

## CHAPTER 9 CURRICULUM AREAS TOUGHT IN ECDE

### *a) Teachers education*

1. Learning approach/instructional
2. Language activity
3. Material development
4. Child growth and development
5. Social environmental activities
6. English language
7. Curriculum development
8. Child psychology
9. Foundation and management
10. Child health, nutrition and care
11. ECDE curriculum
12. Guidance and counseling and child right
13. Lughaya Kiswahili
14. Mathematics activities
15. Science activities
16. Music and movement activities
17. Creative activities
18. Physical/outdoor activities
19. General knowledge
20. Introduction to research
21. Religious education
22. Community development

### *ECDE centres/learning areas*

1. **Language activities** that involves storytelling, rhymes, poems etc
  - The curriculum recognizes the importance of language as a medium through which children learn to communicate their feelings with others.
  - Language is a tool for facilitating learning
  - Enables children to develop oral, reading and writing skills during their early years.

#### *a) Oral skills*

- They include listening and speaking skills

- Activities to enhance this include:
  - ✓ Imitation of sounds
  - ✓ News telling
  - ✓ Story telling
  - ✓ Singing
  - ✓ Reciting
- b) *Reading skills*

Involves observing and interpreting details in pictures, symbols etc

c) *Writing skills*

Children are prepared for actual writing which is an important tool for communication.

Activities includes;

- ✓ Scribbling
- ✓ Drawing
- ✓ Modeling
- ✓ Colouring
- ✓ Painting

**2. *Mathematics activities***

- It involves sample number activities
- The curriculum recognize this to start in early years
- Development of mathematics activity implied in logical thinking to apply knowledge acquired and to analyze situations and make rational decision.

**3. *Physical and outdoor activities***

- Outdoor activities involves;
  - ✓ Skipping
  - ✓ Throwing and catching
  - ✓ Sound play
  - ✓ jump play
- Outdoor activities are given attention in the curriculum because they foster mental, physical, social, emotional development and creating in children.
- Speech development
- Health fitness.
- Promote growth and development

Major categories of outdoor activities

- ✓ Body movement without apparatus
- ✓ Body movement with apparatus
- ✓ Games
- ✓ Swimming

#### ***4. Science activities***

- Involves classification, sorting and identifying

Importance of science activities

- ✓ Is a tool way for development today.
- ✓ Identify children as natural curious
- ✓ It lays a foundation for the children in learning science

Area studied in science activity

- ✓ Animals an plants
- ✓ Classification
- ✓ Experimentation
- ✓ Field excursion

#### ***5. Social activity***

- ✓ It creates awareness and understanding of the world children live.
- ✓ It enables a child to be familiar with their environment.
- ✓ It enhances social skills.

#### ***6. Creative activities***

- ✓ Involves drawing, coloring, modeling, paintingetc
- ✓ Creative activities is a medium of communication through which children express themselves
- ✓ Enables children to develop coordination skills
- ✓ Enable children to express their emotion through manipulating activities.

#### ***7. Music and movement activities***

- ✓ They promote children development
- ✓ Enables children to develop social skills
- ✓ Enables children to appreciate music and other communities' culture.
- ✓ Enables children to express their feelings of joy

#### ***8. Religious education activities***

- ✓ To boast moral and spiritual development of the children
- ✓ Activities include;
  - Learning about God
  - Creation

- Prayer
- Place of creation

**9. Life skills activities**

Equips learner with essential values and guidance principles to cope with every days challenge.

**CHAPTER 10**

**RECORDS MAINTAINED IN AN ECDE CENTRE**

1. Health record
  2. Attendance register
  3. Lesson plan
  4. Scheme of work
  5. Log book
  6. Visitors book
  7. Financial record
  8. Progress record
  9. Record of work covered
  10. Store record (inventory)
  11. Time tables
- Effective record keeping is always important function of management of a programme
  - Generally we have two types of records maintained in an ECDE centre

**1. Financial record**

This includes;

**Cash book**

➤ A special ledger that contains cash account and bank account of an ECDE centre

Receipt book

➤ A book that is used to record all money received

**Payment voucher**

➤ All payments should be done through a voucher

➤ A voucher shows the dept, amount and the item money was spent on

**2. Professional record**

These professional records are teacher related. They include;

**i. progress record**

A tool that is used to monitor the holistic development of a child.

It includes the following:

**TUTORS MOSES OLECK & JACINTA MBAJO**

- Areas covered
- Level of achievement
- Areas of difficulties

CLASS: THREE

AGE:

7-11 yrs

ACTIVITY AREA: Mathematics activity

Name of the child	Activity				
	Sorting and grouping according to colour	Sorting and grouping according to shape	Sorting and grouping according to size	Pairing and matching	Counting number
Bella p. Pendochombo Saidipechwa Otienoonyango					

**ii. Health record**

- It shows the health status of a child
- It includes daily health progress, other special need, accidents, and immunization.

Name : Jacob Pendo Parent/ Guardian : Ponda Kachona

Dare of birth: 20.4.2011

Contact address: Box 3Rodi

Sex: Male

	Date	Date	Date	Date	Date	Date	Date	Date
immunization	1/2/2000	3/3/2001	3/2/2002					
B.C.G								
D.P.T								
Polio								
Measles								

**Any other observation**

Date	Illness	Action taken	remarks
21/3/2013	Malaria		

iii. **Record of work**

Refers to the amount a teacher has covered at the end of a sub theme.

Date	Theme	Sub theme	Remarks	Sign
3/5/2014	Animals	Wild animal	Learners participated effectively	

**General assessment**

- Assessment is process through which the quality and quantity of learning process of a given activity within a specified period of time can be gauged.
- It aids in the improvement of task performance by both the teacher and the learner.
- It establishes the child ability of attaining learning experiences by checking whether learning objectives have been achieved and whether progress is being made.

Purpose of assessment

- I. Monitor and promote each Childs holistic development
- II. Plan adequately and understand the learners ability
- III. Evaluate the teaching method and learning resources in order to adopt relevant teaching strategies
- IV. Upraise behavior attitudes
- V. Classify learners for further development of skills
- VI. Motivation toward improvement
- VII. Obtaining a basis for correction of weakness and inadequacies in activities and approaches.
- VIII. Contributes towards research for placement.

Methods of assessment

- ✓ Oral interviews
- ✓ Observation
- ✓ Writing tasks
- ✓ Growth monitoring and promotion. (G.M.P)
- ✓ Making use ofEARC’S (Educational Assessment Resource Centres)

Application of assessment record result.

- Group children accordingly
- Vary methods and materials during application

- Promote children to the next level
- Identify children who need early intervention
- Provide remedial assistance for needy children.

NB all school properties must be entered into records called LEDGERS

Schools stores ledger may be classified into 3.

- ✓ Permanent records
- ✓ Consumable
- ✓ Expendable records

*Permanent store ledger*

Used to record properties with usefulness exceeding 2 yrs. Example radio, sewing machine, tables, wheelbarrows, jembes, chairs etc.

*Consumable store ledger*

- This consists of items that get used up. Examples chalks, exercise books, glue, ink, pens etc.
- They are in more demand than permanent items.
- A special double page as normally reserved for item.

*Expendable records*

This item got worn out during use but they are not used up eg brooms, textbooks, rules, volleyball nets etc.

## **CHAPTER 11**

### **ISSUES AFFECTING ECDE CURRICULUM**

- Environmental development
- Rural/urban migration
- Cultural beliefs
- Societies demand
- Free primary education
- HIV/AIDS
- Complimentary approaches-HEP
- Gender
- Draught and famine
- Economic development