example: media articles or pictures/posters/charts.
- Explain the meaning of 'child abuse' to the children (that is, when a child is treated in a cruel or harmful way).
- Help the children to identify examples of child abuse, which they learnt about in Term 1, for example: child labour, parental neglect, drug abuse and sexual exploitation.
- Continue to build a classroom atmosphere where the children feel safe, respected and free to express any fears, anger or sadness that they may feel.
- Report any suspected cases of child abuse to the relevant authorities.

## Food and Nutrition

### Food disorders

- Show the children pictures/posters/charts of a healthy child and a malnourished child.
- Discuss food disorders with the children, for example: night blindness, kwashiorkor, marasmus, rickets, obesity, dental problems, and so on.
- Observe for any signs of food disorders among the children and contact the parents or guardians (and local health care workers), if necessary.

### Extension activity

Arrange for a doctor, nurse or other health care worker to come and visit the class to talk about food disorders and the importance of an adequate diet. Use this as an opportunity to have any children, whose diet, health or growth you are concerned about, checked by a health care professional.

## Health Habits

### Drug abuse

- If possible, show the children age-appropriate pictures/posters/charts on drug abuse.
- Remind the children that they should never accept any pills, medicines or other substances from someone they do not know or trust.
- Remind the children that they should only take medicines when they are ill, and that these should be taken under adult supervision and prescribed by a doctor.

## Diagnostic assessment

### Developmental milestones (4 years, Nursery 2)

#### A child should be able to:

Speak in sentences and use many different words (in mother tongue).

## Resources

*Smart Start Nursery 2 Workbooks*; children's assessment records; puppets/pictures/posters/ photographs of different wild animals; a simple story in English about wild animals; picture books and storybooks; a story CD and a CD player or radio; blank (unlined) paper, pencils or crayons; alphabet cards, games and puzzles; number dice, counters, chalk, small pebbles; pictures/posters/charts 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

**Animals; Reading and writing skills: Small letters 'q' and 'r'**

- Teach the children the names of different wild animals using puppets, pictures, photographs, posters or charts, for example: *lion, elephant, zebra, giraffe, crocodile* and *leopard*.
- Tell a simple, repetitive story about a wild animal or animals, for example a folk tale, or read a story aloud.
- Ask questions to check the children's understanding. Encourage them to join in with retelling the story.
- Encourage the children to write 'curves' on blank, unlined paper with a crayon or pencil. You can demonstrate examples of 'curves' on the board before the children do the activity.
- Introduce the letters 'q' and 'r' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 50 to 53 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and copy the small letters 'q' and 'r'.

#### Extension activities

Follow the suggestions given for the **Extension activities** in **Letter Work** Term 2, Week 6.

#### Remedial activities

Follow the suggestions given for the **Remedial activities** in **Letter Work** Term 2, Week 5.

### Number Work

#### Playing number games

- Divide the children into pairs to play the number game on page 41 of the *Smart Start Nursery 2 Number Work Workbook* following the rules on the page.
- Look at the hopscotch game on page 42 of the *Workbook* and explain the rules, which are supplied on the next page. Then take the children into the playground to play hopscotch in small groups or pairs.

### **Rules for hopscotch**

- Draw a large hopscotch 'board' on the ground with chalk.
- Each child takes a turn to throw a small pebble or stone onto the first number on the board. He or she then hops (with one foot in each single block) and jumps (one foot in each double block) up the board and picks up the pebble on the way.
- This is repeated until each child has had a turn to throw their pebble onto every number on the board in order from 1 to 10.
- The child skips a turn if they miss throwing the pebble into the correct block.
- The winner is the first person to complete throwing his or her pebble into every block.

## **Civic Education**

### **Rights and responsibilities**

- Explain to the children, in simple terms, the meaning of 'rights'. These are things that the law allows you to do, for example the right to an education (go to school).
- Help the children to identify some of their rights, for example: getting an education, eating healthy food, wearing proper clothing, living somewhere safe and getting medical care.
- Explain that, with rights, we have responsibilities. These are the things that you *must* do.
- Help the children to identify some of their responsibilities at home and at school, for example: tidying up and washing hands.
- Guide the children to complete the activities on rights and responsibilities on pages 42 and 43 of the *Smart Start Nursery 2 Civic Education Workbook*.

## **Basic Science & Technology**

### **Live wires and electrical appliances**

- If possible, show the children pictures/posters/charts of common household electrical appliances, for example: a kettle, toaster, iron and heater.
- Ask the children what they remember from Term 1 about the dangers of live wires and electrical appliances, and how to prevent accidents.
- Guide the children to complete the activity about live wires and electrical appliances on page 25 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## **Physical and Health Education (PHE)**

### **Neuromuscular skills: Jumping**

- Guide the children to do some simple jumping activities, for example: jump up/down onto something, jump forwards/backwards, star jumps, jump and turn, jump with a skipping rope and jump over a rope held at a suitable height by partners on both sides.
- Observe and monitor each child's jumping skills.

## **Social Habits**

### **Child abuse practices: Child labour**

- If possible, show the children age-appropriate materials on child labour.
- Ask the children what 'child labour' is (they might remember this from Term 1). Explain that it is illegal work that children are made to do, which prevents them from developing properly and from enjoying a proper childhood.

- Elicit or give examples of child labour, for example: working for long hours in unsafe conditions in a mine, factory or other business; doing heavy farm work and household work, and being sexually exploited.
- Discuss the harmful effects of child labour, for example: children may get hurt or even killed, they may not go to school and they may become very angry, upset or sad.
- Report any suspected cases of child labour to the relevant authorities.
- Continue to create a classroom environment where children learn and thrive, and perform simple age-appropriate duties, such as tidying up and helping to run errands.

## Food and Nutrition

### Local food taboos

- Role-play some local food taboos for the children, for example: not washing hands before and after eating, talking while eating and eating at a doorway, and so on.
- Discuss these local food taboos and help the children to avoid them.
- Continue to encourage good eating habits and good table manners among the children.

### Extension activity

Have the children take turns to role-play some local food taboos individually, in pairs or in small groups.

## Health Habits

### Effects of drug abuse

- Explain to the children that drug abuse can happen if you have too much medicine or if you take medicine when you are not ill.
- Discuss the effects of drug abuse with the children, for example: dizziness, vomiting, sore stomach, numbness, weakness or tiredness.
- Emphasise to the children that they must never self-medicate (that is, take medicines without adult supervision).
- Also remind the children that they must always tell an adult, for example a parent, guardian or teacher, if they are feeling unwell.

# Continuous assessment

<b>Name:</b> _____		<b>Date:</b> _____			
<b>Subject</b>	<b>The child is able to:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Sort and classify objects in the environment</li> <li>Recognise, read and write numbers 1 to 15 (in the language of the immediate environment and English)</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Recognise cultural beliefs and values of family and community</li> <li>Participate in healthy competition and acceptable cultural activities</li> <li>Cooperate with others in social/moral activities</li> <li>Exhibit appreciation on the community values and reward systems</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Recognise dangerous objects, actions and situations that can cause accidents</li> <li>Avoid dangerous objects, actions and situations that can cause accidents</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Demonstrate developmental milestones achieved (intellectual)</li> <li>Perform physical activities like climbing, dancing and jumping</li> <li>Play with caregivers and other children</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Identify situations of child abuse</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Identify harmful foods and habits</li> <li>Discuss some food taboos</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Report illness/ailment</li> <li>Not take medicine without adult supervision</li> </ul>				

## Resources

*Smart Start Nursery 2 Workbooks*; a story about the dangers of climbing heights, for example: a tree, rock or building; a variety of different balls for the children to play with, for example: big, small, soft, hard, bouncy, light and heavy balls; soap, water, a small basin and a hand towel; simple cooking equipment and utensils

## Suggested teaching guidelines

### Letter Work

#### Revision (letters o to r)

- Revise simple greetings, instructions and questions and answers in English with the children.
- Revise the rhymes and songs the children have learnt this term.
- Revise one or two of the stories the children have listened to, or read with you, this term.
- Have the children complete pages 54 and 55 of the *Smart Start Nursery 2 Letter Work Workbook* to revise identifying and reading the letters 'o' to 'r', and matching them to people, objects and animals starting with the same sound.

### Number Work

#### Revision

- Revise counting forwards and backwards from 1 to 15 with the children.
- Recite a counting rhyme or sing a song taught this term to practise counting from 1 to 15.
- Revise counting sets of objects in groups of numbers from 1 to 15.
- Have the children complete pages 43 and 44 of the *Smart Start Nursery 2 Number Work Workbook* to revise identifying, counting, drawing and writing the numbers from 11 to 15.

### Civic Education

#### Conflict resolution

- Ask the children to identify good behaviour and bad behaviour in the classroom. Talk about why it is important to behave well in the classroom or at school.
- Reward good behaviour and discourage bad behaviour in your classroom.
- Discuss with the children ways of solving problems peacefully, for example: talking about the problem, using positive language, asking the teacher to help you and not hurting others.
- Guide the children to complete the activities on conflict resolution on pages 44 to 46 of the *Smart Start Nursery 2 Civic Education Workbook*.

### Basic Science & Technology

#### Dangers outside

- If possible, read a story aloud or tell the children a story about the dangers of climbing heights, for example: a child who climbs a tall tree, falls and hurts himself or herself.
- Discuss the dangers of climbing heights with the children and how to prevent accidents from occurring, for example: do not climb on high things if you cannot get down by yourself, do

not push other children off high things, do not climb on small or broken branches on trees, do not climb on the roofs of buildings or onto high walls and do not climb up ladders.

- Use the pictures of page 26 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to help the children to understand potential dangers outside.
- Guide the children to complete the activity related to climbing heights on page 27 of the *Workbook*.

## **Physical and Health Education (PHE)**

### **Throwing and catching a ball**

- Demonstrate to the children how to throw and catch a ball.
- Train and encourage the children to perform a range of throwing and catching activities with different types of balls. They can do this individually, in pairs and in small groups.
- Observe and monitor each child's ability to throw and catch a ball, as well as their ability to play with others.

## **Social Habits**

### **Child abuse practices: Child trafficking**

- Ask the children what 'child trafficking' is (they might remember this from Term 1). Explain that it is the illegal buying and selling of children, usually for the purposes of child labour, drug abuse and/or sexual exploitation.
- Elicit or give examples of child trafficking, for example: when children are kidnapped or taken away from their families and then sold to someone who makes them work very hard, hurts them, or starves them, and so on.
- Discuss the harmful effects of child trafficking, for example: children are taken away from their families, they may get hurt or even killed, they may not go to school or they may become very angry, upset or sad.
- Report any suspected cases of child trafficking to the relevant authorities.
- Continue to create a classroom environment where children learn and thrive, and perform simple age-appropriate duties, such as tidying up and helping to run errands.

## **Food and Nutrition**

### **Food hygiene**

- Demonstrate to the children the steps involved in adequate food preparation and serving, for example: washing hands in soap and water and drying them properly, rinsing fruits and vegetables in clean water, slicing foods safely with a knife, mixing foods properly in a bowl and using clean cooking equipment and utensils.
- Discuss the importance of food hygiene, so that you do not get ill or so food does not rot.
- Ensure all snacks and meals are prepared and served under hygienic conditions at the school/centre.
- Encourage the children to participate in ensuring a hygienic environment at the school/centre, for example: wash hands, throw away food remains in the correct bin and clean up the table, and so on.

## Health Habits

### Revision

- Revise with the children the meaning, types and benefits of immunisation.
- Also revise drug abuse and its effects.

### Extension activity

If possible, arrange for a doctor, nurse, pharmacist or other health care worker to come and talk to the children about drugs, drug use and drug abuse.

## Diagnostic assessment

Developmental milestones (4 years, Nursery 2)

A child should be able to:

Answer simple questions (in mother tongue).

## Resources

*Smart Start Nursery 2 Workbooks*; objects to sort, for example: pencils, crayons, books, paper; playground climbing equipment, skipping ropes and balls

## Suggested teaching guidelines

### Letter Work

#### Revision

- Continue to revise songs, rhymes, stories, basic greetings, instructions and other conversational English that the children have learnt this term.
- Have the children complete pages 56 and 57 of the *Smart Start Nursery 2 Letter Work Workbook* to revise writing the letters 'o' to 'r'.

### Number Work

#### Revision

- Have the children practise sorting objects into 'longer and shorter', 'heavier and lighter' and 'thicker and thinner'.
- Then have the children complete pages 45 and 46 of the *Smart Start Nursery 2 Number Work Workbook* to revise sorting objects into these categories.

### Civic Education

#### Revision

- Use the pictures on pages 47 and 48 of the *Smart Start Nursery 2 Civic Education Workbook* to revise social institutions, naming ceremonies, kinship, chieftaincy, religious education and conflict resolution with the children.
- Revise rights and responsibilities with the children by asking them to identify some of their rights and responsibilities at school and at home.

### Basic Science & Technology

#### Revision

Guide the children to complete the activities on pages 28 and 29 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to revise accidents and the prevention of accidents in the home.

### Physical and Health Education (PHE)

#### Revision

- Have the children perform different physical activities such as climbing, dancing, jumping and catching and throwing a ball.
- Monitor each child's performance, and update his or her assessment record accordingly.
- Update your records of each child's emotional, social and intellectual development.

## **Social Habits**

### **Revision**

- Revise with the children how to say and write their names, and how to give their age and birth date.
- Revise the Nigerian national anthem and pledge, as well as the colours of the flag.
- Revise the topics of child abuse and child trafficking with the children.

## **Food and Nutrition**

### **Revision**

- Revise harmful eating habits, food disorders, local food taboos and food hygiene with the children.
- Have the children role-play scenarios relating to some of these topics, for example: local food taboos and food hygiene.

## **Health Habits**

### **Revision**

- Continue to revise the meaning, types and benefits of immunisation with the children.
- Continue to revise drugs, drug use and drug abuse with the children.
- If you have not yet done so already, arrange for a doctor, nurse, pharmacist or other health care worker to come and talk to the children about drugs, drug use and drug abuse.

## Resources

*Smart Start Nursery 2 Workbooks*; children's assessment records; Term 2 report cards, if applicable

## Suggested teaching guidelines

### Letter Work

#### Term 2 Assessment/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 58 and 59 of the *Smart Start Nursery 2 Letter Work Workbook* independently.
- Mark each child's completed assessment and update their assessment record (see the Term 2 Assessment chart that follows).
- Complete the relevant section on each child's Term 2 report card, if applicable.

### Number Work

#### Term 2 Assessment/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 47 to 49 of the *Smart Start Nursery 2 Number Work Workbook* independently.
- Mark each child's completed assessment and update their assessment record (see the Term 2 Assessment chart that follows).
- Complete the relevant section on each child's Term 2 report card, if applicable.

### Civic Education

#### Term 2 Assessment/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 49 to 51 of the *Smart Start Nursery 2 Civic Education Workbook* independently.
- Mark each child's completed assessment and update their assessment record (see the Term 2 Assessment chart that follows).
- Complete the relevant section on each child's Term 2 report card, if applicable.

### Basic Science & Technology

#### Term 2 Assessment/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 30 to 32 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* independently.
- Mark each child's completed assessment and update their 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 and Health Education (PHE)**

### **Term 2 Assessment/Examination**

- 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/Examination**

- 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.

## **Food and Nutrition**

### **Term 2 Assessment/Examination**

- 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/Examination**

- 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
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1 to 15 (in the language of the immediate environment and English)</li> <li>Sort and classify objects in the environment</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Recognise cultural beliefs and values of family and community</li> <li>Participate in healthy competition and acceptable cultural activities</li> <li>Cooperate with others in social/moral activities</li> <li>Exhibit appreciation on the community values and reward systems</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Recognise dangerous objects, actions and situations that can cause accidents</li> <li>Avoid dangerous objects, actions and situations that can cause accidents</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Demonstrate developmental milestones achieved (physical, emotional, social, intellectual)</li> <li>Perform physical activities like climbing, dancing, jumping, throwing and catching a ball</li> <li>Play with caregivers and other children</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Say his or her name</li> <li>Identify his or her family name</li> <li>Write his or her names</li> <li>Tell his or her age and birth date</li> <li>Identify situations of child abuse</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Accept adequate foods</li> <li>Be familiar with foods in the locality for an adequate diet</li> <li>Take one meal at the school/centre</li> <li>Identify harmful foods and habits</li> <li>Discuss some food taboos</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Show signs of good health</li> <li>Report any illness/ailment</li> <li>Not take drugs without adult supervision</li> </ul>				

## Overview

Term 3:	Letter Work	Number Work	Civic Education	Basic Science & Technology	
<b>Week 1</b>	Revision of Term 2 work	Revision of Term 2 work	Revision of Term 2 work	Revision of Term 2 work	
<b>Week 2</b>	At home; Reading and writing skills: Small letters 'a' to 's'	Counting and writing numbers 1–15 (1)	Emotional development: Confidence	Dangerous situation: Fire outbreak	
<b>Week 3</b>	Storytelling: Reading and writing skills: Small letter 't'	Counting and writing numbers 1–15 (2); Reciting and identifying numbers 16–20	Emotional development: Self-expression	Dangerous situation: Walking bare-foot on an open field	
<b>Week 4</b>	In the garden; Reading and writing skills: Small letter 'u'	Ordinal numbers: 1st–3rd (1); Counting and reading numbers 16–20	Emotional development: Self-expression (cont'd)	Dangerous situation: Crossing the road	
<b>Week 5</b>	Transport; Reading and writing skills: Small letter 'v'	Ordinal numbers 1st–3rd (2); Counting numbers 1–20 forwards and backwards	Psychosocial values: Expression of attitude	Dangerous situation: Eating with unwashed hands	
<b>Week 6</b>	The city; Reading and writing skills: Small letter 'w'	Rearranging numbers 1–10 from lowest to highest; Tracing and writing numbers 16–20	Psycho-social values: Love and care	Dangerous situation: Eating (and drinking) while driving	
<b>Week 7</b>	Our country; Reading and writing skills: Small letters 'x' and 'y'	Rearranging numbers 1–10 from highest to lowest; Writing numbers 16–20	Psycho-social values: Appreciation and trust	Dangerous situation: Eating food dropped onto the floor	
<b>Week 8</b>	Celebrations; Reading and writing skills: Small letter 'z'	Comparing equal sets of objects	Emotional state: Fear, sadness and anger	Dangerous situation: Throwing stones	
<b>Week 9</b>	Revision	Revision	Acquisition of arts and crafts skills	Dangerous situation: Using the toilet without washing hands	
<b>Week 10</b>	Revision	Revision	Revision	Revision	
<b>Weeks 11 and 12</b>	Term 3 Assessment	Term 3 Assessment	Term 3 Assessment	Term 3 Assessment	

	<b>Physical and Health Education</b>	<b>Social Habits</b>	<b>Food and Nutrition</b>	<b>Health Habits</b>
	Revision of Term 2 work	Revision of Term 2 work	Revision of Term 2 work	Revision of Term 2 work
	Correct sitting posture	Forms of child abuse: Child labour	Food hygiene	Parts of the body
	Correct standing posture	Forms of child abuse: Begging	Food hygiene (cont'd)	Parts of the body (cont'd)
	Correct reading posture	Forms of child abuse: Hawking	Kitchen hygiene	Care of the body: Eyes and ears
	School facilities and equipment	Forms of child abuse: Sexual exploitation	Kitchen hygiene (cont'd)	Care of the body: Hair and skin
	Management of increased mobility	Forms of child abuse: Battering	Personal hygiene	Care of the body: Hands and feet
	Physical activities	Forms of child abuse: neglect	Personal hygiene (cont'd)	Care of the body: Teeth
	Safety in the environment (1)	Forms of child abuse: Starving	Water storage	Care of the body
	Safety in the environment (2)	Stigmatisation: Orphaned and Vulnerable Children (OVC)	Revision	Revision
	Revision	Revision	Revision	Revision
	Term 3 Assessment	Term 3 Assessment	Term 3 Assessment	Term 3 Assessment

## Resources

*Smart Start Nursery 2 Workbooks*; small objects to count, for example: beans, seeds, coins and Lego pieces; playground equipment for climbing and balls

## Suggested teaching guidelines

### Letter Work

#### Revision of Term 2

- Revise simple greetings, instructions and basic conversational English with the children.
- Revise the English stories, rhymes and songs that the children learnt in Term 2.
- Have the children complete pages 60 and 61 of the *Smart Start Nursery 2 Letter Work Workbook* to revise recognising and reading the letters 'k' to 'r' and matching each letter to a person, object or animal that starts with that sound.

### Number Work

#### Revision of Term 2

- Revise counting forwards and backwards from 1 to 15 with the children.
- Recite a counting rhyme or sing a song taught last term to practise counting from 1 to 15.
- Revise counting sets of objects in groups of numbers from 1 to 15.
- Have the children complete pages 50 and 51 of the *Smart Start Nursery 2 Number Work Workbook* to revise identifying, counting, matching and writing the numbers from 11 to 15.

### Civic Education

#### Revision of Term 2

Use the pictures on pages 52 and 53 of the *Smart Start Nursery 2 Civic Education Workbook* to revise social institutions, places of worship, sharing, rights and responsibilities and conflict resolution with the children.

### Basic Science & Technology

#### Revision of Term 2

Use the activity on page 33 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to revise accidents and their prevention with the children.

### Physical and Health Education (PHE)

#### Revision of Term 2

- Revise the Term 2 work with the children by setting up an 'obstacle course' where they have to climb, dance, jump, throw and catch a ball. Guide and observe the children as they complete the course.
- 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 and their birth date.
- Ask the children to name the colours of the Nigerian flag. They can also draw and/or colour in the flag.
- Have the children recite the Nigerian national anthem and pledge.
- Revise other topics covered in the Term 2, such as child abuse and child trafficking.

## **Food and Nutrition**

### **Revision of Term 2**

- Revise with the children different foods available in the community and the functions of these foods.
- Revise harmful foods, food disorders and local food taboos with the children.
- Revise basic hygiene practices for preparing and serving food with the children.

## **Health Habits**

### **Revision of Term 2**

- Revise the meaning, types and benefits of immunisation with the children.
- Revise drugs, drug use and drug abuse with the children.

## **Diagnostic assessment**

Developmental milestones (4 years, Nursery 2)

A child should be able to:

Count five to ten objects in their surroundings.

## Resources

*Smart Start Nursery 2 Workbooks*; pictures/posters/charts of a home; pencils, crayons, paints, paintbrushes and large sheets of paper; chalk, slates, sand and water; age-appropriate materials about child labour; soap, water, a hand towel, a basin, a dish cloth and a drying cloth

## Suggested teaching guidelines

### Letter Work

**At home; Reading and writing skills: Small letters 'a' to 's'**

- Teach the children the English terms relating to the home, for example: *house, kitchen, bedroom, table, chair, bed* and *cupboard* using pictures/posters or charts.
- Ask the children, *What do you have at home?* Help them to reply, *I have a* (name of room or item, for example *bed*) *at home*. Have them practise asking and answering the question in pairs.
- Recite a simple rhyme or sing a song about homes in English.
- Have the children colour in or paint the letters 'a' to 'r' on large sheets of paper.
- Play the game, 'I spy' with the children to help them to match the letters 'a' to 'r' with people or things in the classroom, for example: *I spy with my little eye, something/someone beginning with* (letter sound).
- Encourage the children to write 'curves' on blank, unlined paper with a crayon or pencil. You can demonstrate examples of 'curves' on the board before the children do the activity.
- Introduce the letter 's' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 62 and 63 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letter 's'.

### Extension activities

Follow the suggestions given for the **Extension activities** in **Letter Work** Term 1, Week 3).

### Remedial activities

Follow the suggestions given for the **Remedial activities** in **Letter Work** Term 1, Week 3).

### Number Work

**Counting and writing numbers 1 to 15 (1)**

- Practise counting forwards and backwards from 1 to 15 with the children.
- Have the children practise writing the numbers 1 to 15 on blank, unlined paper in crayons or with paint. They can also practise with chalk on slates or on the chalkboard.
- Have the children complete pages 52 and 53 of the *Smart Start Nursery 2 Letter Work Workbook* to practise tracing and writing the numbers 1 to 15.

### **Remedial activity**

The children can practise writing the numbers from 1 to 15 in the air or in wet sand with their finger or they can make numbers out of clay, play dough or plasticine.

## **Civic Education**

### **Emotional Development: Confidence**

- Encourage the children to develop their confidence by identifying all the things they can do.
- Guide them to complete the activities on pages 54 and 55 of the *Smart Start Nursery 2 Civic Education Workbook*.

## **Basic Science & Technology**

### **Fire outbreak**

- Discuss with the children how fires can be caused indoors and outdoors.
- Guide the children to complete the picture sequencing activity on page 34 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.
- If possible, arrange for the children to visit a local fire station (or for a firefighter to visit the class) in order to learn more about the prevention of fires and fire safety.

## **Physical and Health Education (PHE)**

### **Correct sitting posture**

- Demonstrate the correct sitting posture to the children , for example: your knees and hip joints should make a 90 degree angle; get on top of your sitting bones; preserve your curves; check your shoulders; take a deep breath and relax.
- Train and encourage the children to practice the correct sitting posture at their desks.
- Ensure that the children are provided with the correctly-sized desks and chairs when sitting and working in the classroom.

## **Social Habits**

### **Forms of child abuse: Child labour**

- Ask the children what 'child labour' is (they should have some understanding of this from Terms 1 and 2).
- If possible, show the children age-appropriate materials relating to child labour, for example pictures from a newspaper or magazine.
- Use these materials to remind the children of the harmful effects of child labour on children's development and lives.
- Also discuss ways in which child labour can be prevented, for example: parents, guardians and teachers should always make sure that the children in their care are safe and respected. They should also make sure that the children do things that children *should do* such as go to school, play with their friends and do simple, light chores.

## Food and Nutrition

### Food hygiene

- Train and encourage the children to wash their hands before and after eating snacks and meals at the school/centre.
- Train and encourage the children to help with cleaning up the table or dishes after snacks or meals at the school/centre, for example: wiping down the table and washing and drying eating utensils.
- Continue to ensure good hygiene practices are followed at the school/centre when preparing, serving and clearing snacks and meals.

## Health Habits

### Parts of the body

- Help the children to identify different parts of the body (in their mother tongue and/or in English, depending on the language policy of the school/centre), for example: head, nose, eyes, mouth, arms, legs, hands and feet.
- Have the children practise identifying parts of the body by pointing to each part on their own bodies and saying its name. This can be done as a whole class or in small groups or pairs.
- Discuss the uses of different parts of the body, for example: we use our eyes for seeing, ears for hearing and our mouth for speaking and eating, and so on.

### Extension activities

Have the children draw or colour a picture showing different parts of the body. They can trace, copy or write the labels too.

## Diagnostic assessment

### Developmental milestones (4 years, Nursery 2)

A child should be able to:

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

## Resources

*Smart Start Nursery 2 Workbooks*; a simple story with a moral, for example a fable or folk tale; picture books and story books; a story CD and a CD player or radio; paper, crayons, or chalk and slates; a number line or chart from 1 to 20; flashcards and number cards from 1 to 20; toys and other items that encourage children to express their feelings, for example: dress-up clothes, dolls, play house items and musical instruments; a picture of a child begging, for example from a newspaper, magazine or the internet; water, a basin and hand towels or napkins; pictures/posters/charts on parts of the body; a toy doll

## Suggested teaching guidelines

### Letter Work

#### Storytelling; Reading and writing skills: Small letter 't'

- Tell a simple, repetitive story in English with a moral, for example an animal fable or folk tale, or read a story aloud.
- Tell the story several times. Ask the children questions to check their understanding. Encourage them to join in with the retelling.
- Talk about the 'moral' (the lesson that you learn) of the story with the children.
- Introduce the letter 't' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 64 and 65 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letter 't'.

#### Extension activities

- Have the children listen to another story, told by you, or played on a CD or on the radio.
- Give the children time to look through picture books or other simple story books and encourage them to tell the story using the pictures to help them.
- Have the children dramatise a story with which they are familiar.
- Have the children take turns to tell their own stories to one another. This can be done in their mother tongue.

#### Remedial activities

- Tell a story in the mother tongue first, before retelling it in English.
- Retell the story first as a whole class, and then in small groups or pairs, before the children retell the story individually.

## Number Work

### Counting and writing numbers 1 to 15 (2); Counting and reading numbers 16 to 20 (1)

- Have the children practise counting sets of objects in groups from 1 to 15 and then writing down the numbers on paper, slates or on the chalkboard.
- Have the children complete page 54 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting sets of objects and writing down the correct numbers.
- Teach the children to count from 1 to 20 using a number line or chart.
- Have the children complete page 55 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting and identifying numbers from 16 to 20.

### Remedial activity

- Use flashcards or number cards to drill the concept of identifying numbers 16 to 20 quickly and correctly.
- Have the children play a matching game or memory game to practise identifying the numbers from 16 to 20.

## Civic Education

### Emotional Development: Self-expression

- Talk to the children about what makes them happy and what makes them sad.
- Encourage the children to express their feelings verbally and through play, songs and dance.
- Guide the children to complete the activities relating to self-expression on pages 56 and 57 of the *Smart Start Nursery 2 Civic Education Workbook*.

## Basic Science & Technology

### Walking bare-footed

- Discuss with the children the dangers of walking bare-foot on open ground.
- Guide the children to complete the activity about the dangers of walking bare-foot outside on page 35 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## Physical and Health Education (PHE)

### Correct standing posture

- Demonstrate the correct standing posture to the children, for example: place your feet shoulder width apart, stand up straight, keep your weight on the balls of your feet, keep your shoulders squared, pull your head back and up, and so on.
- Encourage the children to practise the correct standing posture by playing a game where they move around the classroom, and when you give a signal (for example, clap your hands) they must stand correctly.
- Remind the children to adopt the correct standing posture when they are lining up and doing any other standing activities.

## Social Habits

### Forms of child abuse: Begging

- If possible, show the children a picture of a child begging, for example from a newspaper, magazine or the internet.
- Explain what 'begging' is (that is, when you ask someone for food, money or other things because you do not have any).
- Discuss how young children are made to beg sometimes by their parents or by other people, because people tend to feel sorry for young children and therefore give to them more freely. Point out that this is a form of child abuse, because no child should be forced to beg.
- Discourage begging among the children and describe better ways in which families can get help, for example: through community organisations, religious institutions, and so on.

## Food and Nutrition

### Food hygiene (cont'd)

- Train the children to always cover served food on the table and to keep left-over food covered.
- Train the children to wash unpeeled fruits before eating them and to avoid eating any unripe foods.
- Continue to ensure that good food hygiene is practised at the school/centre.

## Health Habits

### Parts of the body (cont'd)

- If possible, show the children pictures/posters/charts on parts of the body (or you could use a toy doll).
- Revise the names of the parts of the body by pointing to each part on the picture/poster/chart or doll and asking the children to say the name of the body part.
- Teach the children rhymes or songs to remember the names of different parts of the body, for example 'Head, shoulders, knees and toes'.

## Diagnostic assessment

### Developmental milestones (4 years, Nursery 2)

A child should be able to:

Ask inquisitive questions.

## Resources

*Smart Start Nursery 2 Workbooks*; pictures/posters/charts or real items relating to a garden; alphabet cards and books, games and puzzles; scrap paper, clay, play dough, plasticine; beads, pasta and string; clothes peg and cardboard; small objects to count; a picture of a child hawking, for example from a newspaper, magazine or the internet; pictures/posters/charts of a well-kept kitchen; a bowl of clean water and cotton wool or a face cloth and a cotton bud

## Suggested teaching guidelines

### Letter Work

**In the garden; Reading and writing skills: Small letter 'u'**

- Teach the children the English names of things in a garden using pictures/posters/charts or real items, for example: *flowers, vegetables, rake, spade* and *watering can*.
- Ask, *Do you have a garden? What do you have in your garden?* Help the children to respond appropriately. You may wish to talk about the school garden instead.
- Sing a simple song or say a rhyme relating to a garden, for example 'Mary, Mary, Quite contrary, How does your garden grow?'
- Introduce the letter 'u' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 66 and 67 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letter 'u'.

### Extension activities

- Have the children practise identifying and reading letters of the alphabet by playing matching or memory games with alphabet cards.
- Have the children practise writing the letters of the alphabet with chalk on slate or chalk boards or with crayons or paints on blank, unlined paper.
- Have the children practise writing the letters of the alphabet with pencils on lined paper or in their writing book.

### Remedial activities

- Read aloud alphabet books, recite alphabet rhymes and sing alphabet songs to help the children learn the alphabet.
- Continue strengthening the children's core muscles for reading and writing through physical activities, such as crab-walking, climbing and dancing.
- Continue strengthening the children's fine motor muscles for handwriting through exercises that work the fingers, such as rolling paper, clay or play dough, threading beads or pasta and manipulating pegs.

## Number Work

### Writing ordinal numbers: 1st to 3rd (1); Counting and reading numbers 16 to 20 (2)

- Ask three children to stand in a line, one behind the other. Point to the first child and explain that he or she is 1st in the line. Point to the second child and say that he or she is 2nd in the line. Then point to the third child and say that he or she is 3rd in the line. Repeat this several times with different children and ask the class to identify who is 1st, 2nd and 3rd in the line. Note: Explain the concepts of '1st', '2nd' and '3rd' in the children's mother tongue first, before teaching them the words in English.
- Repeat this activity using three items placed in a row on a desk or with three pictures on the board, for example: place a pencil, a ruler and an eraser in a row and have the children say which object is placed 1st, 2nd and 3rd.
- Have the children complete page 56 of the *Smart Start Nursery 2 Number Work Workbook* to practise identifying and writing the ordinal numbers 1st to 3rd.
- Practise counting from 1 to 20 with the children. Have them practise counting sets of objects in groups of numbers from 16 to 20. Then have them match the sets with the correct number.
- Have the children complete page 57 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting and reading the numbers from 16 to 20.

### Extension activity

- Have the children complete the **Extension activity** on page 72 at the back of the *Smart Start Nursery 2 Number Work Workbook* to practise identifying the numbers from 11 to 20.
- Have the children complete the **Extension activities** on pages 75 and 76 at the back of the Workbook to practise identifying the ordinal numbers from 1st to 10th.

## Civic Education

### Emotional Development: Self-expression

- Encourage the children to express themselves through a variety of activities including drawing, writing, moulding, singing and drama.
- Teach the children the song on page 58 of the *Smart Start Nursery 2 Civic Education Workbook* and have them perform it with actions as a class, and then in smaller groups.
- Have the children mould the things on page 59 of the *Workbook* out of clay, play dough or plasticine. (See the recipe for making play dough under the list of **Resources** for Term 1, Week 3.)

## Basic Science & Technology

### Traffic lights; Crossing the road

- Discuss with the children how to cross a road safely, for example: always cross with an adult or older child, look both ways before crossing and cross at the traffic lights or a pedestrian crossing or bridge.
- Use the activities on pages 36 and 37 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to teach the children about crossing safely at traffic lights and a pedestrian crossing.
- If possible, take the children outside and have them practise how to cross a road safely with you. Divide the children into pairs to do this activity, and hold each child's hand as you cross

the road safely with them. Arrange for another teacher to stay with the remaining children on the other side of the road until it is their turn to cross.

## Physical and Health Education (PHE)

### Correct reading posture

- Demonstrate the correct reading posture to the children, for example: sit so that your thighs are parallel to the floor when your lower legs are perpendicular to the floor; do not hunch forward as this will cause neck and back pain, and reduce your focus.
- Encourage the children to practise the correct reading posture whenever they are sitting and reading at their desks.

### Social Habits

#### Forms of child abuse: Hawking

- If possible, show the children a picture of a child hawking, for example from a newspaper, magazine or the internet.
- Explain what 'hawking' is (that is, going around and selling things such as fruit, vegetables, household items and toys in the street or from door to door).
- Discuss how young children are made to hawk things sometimes by their parents or by other people, because people tend to feel sorry for young children and will therefore buy from them more easily.
- Explain that hawking is a form of child abuse, because no child should be made to walk around and sell things. Point out that child hawkers also often miss school, spend long hours on the street (where it can be dangerous) and get very hungry, ill or hurt, and so on.
- Discourage hawking among the children and remind them that there are better ways in which families can get help, for example: through community organisations and religious institutions, and so on.

### Food and Nutrition

#### Kitchen hygiene

- Explain the term 'kitchen' to the children (that is, a room where food is stored and prepared).
- Show the children pictures/posters/charts of a well-kept kitchen.
- Discuss the importance of keeping the kitchen clean, storing food in the proper place (for example, in a cupboard or fridge), preparing food in the proper place (for example, on a table or counter) and washing food in the proper place (for example, in a basin or bowl of water).
- Ensure that the kitchen at the school/centre is well-kept and encourage the children to participate in keeping it clean too.

### Health Habits

#### Care of the body: Eyes and ears

- Discuss the uses of our eyes and ears with the children.
- Also discuss the importance of looking after our eyes and ears properly, for example: avoid getting smoke, dust or other small particles into your eyes and do not poke sharp objects into your eyes or ears.
- Demonstrate how to clean your eyes properly using clean water, cotton wool or a face cloth.
- Also demonstrate how to clean your ears properly using a cotton bud.

# Continuous assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject	The child is able to:	1	2	3	4
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1 to 20 (in the language of the immediate environment and English)</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Express views on issues affecting him or her</li> <li>Freely express self through creative activities, e.g. drawing, moulding, singing, dancing</li> <li>Develop more self-confidence and show confidence in others</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Recognise dangerous objects, actions and situations that can cause accidents</li> <li>Avoid dangerous objects, actions and situations that can cause accidents</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Maintain correct posture for sitting</li> <li>Maintain correct posture for standing</li> <li>Maintain correct posture for reading</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Identify forms of child abuse</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Wash hands before eating</li> <li>Wash hands and mouth after eating</li> <li>Make attempts at cleaning up the table or dishes</li> <li>Wash fruits before eating</li> <li>Avoid unripe fruits</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Identify different parts of the body</li> <li>Care for different parts of the body</li> </ul>				

## Resources

*Smart Start Nursery 2 Workbooks*; pictures/posters/charts about transport; crayons, paints, paintbrushes, large sheets of drawing paper and pencils; alphabet books, games and puzzles; scrap paper, clay, play dough; beads, pasta and string; clothes peg and cardboard; dice and number line or chart from 1 to 20; water, soap and a hand towel; outdoor game equipment, for example: balls, skipping ropes and hoops; pictures or real items of appropriate children's clothing; pictures/posters/charts or real items of cooking equipment and utensils, for example: pot, pan, spoon and cooker; a basin, water, a dish cloth and a drying cloth; soap, a face cloth, a towel and body cream or lotion

## Suggested teaching guidelines

### Letter Work

**Transport; Reading and writing skills: Small letter 'v'**

- Teach the children the names of commonly used transport in English, for example: *car, bus, taxi, bicycle, train* and *boat* using pictures/posters/charts.
- Ask the children, *How do you get to school?* Help them to reply, *I get to school by* (name of transport). Have the children practise asking and answering the question in pairs.
- Sing a simple song about transport in English, for example 'The wheels on the bus go round and round'.
- Have the children draw or paint a picture of how they get to school. Help them to write a simple caption for their picture, for example *I walk to school*.
- Display the children's work and give positive feedback on their efforts and creativity.
- Introduce the letter 'v' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 68 and 69 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letter 'v'.

### Extension activities

Follow the suggestions given for **Extension activities** in **Letter Work** Term 3, Week 4.

### Remedial activities

Follow the suggestions given for **Remedial activities** in **Letter Work** Term 3, Week 4.

### Number Work

**Writing ordinal numbers: 1st to 3rd (2); Counting forwards and backwards**

- Play an ordinal number game with the children, for example they can take turns in small groups to throw a dice to see who is 1st, 2nd and 3rd to throw a 'six'.
- Have the children run a race outdoors to see who is placed 1st, 2nd and 3rd.
- Have the children complete page 58 of the *Smart Start Nursery 2 Number Work Workbook* to practise identifying and writing the ordinal numbers from 1st to 3rd.

- Practise counting forwards and backwards from 1 to 20 with the children using a number line or number chart.
- Have the children complete page 59 of the *Smart Start Nursery 2 Number Work Workbook* to practise counting forwards and backwards from 1 to 20.

### **Extension activities**

- Have the children complete the **Extension activity** on page 74 at the back of the *Smart Start Nursery 2 Number Work Workbook* to practise counting backwards from 20 to 11.
- Have the children complete the **Extension activity** on pages 77 and 78 at the back of the *Workbook* to practise identifying the ordinal numbers from 11th to 20th.

## **Civic Education**

### **Psychosocial values: Expression of attitude**

- Talk to the children about what is the right attitude to have towards school work, for example: to concentrate, to try hard, to ask for help when needed and to enjoy what you are doing.
- Talk about why it is important to have the right attitude towards school work, for example: you will learn things, you will be ready for Kindergarten and you will make friends.
- Guide the children to complete the activities relating to 'right' and 'wrong' attitudes towards school work on pages 60 and 61 of the *Smart Start Nursery 2 Civic Education Workbook*.

## **Basic Science & Technology**

### **Hygiene; Eating with unwashed hands**

- Discuss with the children the dangers of not washing your hands before (and after) you eat, for example: you spread germs and diseases, which can make you ill.
- If necessary, demonstrate to the children how to wash their hands properly using soap, water and a hand towel.
- Guide the children to complete the activities on hygiene and washing hands on pages 38 and 39 of the *Smart Start Nursery 2 Basic Science & Technology Workbook*.

## **Physical and Health Education (PHE)**

### **School facilities and equipment**

- Provide the children with suitable outdoor game equipment, for example: balls, skipping ropes and hoops.
- Set up different areas with different outdoor game equipment at each area, for example: balls in one area, skipping ropes in another area and hoops in another area.
- Have the children use the equipment in each area in a way that encourages them to interact with others, for example: play a skipping game where two children hold the rope and another child jumps; throw and catch a ball with and to a partner; see who can twist a hoop around their stomach/hips for the longest, and so on.
- Divide the children into groups and have each group play with the different equipment in each area. Give them a signal (for example, blow a whistle) to move onto the next area.
- Observe and monitor the children's abilities to interact with one another and to use the equipment.

## Social Habits

### Forms of child abuse: Sexual exploitation

- If possible, show the children real items or pictures of appropriate children's clothing.
- Discuss the importance of dressing properly and covering your body, particularly your private parts.
- Discourage nudity anywhere (except, obviously, in the privacy of your own home if you are dressing or washing).
- Remind the children that they should not allow anyone to touch their body in any way that makes them feel uncomfortable, bad or sore (particularly their private parts).
- Report any suspected cases of sexual abuse to the relevant authorities.
- Continue to build an open, trusting relationship with the children in your class, so that they feel free to express any fears, worries, anger or pain they may have.

## Food and Nutrition

### Kitchen hygiene (cont'd)

- Show the children real items or pictures/posters/charts of cooking equipment and utensils, for example: pot, pan, spoon and cooker, and so on.
- Help the children to identify each piece of equipment or utensil and discuss with them what it is used for.
- Demonstrate how to clean cooking utensils after use and train the children to do this at the school/centre.

## Health Habits

### Care of the body: Hair and skin

- Discuss with the children how to take care of their hair, for example: boys to keep a low cut and girls to braid or plait their hair neatly.
- Also discuss how to wash and care of our skin, for example: use soap, clean water, a cloth and towel and rub body cream or lotion on the skin to keep it soft.
- Have the children dramatise how to take care of their hair and skin. This can be played as a game where one child dramatises a particular action, while the others guess what action he or she is doing.

## Diagnostic assessment

### Developmental milestones (4 years, Nursery 2)

A child should be able to:

Improve on writing skills.

## Resources

*Smart Start Nursery 2 Workbooks*; pictures/posters/charts of places in a city; crayons, paints, paintbrushes, large sheets of drawing paper and pencils; alphabet books, games and puzzles; scrap paper, clay and play dough; beads, pasta and string; clothes pegs and cardboard; flashcards or number cards from 1 to 10, sand and water; indoor games equipment, for example: beanbags, soft balls, foam blocks; story or picture books about physical bullying; pictures or real items used for personal hygiene, for example: soap, a basin, water, a towel, a toothbrush, toothpaste, a comb; beans, seeds and tissue paper

## Suggested teaching guidelines

### Letter Work

**The city; Reading and writing skills: Small letter 'w'**

- Teach the children the English names of places in a city using pictures/posters/charts, for example: *shop, bus station, taxi rank, bank, post office, library and restaurant*.
- Ask the children, *What places are there in the city?* Help them to reply, *There is a (name of place) in the city*. Have them practise asking and answering the question in pairs.
- Recite a rhyme or sing a simple song about a city in English, for example 'London Bridge is falling down'.
- Have the children draw or paint a picture of a city scene. Help them to write a simple caption for their picture, for example: *In the city there is a (name of place)*.
- Display the children's work and give positive feedback on their efforts and creativity.
- Encourage the children to write 'curves' on blank, unlined paper with a crayon or pencil. You can demonstrate examples of 'curves' on the board before the children do the activity.
- Introduce the letter 'w' following the procedure as outlined in **Letter Work Term 1, Week 3**.
- Have the children complete pages 74 and 75 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letter 'w'.

### Extension activities

Follow the suggestions given for the **Extension activities** in **Letter Work Term 3, Week 4**.

### Remedial activities

Follow the suggestions given for the **Remedial activities** in **Letter Work Term 3, Week 4**.

## Number Work

### Rearranging numbers 1 to 10 from lowest to highest; Tracing numbers 16 to 20

- Paste flashcards or number cards from 1 to 10 in random order on the board. Ask the children to help you rearrange the numbers from the lowest to the highest correctly.
- Write the numbers 1 to 10 in random order on one side of the board. On the other side of the board, draw 10 boxes. Ask the children to tell you how to write the numbers 1 to 10 in the boxes (one number per box) from the lowest to the highest.
- Have the children complete page 60 of the *Smart Start Nursery 2 Number Work Workbook* to practise rearranging and writing the numbers 1 to 10 from the lowest to the highest.
- Have the children practise tracing the numbers 16 to 20 with their fingers on the ground, on their desktop, in wet sand or in the air. The children can also practise writing the numbers in crayon, paint or chalk.
- Have the children complete page 61 of the *Smart Start Nursery 2 Number Work Workbook* to practise tracing and writing the numbers from 16 to 20.

### Extension activity

Have the children complete the **Extension activity** on page 79 at the back of the *Smart Start Nursery 2 Number Work Workbook* to practise adding numbers from 1 to 10.

## Civic Education

### Psychosocial Values: Love and care

- Talk about the meaning of 'love' with the children (that is, to like someone very much).
- Ask the children to identify whom they love, for example: parents, grandparents, good friends and pets.
- Encourage the children to demonstrate how to show love, for example: by sharing and helping one another.
- Guide the children to complete the activities on pages 62 and 63 of the *Smart Start Nursery 2 Civic Education Workbook*.

## Basic Science & Technology

### Eating on the road

- Discuss with the children the dangers of people who eat (and drink) while driving. Explain the importance of drivers having both hands on the steering wheel of the vehicle while driving, so that they are in full control of it.
- Use the picture on page 40 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* as an example of how accidents can be caused when a person eats (or drinks) while driving.
- Point out to the children that using a cellphone while driving also causes accidents, because the driver does not have both hands on the steering wheel (unless they are using a hands-free device) and are therefore not in control of the vehicle.

## Physical and Health Education (PHE)

### Management of increased mobility

- Provide the children with suitable indoor games equipment, for example: beanbags, soft balls and foam blocks.
- Set up different areas with different equipment at each area, for example: beanbags in one area, soft balls in another area and foam blocks in another area.
- Have the children use the equipment in each area in a way that encourages them to interact with one another, for example: do a relay where each child takes a turn to balance a beanbag on his or her head, roll a soft ball to a partner and see who can build a tower with the foam blocks the fastest, and so on.
- Divide the children into groups and have each group play with the different equipment in each area. Give them a signal (for example, clap your hands) to move onto the next area.
- Observe and monitor the children's abilities to interact with one another and to use the equipment.

### Social Habits

#### Forms of child abuse: Battering

- If possible, tell a story or read aloud a story or picture book about physical bullying to the children.
- Explain what 'bullying' is (that is, when someone frightens or hurts someone else, who is usually weaker than them, on purpose).
- Discuss how bullying can involve physically hurting someone like hitting them very hard.
- Explain that hitting someone very hard is also called 'beating' or 'battering'. It is a form of child abuse too, because sometimes children are hit very badly by an adult or older child.
- Look out for any bad bruising on the children (often these are hidden by their clothing) and report any suspected cases of battering to the relevant authorities.
- Continue to build an open, trusting relationship with the children in your class, so that they feel free to express any fears, worries, anger or pain they might have.

### Food and Nutrition

#### Personal hygiene

- Show the children real items or pictures of items used for personal hygiene, for example: soap, a basin, water, a towel, a toothbrush, toothpaste, a comb, and so on.
- Discuss and role-play how to use these items to keep your body clean, for example: wash your body every day, brush your teeth twice a day and comb or braid/plait your hair.
- Sing an action song about personal hygiene (in the mother tongue and/or in English), for example: 'This is the way we wash ourselves/brush our teeth/comb our hair' to the tune of 'Here we go round the mulberry bush.'

## Health Habits

### Care of the body: Hands and feet

- Discuss with the children how to take care of their hands, for example: washing hands before and after a meal and washing hands after using the toilet.
- Also discuss with the children how to take care of their feet, for example: washing feet properly with soap and water and drying them properly, especially between the toes and on the soles.
- Discourage the children from walking bare-foot on the open ground where they can get cut or bitten by something.
- Also discourage the children from dipping their feet or legs into muddy or dirty water where they can pick up germs or diseases.
- Teach the children a song or rhyme about hands and feet, for example 'I have two hands, clap, clap, clap! I have two feet, stamp, stamp, stamp!'

### Extension activity

Have the children trace around their hand or foot and then colour, paint or decorate it with small, rolled pieces of torn tissue paper, seeds, beans, and so on.

## Diagnostic assessment

Developmental milestones (4 years, Nursery 2)

A child should be able to:

Copy exercises from the board.

## Resources

*Smart Start Nursery 2 Workbooks*; pictures/photographs/posters about Nigeria; a variety of musical instruments; crayons, paints, paintbrushes, large sheets of drawing paper and pencils; alphabet books, games and puzzles; scrap paper, clay, play dough and plasticine; beads, pasta and string; clothes pegs and cardboard; flashcards or number cards from 1 to 10, sand and water; playground equipment, such as a slide, merry-go-round, tunnel, balance beam, sand pit and a water table with a variety of containers for pouring and measuring; drawing and painting materials, scissors and glue; a story about a neglected child (real or made-up story); toilet, toilet paper, soap, water, a basin and a hand towel; a waste basket/bin; a toothbrush, toothpaste and a teeth model, if available

## Suggested teaching guidelines

### Letter Work

**Our country; Reading and writing skills: Small letters 'x' and 'y'**

- Show the children pictures/photographs/posters about Nigeria.
- Talk about the country using some simple, repetitive sentences that the children can repeat after you, for example: *Our country is Nigeria. It is big. It is beautiful.*
- Teach the children a simple song about Nigeria in English. You can make up a song, if you cannot think of one. Have the children play a variety of musical instruments while they sing the song.
- Play a traditional game with the children. This can be done as a whole class or in groups or pairs.
- Introduce the letters 'x' and 'y' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 76 to 79 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letters 'x' and 'y'.

### Extension activities

Follow the suggestions given for the **Extension activities** in **Letter Work** Term 3, Week 4.

### Remedial activities

Follow the suggestions given for the **Remedial activities** in **Letter Work** Term 3, Week 4.

### Number Work

**Rearranging numbers 1 to 10 from highest to lowest; Writing numbers 16 to 20**

- Paste flashcards or number cards from 1 to 10 in random order on the board. Ask the children to help you rearrange the numbers from the highest to the lowest correctly.
- Write the numbers 1 to 10 in random order on one side of the board. On the other side of the board, draw 10 boxes. Ask the children to tell you how to write the numbers 1 to 10 in the boxes (one number per box) from the highest to the lowest.

- Have the children complete page 62 of the *Smart Start Nursery 2 Number Work Workbook* to practise rearranging and writing the numbers 1 to 10 from the highest to the lowest.
- Have the children practise tracing the numbers 16 to 20 with their fingers on the ground, on their desktop, in wet sand or in the air. The children can also practise writing the numbers in crayon, paint or chalk.
- Have the children complete page 63 of the *Smart Start Nursery 2 Number Work Workbook* to practise tracing and writing the numbers from 16 to 20.

### **Extension activities**

Have the children complete the **Extension activities** on pages 80 and 81 at the back of the *Smart Start Nursery 2 Number Work Workbook* to practise adding numbers from 11 to 20.

## **Civic Education**

### **Psychosocial Values: Appreciation and trust**

- Explain the meaning of ‘appreciation’ to the children (that is, when you are thankful for something, such as a gift or gesture, you appreciate it).
- Use the pictures on page 64 of the *Smart Start Nursery 2 Civic Education Workbook* to discuss how to show one’s appreciation appropriately, according to local social customs.
- Have the children work in pairs to role-play saying “Thank you” using the appropriate language and gestures, according to local social customs.
- Then talk about the meaning of ‘trust’ with the children (that is, trust is the belief that someone is good and honest and who will not harm you or let you down; if someone can be trusted, we say they are *trustworthy*).
- Tell the story on page 65 of the *Smart Start Nursery 2 Civic Education Workbook*, while the children look at the pictures. Discuss how the boy trusts the girls to look after his bags, but only one girl is trustworthy. Encourage the children to be trustworthy.

## **Basic Science & Technology**

### **Eating dirty food; Eating food dropped onto the floor**

- Discuss with the children the dangers of eating food that has dropped onto the floor, for example: it gets dirty and may pick up germs or diseases that can make us ill.
- Explain to the children about what you should do if you drop food onto the floor, for example: throw the food away or wash it, if it can be washed, such as fruits or vegetables.
- Use the pictures on page 41 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to help the children to understand the importance of not eating dirty food.
- Then guide them to complete the activity on page 42 of the *Workbook* about eating food dropped onto the floor.

## **Physical and Health Education (PHE)**

### **Physical activities**

- 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, tunnel, balance beam, sand pit, water table with a variety of containers for pouring and measuring, drawing and painting materials, scissors, glue, clay/plasticine, and so on.

- Encourage the children to play with a variety of equipment and materials, both indoors and outdoors, sharing and taking turns as necessary.
- Observe and monitor each child's physical development, as well as their interaction with others.

## Social Habits

### Forms of child abuse: Neglect

- If possible, tell the children a story about a neglected child. This can be a real or made-up.
- Explain the meaning of 'neglect' to the children (that is, when you do not show enough care or attention to someone or something).
- Discuss how neglect is a form of child abuse, because children may not get enough love, care, food, shelter, and so on from their parents or guardians.
- Report any suspected cases of neglect to the relevant authorities.
- Encourage all parents or guardians to become actively involved in the welfare and education of the children at your school/centre too.

## Food and Nutrition

### Personal hygiene (cont'd)

- Train the children to use the toilet at the school/centre properly. Remind them to wash their hands properly with soap and water, and to dry their hands after using the toilet.
- Train the children to throw away their rubbish into the waste baskets or bins.
- Encourage the children to keep their surroundings clean.

## Health Habits

### Care of the body: Teeth

- Demonstrate to the children how to clean your teeth properly using a toothbrush, toothpaste and a teeth model, if available. If not, you could use your own teeth as the 'model'.
- Encourage the children to brush their teeth twice a day, once in the morning after breakfast and once at night after supper.
- Remind the children of the dangers of eating too many sugary foods or drinking sweet drinks, as these can make our teeth rot and give us gum disease.

### Extension activity

If possible, arrange for a dentist or dental nurse to come and talk to the children about caring properly for their teeth. Perhaps they can hand out free samples of toothpaste or toothbrushes to the children to use.

## Diagnostic assessment

### Developmental milestones (4 years, Nursery 2)

#### A child should be able to:

Take simple notes.

## Resources

*Smart Start Nursery 2 Workbooks*; children's assessment records; a variety of musical instruments; crayons, paints, paintbrushes, large sheets of drawing paper and pencils; alphabet books, games and puzzles; scrap paper, clay and play dough; beads, pasta and string; clothes pegs and cardboard; small objects for comparison, for example: pencils, crayons, rulers, counters; a flood flask, a water bottle, warm water, dishwashing liquid and a cloth or sponge; pictures/story books/posters/charts about taking care of the body

## Suggested teaching guidelines

### Letter Work

#### Celebrations; Reading and writing skills: Small letter 'z'

- Teach the children a simple song in English relating to a celebration, for example 'Happy birthday'.
- Give the children a variety of musical instruments to play while singing the song, for example: shakers, drums, tambourines and cymbals.
- Teach the children a simple game relating to a celebration, for example a party game such as 'Wolf, Wolf, What's the time?'
- Introduce the letter 'z' following the procedure as outlined in **Letter Work** Term 1, Week 3.
- Have the children complete pages 80 and 81 of the *Smart Start Nursery 2 Letter Work Workbook* to sound out, colour, trace and write the letter 'z'.

#### Extension activities

Follow the suggestions given for the **Extension activities** in **Letter Work** Term 3, Week 4.

#### Remedial activities

Follow the suggestions given for the **Remedial activities** in **Letter Work** Term 3, Week 4.

### Number Work

#### Comparing equal sets of objects

- Demonstrate to the children how to compare two sets of different objects that are equal to each other in number, using one-to-one correspondence. For example: compare 3 pencils to 3 crayons and 6 counters to 6 rulers.
- Explain that *equal* means *the same*. Note: Explain this concept in the children's mother tongue first, before teaching them the English word *equal*.
- Divide the children into pairs or small groups to practise comparing sets of objects that are equal.
- Have the children complete pages 64 and 65 of the *Smart Start Nursery 2 Number Work Workbook* to practise comparing sets of objects that are equal.

### **Extension activity**

Have the children complete the **Extension activity** on page 82 at the back of the *Smart Start Nursery 2 Number Work Workbook* to practise subtracting numbers from 1 to 10.

## **Civic Education**

### **Emotional State: Fear, sadness and anger**

- Explain the meanings of 'fear', 'sadness' and 'anger' to the children, for example: fear is when we feel scared; sadness is when we feel upset; anger is when we feel cross.
- Use the pictures on page 66 of the *Smart Start Nursery 2 Civic Education Workbook* to demonstrate what your face looks like when you feel fear, sadness and anger.
- Ask the children to identify what makes them feel fear, sadness and anger. Have them draw, on pages 67 to 69 of the *Workbook*, what their faces look like when they feel these emotions.
- Discuss with the children how to behave appropriately when you feel fear, sadness or anger, for example: talk to someone, comfort yourself with a toy or book, listen to soothing music, draw a beautiful picture, look at or read a funny story or use a punching bag or pillow to express anger.

## **Basic Science & Technology**

### **Throwing stones**

- Talk with the children about the dangers of throwing stones (that is, they can break things or hurt others).
- Use the pictures on page 43 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* as examples of the dangers of throwing stones.
- Help the children to identify safe ways to play with stones, for example: building things with them, playing hopscotch or counting small stones.
- Have the children colour in the pictures showing how to play safely with stones on page 44 of the *Workbook*.

## **Physical and Health Education (PHE)**

### **Safety in the environment (1)**

- Provide the children with the necessary indoor and outdoor play equipment (see the list of suggestions from **Physical and Health Education (PHE)** Term 3, Week 7).
- 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 hands to yourself and telling a teacher if you are hurt, and so on.
- Engage the children in different physical exercises, for example: dancing, movement games and playing with balls.

## Social Habits

### Forms of child abuse: Starving

- Explain the meaning of 'starving' to the children (that is, when you become very ill or even die, because you do not have enough food).
- Discuss how people can starve as a result of a drought, war or famine in an area, but sometimes children are starved on purpose as a way of punishing them, because they have been naughty or done something wrong.
- Explain that starving a child for punishment is a form of child abuse, because every child needs healthy, regular meals and snacks in order to grow properly.
- Report any suspected cases of starvation to the relevant authorities.
- Ensure that the children at your school/centre are provided with nutritious meals and snacks, as well as clean drinking water.

## Food and Nutrition

### Water storage

- Discuss and encourage the children to wash their food flasks and water bottles every day, preferably using warm water, dishwashing liquid and a cloth or sponge.
- Discourage any sharing of food flasks or water bottles, as this spreads germs.
- Continue to ensure that all drinking water at the school/centre is safe and is stored in clean containers or jugs.

## Health Habits

### Care of the body

- If possible, show the children pictures, a story book or posters/charts about taking care of your body. Use this material to remind the children of how to take care of the different parts of their body.
- Continue to supervise the children's cleanliness at the school/centre.
- Encourage the children to demonstrate independent care of their bodies, for example; washing hands, going to the toilet, putting on shoes and dressing themselves.

# Continuous assessment

<b>Name:</b> _____		<b>Date:</b> _____			
<b>Subject</b>	<b>The child is able to:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1 to 20 (in the language of the immediate environment and English)</li> <li>Carry out simple calculations</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Express self through play, music and dance</li> <li>Share things with others</li> <li>Develop more self-confidence and show confidence in others</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Recognise dangerous objects, actions and situations that can cause accidents</li> <li>Avoid dangerous objects, actions and situations that can cause accidents</li> </ul>				
<b>Physical and Health Education</b>	Interact with people and materials within his or her physical environment				
<b>Social Habits</b>	Identify situations of child abuse				
<b>Food and Nutrition</b>	Demonstrate good hygiene habits				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Identify different parts of the body</li> <li>Care for different parts of the body</li> </ul>				

## Resources

*Smart Start Nursery 2 Workbooks*; small objects to count; cardboard, paper, crayons, scissors and glue; clay, play dough or plasticine; wooden blocks or Lego pieces; equipment for outdoor play, for example: skipping ropes, hoops and balls; story or picture books about a physically challenged, orphaned or vulnerable child

## Suggested teaching guidelines

### Letter Work

#### Revision (letters s–v)

- Revise simple greetings, instructions and questions and answers in English with the children.
- Revise the rhymes and songs the children have learnt this term.
- Revise one or two of the simple stories the children have listened to, or read with you, this term.
- Have the children complete pages 82 and 83 of the *Smart Start Nursery 2 Letter Work Workbook* to revise identifying and reading the letters 's' to 'z' and matching them to people, objects and animals starting with the same sound.

### Number Work

#### Revision

- Revise counting forwards and backwards from 1 to 20 with the children.
- Revise counting and drawing sets of objects in groups of numbers from 16 to 20 and identifying the correct number.
- Revise ordinal numbers from 1st to 3rd with the children.
- Have the children complete pages 66 to 69 of the *Smart Start Nursery 2 Number Work Workbook* to revise counting and drawing sets of objects in groups of numbers from 16 to 20, and in ordinal numbers from 1st to 3rd.

#### Extension activities

Have the children complete the **Extension activities** on pages 83 and 84 at the back of the *Smart Start Nursery 2 Number Work Workbook* to practise subtracting numbers from 11 to 20.

### Civic Education

#### Arts and crafts

- Demonstrate to the children how to make a heart card and a heart basket, following the instructions on pages 70 and 71 of the *Smart Start Nursery 2 Civic Education Workbook*.
- Hand out the necessary materials and help the children to make their own cards and baskets. Encourage them to take their crafts home and to give them to someone they love.
- Provide the children with other materials to develop their arts and crafts skills, for example: clay, play dough or plasticine for moulding; paper, crayons, scissors and glue for drawing, cutting and pasting, and wooden blocks or Lego pieces for building.

## Basic Science & Technology

### Using the toilet

- Talk to the children about the dangers of not washing your hands after using the toilet (that is, you can spread germs and disease, which makes you ill).
- If necessary, demonstrate how to wash hands properly using soap, water and a hand towel.
- Use the pictures on page 45 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to illustrate the importance of washing your hands after using the toilet.

## Physical and Health Education (PHE)

### Safety in the environment (2)

- Engage the children in different physical exercises involving objects, for example: jumping with skipping ropes, climbing through hoops and catching and throwing balls.
- Explain to the children that materials and equipment at school should only be used safely and under adult supervision.
- Discuss the importance of not using things dangerously and not for their real purposes.
- For indoor play, have the children trace and draw objects, mould objects with clay, play dough or plasticine and colour objects with crayons.

## Social Habits

### Stigmatisation: Orphaned and Vulnerable Children (OVC)

- If possible, tell a story or read aloud a story or picture book about a physically challenged, orphaned or vulnerable child.
- Encourage the children to interact freely with physically challenged, orphaned or vulnerable children.
- Encourage openness and curiosity among the children about their differences.
- Discourage any form of stigmatisation or discrimination towards physically challenged, orphaned or vulnerable children.
- Ensure that effective measures are in place for the well-being of orphaned and vulnerable children (OVC) at home and at school (for example, counselling).

## Food and Nutrition

### Revision

- Revise kitchen hygiene with the children by having them draw a picture of a well-kept kitchen.
- Continue to encourage good hygiene habits among the children when preparing, serving and eating food.

## Health Habits

### Revision

- Revise the different parts of the body with the children by pointing to each part on your body and having the children say its name (in their mother tongue and/or in English).
- Also revise how to take care of different parts of the body by miming different actions and having the children guess what you are doing, for example brushing your teeth and washing your face.
- Continue to encourage the children to take care of their bodies independently at school and at home, for example going to the toilet, washing hands, dressing themselves and washing their bodies.

## Resources

*Smart Start Nursery 2 Workbooks*; equipment for physical activities, for example: skipping ropes, balls, balancing beam; paper, crayons, paints and paintbrushes; clay, play dough or plasticine

## Suggested teaching guidelines

### Letter Work

#### Revision

- Continue to revise basic greetings, instructions and other conversational English the children have learnt this term.
- Revise the songs, rhymes and stories the children have learnt this term.
- Have the children complete pages 84 and 85 of the *Smart Start Nursery 2 Letter Work Workbook* to revise writing the letters 's' to 'z'.

### Number Work

#### Revision

- Continue revising counting forwards and backwards from 1 to 20 with the children.
- Revise how to compare two sets of different objects that are equal to each other in number, for example: 13 pencils and 13 crayons, and 17 books and 17 counters.
- Revise how to rearrange numbers from 1 to 10 from the lowest to highest, and from highest to lowest with the children.

### Civic Education

#### Revision

- Use the pictures on pages 72 to 75 of the *Smart Start Nursery 2 Civic Education Workbook* to revise the topics taught this term.
- Have the children colour in the pictures, where appropriate, and role-play some of the scenarios, for example: feelings and showing appreciation.

### Basic Science & Technology

#### Revision

Use the pictures and activities on pages 46 to 48 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* to revise dangerous situations and their prevention with the children.

### Physical and Health Education (PHE)

#### Revision

- Revise the correct sitting, standing and reading postures with the children.
- Observe and monitor the children to ensure that they maintain the correct postures.
- Stimulate the children to participate in physical activities such as dancing, climbing, balancing, jumping and playing with a ball.
- Monitor the children while performing physical activities and playing with others.

## Social Habits

### Revision

- Revise the different forms of child abuse taught during the term: child labour, begging, hawking, sexual exploitation, battering and neglect and starvation.
- Tell age-appropriate short stories or describe scenarios relating to different kinds of child abuse and ask the children to identify the form of abuse involved.

## Food and Nutrition

### Revision

- Revise personal hygiene with the children by playing a game where you role-play a good hygiene habit (for example, brushing your teeth) and the children say what you are role-playing. Have the children play this game in pairs or small groups.
- Continue to encourage the children to practise good hygiene with their food flasks and water bottles.

## Health Habits

### Revision

Continue to revise parts of the body and how to take care of the body with the children through pictures, rhymes, songs, story books, games and role-plays.

### Extension activity

- Have the children draw or paint self-portraits showing the different parts of the body. They can label them as well.
- Alternatively, have the children make models of their bodies using clay, play dough or plasticine. Ask them to identify the different parts of the body on their models.

### Resources

*Smart Start Nursery 2 Workbooks*; children's assessment records; Term 3 report cards, if applicable

### Suggested teaching guidelines

#### Letter Work

##### Term 3 Assessment/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 86 and 87 of the *Smart Start Nursery 2 Letter Work Workbook* independently. Note: There is also an end-of-year assessment on pages 88 to 90 of the *Smart Start Nursery 2 Letter Work Workbook*.
- Mark each child's completed assessments and update their 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/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 69 and 70 of the *Smart Start Nursery 2 Number Work Workbook* independently.
- Mark each child's completed assessment and update their 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/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 76 to 82 of the *Smart Start Nursery 2 Civic Education Workbook* independently.
- Mark each child's completed assessment and update their 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/Examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 49 and 50 of the *Smart Start Nursery 2 Basic Science & Technology Workbook* independently.
- Mark each child's completed assessment and update their 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 and Health Education (PHE)**

### **Term 3 Assessment/Examination**

- 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/Examination**

- 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.

## **Food and Nutrition**

### **Term 3 Assessment/Examination**

- 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/Examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 3 Assessment chart the 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
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1 to 20 (in the language of the immediate environment and English)</li> <li>Carry out simple calculations</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Express self through play, music and dance etc.</li> <li>Share things with others</li> <li>Develop more self-confidence and show confidence in others</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Recognise dangerous objects, actions and situations that can cause accidents</li> <li>Avoid dangerous objects, actions and situations that can cause accidents</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Maintain the correct postures for sitting, standing and reading</li> <li>Perform physical activities</li> <li>Play with caregivers and other children</li> <li>Avoid dangerous play in the environment</li> <li>Avoid dangerous objects</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Identify forms of child abuse</li> <li>Interact freely with other children</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Wash hands before eating</li> <li>Wash hands and mouth after eating</li> <li>Make attempts at cleaning up the table or dishes</li> <li>Wash fruits before eating</li> <li>Avoid unripe fruits</li> <li>Demonstrate good hygiene habits</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Identify different parts of the body</li> <li>Care for different parts of the body</li> </ul>				