MINISTRY OF EDUCATION

REPUBLIC OF GHANA

KINDERGARTEN CURRICULUM
(KG 1&2)

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Kindergarten Curriculum for Preschools
Enquiries and comments on this Curriculum should be addressed to:
The Executive Secretary
National Council for Curriculum and Assessment (NaCCA)
Ministry of Education
P. O. Box CT PM 77
Cantonments
Accra
Telephone: 0302909071, 0302909862
Email: info@nacca.gov.gh
Website: www.nacca.gov.gh
FOREWORD

The new curriculum for Ghana’s primary schools, dubbed — curriculum for change and sustainable development — is standards-based. It is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable, if we are to meet the human capital needs of our country required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. It encourages the use of information communication technologies (ICTs) for teaching and learning as teaching and learning material (TLM).

The curriculum for change and sustainable development has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana’s school-going girl and boy; the curriculum for change and sustainable development has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly, the role of the teacher is to make this curriculum work for the intended purpose to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes. The support that teachers need is duly recognised and endorsed by my Ministry and support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. This is because teachers matter in the development and delivery of the standards-based curriculum. Therefore, we will continue to support them on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for change and sustainable development for the primary schools of Ghana.

Dr. Matthew Opoku-Prempah
Hon. Minister of Education
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RATIONALE
The rationale for the Kindergarten Curriculum is to provide through play and use of creative learning and teaching approaches a positive learning experiences to learners at this level so as that they are ready for school. The first eight years in a child’s life are the formative and the most critical years and require that the learning to which they are exposed are appropriate in enhancing their curiosity, creativity and critical thinking. The kind of physical and psychological environments that are created, the interactions and the experiences adults have with learners influence and have lasting effects on them. At this stage the child requires basic needs like nutrition, warmth, health, security, interaction and stimulation for social, emotional psychological, physical and cognitive development. It is during this stage that the child establishes learning patterns, attitudes, personality and a sense of being. Learners generally learn by practice and this is done naturally and best through play. They are very active, curious, and explorative and enjoy listening to stories. This natural tendency should be the basis for designing teaching and learning programmes for young learners.

Since learners learn better in a positive learning environment, where they feel emotionally and physically safe to enjoy learning, play-based learning this curriculum has at its heart this practices essential for motivating learners to attend, stay in school and perform better socially and academically. An integrated, inquiry and discovery approach to teaching and learning will foster caring, supportive and committed relationships between teachers and learners, as well as between learners and their peers. Teachers become more confident in their practice, feel trusted by learners, and can develop better classroom management and positive discipline practices. Play-based learning further helps to develop the inherent potential of learners and the critical thinking and imagination skills.

PHILOSOPHY
The Early Years learning curriculum is informed by three main philosophical ideas, namely the Brain research, Developmental theory and the Social Constructivism. Firstly, learner’s brain; from birth to ages eight undergoes maximum development. During this developmental period, the young child’s brain is extraordinarily active, developing very fast, and this is the optimal time for learning and development for life. Early years are critical and very important because the experiences a child encounters at that period have a decisive impact on the development of connections in the brain. During this critical and “sensitive period” of the early years, the child develops language and literacy skills, physical, psycho motor, cognitive, emotional control and interpersonal social skills. It is important for every growing child to be exposed to learning experiences that are positive, appropriate and holistic instead of fragmented and compartmentalised.

LEARNING PHILOSOPHY
Developmental theories affirm that learners go through distinct and unique stages in their development as they move through their early years. Every child is very unique and develop at their own pace. In language and cognitive skills development, learners go through different stages that are unique. This curriculum identifies the individual differences and variability in a child’s development and affirms that the differences would not be seen as deficit or weaknesses, but rather rich and appropriate developmental experiences to help them bridge home and school experiences. This curriculum ensures that classroom experiences are made rich and activities are developmentally appropriate to cater for the different and unique stages.
Further, the current curriculum relies on social constructivist philosophical notions which emphasise that learners learn better when they are actively involved in their own learning: Learning is a social and interactive process. Learners learn better when they interact and share ideas with adults and other knowledgeable peers around them. The typical characteristics of the learners at the early years is that they are active, explorers, builders, also extremely curious and thus learn best when they are involved actively in their own learning process. For such learners, learning and play are inextricably linked and as learners play and interact with their friends, they learn better.

Finally, to promote high quality learning, that is functional, meaningful, and authentic, the growing child needs a safe, warm, nurturing, and welcoming Physical, social, emotional and psychological environment. This is vital because research affirms that the type of environment created for the child is key to their successful development and a brighter future.

**TEACHING PHILOSOPHY**
Participatory activities, play-based and child-centred experiences must be established in the classroom to enable learners reflect on their experiences, collaborate and interact with other peers and adults. They should engage actively and connect what they are learning to their lives daily. Learning must be made functional, with the use of real life experiences to help the child apply lessons learned to their daily lives.

Integrated approaches and play methods should be used alongside inquiry and discovery in delivering the early childhood curriculum. Through play, learners make sense of the world around them and develop an internal process of inquiry that allows them to think critically and creatively about their environment and what they are learning. Play is critical for developing learners’s core skills, which are not only foundational for healthy child development, but are also building blocks for success in school, especially in the areas of literacy, numeracy and science.

A child’s brain is not compartmentalised. The child learns better when the learning is integrated and holistic. Therefore, an integrated and thematic approach will be used to integrate the various subjects and experiences that will be provided to these young ones. Teachers are encouraged to use experiential teaching and learning methodology to actively engage learners in their learning processes.

To promote critical and creative thinking, inquiry and discovery approaches will be used to enable these young learners solve social problems. Since language development is crucial at this period, literacy skills will be integrated across the curriculum. A rich literate environment will be created in each classroom to encourage the young learners reflect, think, create, find out things for themselves, satisfy their curiosity; ask questions, criticize, solve problems; observe, view information critically, and assimilate new knowledge. In addition, learners will be provided with materials and opportunities at different centres or corners of the classroom to explore and to independently carry out activities in order to help them achieve curriculum objectives in all areas.

Inclusive and differentiated learning strategies will be used to connect learning to the abilities of all learners including learners with special needs. Interesting and child-friendly digital and ICT programs and software will be integrated in the learning process to give a hands-on practice for learners to experience the use of technologies. The rigidly structured and teacher-centred methods of teaching should be avoided.
GENERAL AIMS
The Kindergarten Curriculum is aimed at developing individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens.

SPECIFIC AIMS
The overriding aim for the KG integrated thematic curriculum is to promote early literacy and numeracy as well as the requisite social skills that equip young learners with effective foundational language, literacy and numeracy to enable them:

1. Acquire the six essential skills in language and literacy (phonemic awareness, concept of print, alphabetic knowledge and phonics, vocabulary, comprehension, fluency) and use them effectively in their everyday reading and writing activities, i.e. to communicate orally, and read fluently with understanding in both the Ghanaian languages and English and also be able to write.
2. Acquire the basic skills that will assist them decode print thereby creating love for reading and writing.
3. Develop essential numeracy (counting, basic number operations, shapes, data collection etc.), generic and analytical skills that would enable them to solve their everyday mathematical problems.
4. Develop the appropriate socio-cultural interactive skills that will assist them communicate knowing what to say to who, how to say it and when to say it.
5. Develop the spirit of curiosity, creativity, innovation and critical thinking for understanding and developing themselves, their local and global environment.
6. Develop the awareness of the effective use of ICT e.g. (digital literacies, be interested in watching appropriate videos etc.)
7. Develop effective psychosocial skills for long term learning that would enable them to have a smooth transition in education in later years.

TEACHING AND LEARNING EXPECTATIONS
- Use play-based learning methods in delivering the curriculum, providing for experiential teaching and learning to help engage all learners in their learning.
- Prepare and make use of child-friendly instructional materials that actively engage learners with different learning abilities and enhance their understanding.
- Plan and organise a stimulating environment and print rich learning materials that support learners’ physical, emotional, social and intellectual development.
- Employ multiple informal assessment methods to gather data about learners’ abilities to guide teaching and learning and to provide feedback to both learners and parents.
- The instructional practices should encourage learners to use their senses in a variety of situations to build the skills of observing, comparing, experimenting, etc. These form the basis for the formation of positive and practical attitude to life.
- Central to instructional expectations are the 5Cs, which are key attributes that need to be developed in all kindergarten learners.
These are:
- Self-Confidence
- Communication
- Cooperation
- Curiosity
- Concentration

CORE COMPETENCIES
Core competences describe a body of skills that teachers at all levels should seek to develop in their learners. The competences presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning. Core competences include the following:

Critical Thinking and Problem Solving (CP)
Developing in learners’ cognitive and reasoning abilities to enable them to analyse and solve problems. Learners will be able to analyse and find solutions to problems using their own experiences. This will allow learners to embrace the problem and take responsibility for their own learning.

Creativity and Innovation (CI)
This competence will help learners to develop an entrepreneurial skill that requires imagination, (ingenuity of ideas, arts, technology and creativity. Learners will be able to think independently and create solutions to address problems.

Communication and Collaboration (CC)
Learners will be able to use languages, symbols and texts to exchange information about themselves and their experiences. Learners will actively participate in sharing ideas and engaging in dialogues. This will be able to boost their listening and speaking skills. They will also learn to listen, respect, value other people’s views and be able to work together with peers.

Cultural Identity and Global Citizenship (CG)
Develop learners to put country and service first by making them understand what it means to be active citizens. Inculcating in them a strong sense of environmental, social, and economic awareness, with emphasis on protecting the environment. Learners make use of the knowledge, skills, attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Build skills to critically analyse cultural trends, identify and contribute to the global world.
Personal Development and Leadership (PL)
Improving self-awareness, health, building self-esteem; identifying and developing talents, skills, of self and others. Also, fulfil dreams and aspirations. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience, and self-confidence; exploring leadership, self-regulation and responsibility, and developing love for lifelong learning.

Digital Literacy (DL)
Developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)
A central aspect of this integrated thematic curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application
- Language Skills
- Attitudes and Values

Knowledge, Understanding and Application
Under this domain, learners acquire knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing, etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesize knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of rhyme/poem/music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours namely, “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases tends to stress knowledge acquisition to the detriment of other higher-level behaviours such as applying knowledge.
Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which the teacher has to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – surface learning – to a new position called – deep learning. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

**Knowing:**
This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall concepts already learnt and this constitutes the lowest level of learning.

**Understanding:**
This is the ability to explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based on a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial, or symbolic.

**Applying:**
This dimension is also referred to as “Use of Knowledge”. It is the ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.

**Analysing:**
This is the ability to break down concepts/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognize unstated assumptions and logical fallacies; ability to recognize inferences from facts etc.

**Synthesizing:**
This is the ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organize, create and generate new ideas and solutions.

**Evaluating:**
This is the ability to appraise, compare features of different things and make comments or judgment, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some concepts based on some criteria.

**Creating:**
This is the ability to use information or materials to plan, compose, produce, manufacture or construct other products.
From the foregoing, creating is the highest form of thinking and learning and is therefore a very important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking skills, beginning right from the lower primary level, it is advised that teachers do their best to help their learners develop analytic skills as it has been said already.

ATTITUDES AND VALUES
At the heart of this curriculum is the belief in nurturing honesty, creativity and responsibility. So every part of the curriculum, including the related pedagogy is consistent with the following set of values.

- **Respect:** Respect for the nation Ghana, its institutions and laws, the culture and respect among citizens and friends of the nation.
- **Diversity:** Ghana is a multicultural society where every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for national development. The curriculum promotes social cohesion.
- **Equity:** The socioeconomic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana’s learners are from different backgrounds, which require the provision of equal opportunity to all.
- **Commitment to achieving excellence:** Ghana’s learners must be taught to appreciate the opportunities provided through the curriculum and strive to do their best in their fields of endeavour as citizens. The curriculum encourages innovations, creativity, critical thinking and the use of contemporary technology.
- **Teamwork/Collaboration:** Ghana’s schools are to be dedicated to a constructive and team-oriented working and learning environment. This also means that learners should live peacefully with all persons with an attitude of tolerance and collaboration.
- **Truth and Integrity:** The curriculum aims to develop learners into individuals who will; consistently tell the truth irrespective of the consequences, be morally upright with the attitude of doing the right thing even when no one is watching, and be true to themselves and the law. Learners will be able to possess the value of honesty, truthfulness and compassion.

ASSESSMENT
Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learners’ response to instruction.

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment as learning and Assessment for learning.
Assessment as learning: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility for their own learning to improve performance. Learners set their own goals and monitor their progress.

Assessment for learning: It is an approach used to monitor learners’ progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners’ performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn. At the KG level of education, authentic assessment methods (observation, checklist, running records, portfolios, etc.) will be used.

Assessment of learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner’s cumulative progress and achievement. It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, teachers should try to select indicators in such a way that they will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When one develops assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a “Criterion-Referenced Assessment”. In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure one uses i.e. class assessments, demonstrations, projects, etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

SUGGESTED TIME ALLOCATION
On an average two to three hours per sitting, of depending on the age and level of learners, each period consisting of thirty minutes, is allocated to the teaching relevant physical play-based activities with equal participation, co-ordination of each learner to develop their cognitive skills at the Preschool level.

PEDAGOGICAL APPROACHES
These include the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed, and feedback is provided to the learner and other stakeholders such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners make the expected level of learning outcomes. The curriculum emphasises:

- that the use of relevant active play-based methods in the curriculum delivery will be paramount as research has established that learners learn better through play
- Thematic integrated method will be used to integrate experiences from the various learning areas as research indicates a child’s brain is not compartmentalised. Subject teaching should therefore not be used at the kindergarten level.
that a rich literate environment will be created to encourage young learners to solve problems, satisfy their curiosity, ask questions, think and create, in order to acquire new knowledge.

- the creation of learner-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning
- the positioning of inclusion and equity at the centre of quality teaching and learning
- the use of differentiation and scaffolding as teaching and learning strategies ensuring that no learner is left behind
- the use of Information Communications Technology (ICT) as a pedagogical tool
- the integration of assessment into the teaching and learning processes as an accountability strategy

Inclusion
Inclusion is to ensure access and learning for all learners including learners with special needs (gifted/talented-less academically endowed, physically/socially challenged etc). All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities should ensure that the learners’ right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners’ diversity and their special needs in the learning process, which will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:

- learning that is linked to the learner’s background and to their prior experiences, interests, potential and capacities.
- learning that is meaningful because it aligns with learners’ ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life).
- the creation of a calm and friendly emotional environment that is welcoming to all learners and supportive of their learning.

Differentiation and Scaffolding
This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process where the teacher takes account of the differences in the way learners learn. The teacher varies the teaching content, methodology and materials to suit the needs of particular learners. Differentiation could be by content, task, questions, outcome, groupings and support. This ensures maximum participation of all learners in the learning process.

Differentiation by task involves teachers setting different tasks for learners of different ability. For example, in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.
Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning episode, experience or concepts into smaller parts and providing learners with the support they need to learn each part. The process may require a teacher to work with a learner having difficulty with writing to first develop fine motor skills through pre-writing activities such as writing in the sand, scribbling on paper, screwing and unscrewing bottle lid. This will enable the learner to develop control over the muscles and be more ready to hold the writing material to write.

Common scaffolding strategies available to you the teacher include:

- giving learners a simplified version of a task or instruction, and then gradually increasing the complexity or difficulty over time
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding
- giving learners an example or model of a task they will be asked to complete
- developing learners’ phonological awareness to enable them read simple words and sentences
- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve
- explicitly describing how the new lesson builds on the knowledge and skills leaners were taught in a previous lesson.

Information Communications Technology

The Ministry of Education’s ICT Education Policy identified ICT integration into the teaching and learning of all subjects as one of the three domains that any curriculum for schools in Ghana needs to address. This curriculum is designed to enable the use of ICT as a teaching and learning tool to enhance deep and independent learning. It is expected that when ICTs are used as a teaching and learning aid, the ICT in Education Policy’s expected outcomes will be achieved. An expected outcome that this curriculum aims to achieve through ICT use for teaching and learning is to enhance teachers’ planning and delivery of the curriculum. This can be achieved through:

- teacher’s use of ICT to access information relevant to kindergarten education
- use of ICT tools (e.g. radio, TV, mobile phones) during teaching and learning
ORGANISATION OF THE KINDERGARTEN CURRICULUM

The curriculum is organised under key headings and annotations.

ANNOTATION

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in Figure 1:

![Diagram of Curriculum Reference Numbers]

*Figure 1: Curriculum Reference Numbers*

- **Strands** are the broad areas/sections or the Thematic content to be studied.

- **Sub-strands** are the sub-themes or sub topics under each strand around which the content is organised.

- **Content standard** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

- **Indicator** is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

- **Exemplar** refers to support and guidance, which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.
ORGANIZATION OF THE INTEGRATED THEMATIC CURRICULUM FOR EARLY YEARS:

Helpful notes and Guidelines for the teacher to effectively implement the KG curriculum

It is very important and critical for every teacher to understand the reasons for adopting the integrated approach of teaching in the early years of school instead of the subject-based approach. Every teacher should take time and read these notes and guidelines meant to help us to effectively implement the Integrated Thematic KG curriculum. Let us take time to read the notes.

The curriculum model known as Integrated thematic curriculum is not new in Ghana but the general observation and experience shows that there was some difficulty in handling the thematic instruction. One possible reason was that there was limited explanation on what the approach is and how to use it. To start with, we will answer these two questions: What is an integrated thematic curriculum? What is a thematic approach to teaching and learning or Instruction?

An integrated thematic curriculum model is the organization of a curriculum around big and broad “real life themes” instead of subject topics. A theme is a central idea around which teaching and learning is designed. Integrated curriculum is an educational model for decreasing instruction in isolated academic subjects. This is a way of teaching and learning, whereby many areas of the curriculum are connected together and interwoven within a selected broad theme. The focus is no longer on teaching the individual subjects in isolation but rather connecting the knowledge in one discipline to another in the attempt to solve real life issues.

- As we have read from our philosophy statement earlier, the integrated thematic approach to organizing curriculum is based on the idea that learners acquire knowledge best when learning experiences are coherent, holistic, practical, authentic and in real-world context.
- Integrated learning encourages students to see the interconnectedness and interrelationships between the curriculum areas rather than focusing on learning in isolated curriculum areas.

The integrated thematic approach was adopted for the Early Years curriculum because of these five major reasons:

1. As international research has shown, it is closely related to how learners and adults learn in the real world. It promotes holistic and in-depth study of a topic. In the real world, learners learn better when they are interested in a particular topic. They do not learn in bits and pieces because their brains are not compartmentalised.
2. It encourages meaningful learning. During thematic instruction, students construct their own meaning, gain new insight about themes and sub-themes they are studying and use the new knowledge meaningfully outside the classroom in the real world.
3. It promotes transfer of concepts and knowledge across different disciplines. Learners make connections between different disciplines they are learning instead of perceiving them as individual and isolated disciplines.
4. It minimises forgetfulness of key issues in education through the process of planned repetition.
5. It promotes higher-order skills and critical thinking in learners because the learners are actively involved in the learning process, formulating their own problems and finding solutions to them. An integrated classroom is a learner-centred classroom where learners are actively involved in their own learning.
In this KG curriculum for instance, the major focus is on teaching the following four basic subjects or learning areas,

- Language and Literacy, (compromising Oral Language, Reading and writing),
- Numeracy (Mathematics),
- Creative Arts, and
- Our World and our People. (Our world and Our People is a new body of knowledge that integrates Religious and Moral Education, Civics, Geography, Agriculture Science and Computing)

Due to the integrated nature of this KG curriculum, all the major themes (strands/topic) derived from the four learning areas (Language and Literacy-LL, Our World and Our People-OWOP, Numeracy-N, Creative Arts-CA) to be studied are integrated, and interwoven in the instruction of the language skills. These learning areas are inter-connected in a more meaningful manner during the weekly and everyday instruction using broad everyday themes (strands) that the learners will relate to.

Note that, although in KG1 and KG2, all these subjects will be integrated, yet starting from B1 to B3, the four disciplines will be taught separately. Teachers are encouraged, however, that they must continue to help learners see the interconnections between the topics in the major disciplines and provide learning experiences that will be meaningful and functional for the learners.

Integration of the 4 Learning Areas
Another key concept of this curriculum worth noting is that the four major disciplines/subjects that are to be studies in he KG and primary school are in themselves very broad areas with sub-learning areas that are all integrated. To effectively teach these subjects, we need to pay attention to the components, subskills or other learning areas that are integrated. Like a puzzle, there is the need to pay attention to the pieces as well as we try to fix the whole picture.

First, let us look at Language and Literacy
There are four main language skills to develop in learners right from the early years in other to help them become successful in their future education. These skills are:

- Listening (Oral language)
- Speaking (Oral language)
- Reading
- Writing

Explanation of the meaning of the four skills is as follows:

- Listening
This is the ability to accurately receive, attend to, understand and interpret messages in the communication process, e.g., the ability to listen to, understand and follow directions, instructions etc. given in a language. This is closely related to Speaking. The two skills move together.
• Speaking
This is the ability to speak a language clearly, and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practise to perfection because it serves as a foundational skill to other language and literacy skills.

• Reading
Reading which is a receptive skill is closely linked to Listening. This is the ability to receive a written message through reading it, attend to it, and understand what is conveyed in a piece of writing/print. The reader must be able to read fluently, coherently, understand what is read before responding to it. The reader responds to something that is read in many way; answer questions arising from the passage/text read, retell, summarize texts read in his/her own words to show understanding of the texts, act it out or write a response to it. Reading is closely linked to Writing and must not be treated as an isolated skill.

• Writing:
It is the ability to express one's thought clearly and comprehensively in writing. Writing may be in the form of scribbling, drawing, simple sentences, short essays, compositions, summaries, letters, etc.

The relationship among these quadruplet skills is that “Listening” and “Reading” are referred to as “Receptive Skills”; the skills through which a learner receives communication or a message. “Speaking” and Writing” are referred to as the “Productive/Expressive Skills” because these skills help the learner to respond to a message received, or knowledge acquired, by expressing his/her understanding either through speaking the language and/or through writing. When a child scribbles, draws, paints, writes new stories, letters, simple sentences, short essays, or any form of compositions, he/she is producing language. It is in this context that we need to teach these skills and not see them as isolated skills.

Besides the dimensions just discussed, learning language and literacy involves the acquisition of two major behaviours. These are “Knowledge and Understanding” and the “Use of Knowledge”. “Knowledge and Understanding” refers to the ability to identify and recall, for example, letter-sound relationship, manipulation of sounds in speaking and writing, etc. acquired through Listening and Reading and the principles of grammar acquired through instruction. “Use of Knowledge” implies the ability to use the language in writing and in speaking.

Reading is another complex skill which has many other components. For learners to become fluent and skilled readers, they need to acquire the following six essential components of reading. These are phonemic awareness, concept of print, alphabetic knowledge and phonics, vocabulary, comprehension, fluency) as well as the other learning areas (numeracy, our world and our people and creative arts). This is because the appropriate integration of the language and literacy skills into the other learning areas and vice versa promote learners’ early literacy acquisition that will prepare them to succeed in the higher academic and social endeavours.

In this integrated thematic KG curriculum, the strands (themes) are taken from Our World and Our People of which the other learning areas are interwoven, therefore the teacher must think through and plan as well as adopt strategies and activities that will facilitate the connection.
It is therefore important to create communication-rich and print-rich classroom environments that will help motivate learners to use and experience authentic ways which in turn fosters the foundational language and literacy skills. It is essential for the teacher to label the major objects (board, door, windows, teacher’s table, learning centres), teaching and learning materials and other classroom displays bilingually (in a Ghanaian language and the English language) to promote bilingualism and biliteracy.

**The Six Essential Language and Literacy Skills**

**Phonemic Awareness:** Awareness to recognize that spoken language is made up of series of sounds. Learners need to have the ability to notice, think about, and work with the individual sounds in spoken words.

**Concept of Print:** The knowledge and skills of identifying, understanding and working with print. Learners need to know how print works (writing/reading from left to right, top to bottom, proper handling of books/print, etc.)

**Alphabetic Knowledge and Phonics:** Ability to identify the letter names and their respective sounds and the manipulation of the sounds to make meaningful words. Learners need these knowledge and skills to enable them work out appropriate patterning of words into meaningful utterances and writing. Phonics instruction teaches learners the relationship between the letters of alphabets of a written language and the individual sound(s) they make in spoken language (letter-sound relationship).

**Vocabulary:** Words that learners must know to enable them interact effectively. Effective vocabulary instruction broadens learners’ sight words that facilitates fluency and comprehension.

**Comprehension:** Ability to understand spoken language as well as written text. Having rich interaction and frequent reading to learners promote their comprehension of words or utterances.

**Fluency:** Ability to read a text correctly and quickly. This language and literacy skill enables the learner to become familiar with words so much so that the recognition of such words is automatic to them and they read them without effort. The skill is crucial to language and literacy development because it provides a bridge between word recognition and understanding (comprehension).

**Oral Language (Listening and Speaking)**

Oral language activities (Listening and Speaking) enhance the acquisition of the six essential skills. These activities include songs, rhymes, storytelling, role play/dramatization, conversation, reading to learners, shared reading, listening comprehension, giving and responding to commands/instructions/directions, making and responding to requests, presentation, etc. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing, carry out instructions and speak both the Ghanaian and the English languages with confidence.

Oral activities such as community circle time, discussion using conversation posters or wordless books, etc. are good platforms to introduce the strands and/or sub-strands.
The teacher must endeavour to do frequent read aloud with learners especially in the English language so that they will be exposed to the oral aspect of the languages. The daily/frequent reading must integrate the instruction of the language skills. This practice will facilitate their language skills, enrich their vocabulary and inculcate in them the habit of reading.

Above all, the teacher must endeavour to use the mother tongue-based bilingual medium of instruction (MTB-BMoI) and consciously teach the languages as much as possible in play-based activities so that learners will be able to acquire effective skills in speaking.

**Language and Literacy skills**

**Steps in designing this Integrated Thematic Curriculum:**

1. *Selection of the themes* - As mentioned earlier on, the themes are broad concepts that are connected to the everyday life of the learners. They are content area themes that are meaningful and relevant to the learners.

The following are the seven themes/strands around which the content of the curriculum is woven:

- All About Me
- My Family
- Values and Beliefs
- My Local Community
- My Nation Ghana
- All Around Us
- My Global Community

These themes are very broad and cover the two years, KG 1 and 2. In the second part of the curriculum, these themes are broken down for you again into what you will find as sub-Strands. The Curriculum planners selected the sub-themes from Our World, Our People.

The Content Standards are the statements that define what learners should know and be able to do in various disciplinary areas. These include the knowledge (facts, concepts and principles), skills (processes, strategies, and methods), and attitudes. Each CONTENT STANDARD HAS ONE OR MORE INDICATORS which are more or less similar to the lesson objectives that you want to achieve at the end of the instruction, i.e. what the learners should be able to do. The sub-topics or what is termed the content indicators are from across the other disciplines. For instance, the big theme, “All About Me” is broken down into sub-themes content standards as follows (Check the content Standards column for the breakdown of each content)

Throughout the various units, learning experiences from Language and Literacy, Mathematics and Creative Arts are interwoven in the instruction.

2. *Designing the integrated curriculum*–
To effectively integrate the subject areas, two types of integration were considered. These are **Inter-disciplinary integration** and **Intra-disciplinary integration**. These are explained to help you understand how this section was organized. **Inter-disciplinary integration** is an integration or combination of two or more subject areas to create one discipline. Our World and Our People is an example of an inter-disciplinary subject because over five different subjects were put together as listed early on. With this integration, subjects that have traditionally been taught separately are combined into a single integrated discipline.

**Intra-disciplinary integration** is an integration of different skills that are emphasized in one discipline. An example is Language and literacy. Language and Literacy is a subject in which six essential skills; three receptive and three productive skills of literacy learning are integrated. These skills include Oral Language (Listening and Speaking), Reading, Writing, Viewing and Visualising, the non-verbal aspect of language and extended reading. Oral language, reading and writing must be integrated in all the literacy lessons as well as across the curriculum.

In Literacy instruction, teachers are encouraged to ensure the integration of these skills and not teach them as individual subjects or skills.

Reading alone involves the integration of six major skills that learners need to be able to read namely, Phonological awareness, Print Awareness, Alphabetic knowledge and Phonics, Vocabulary, Comprehension and Fluency. Writing includes mechanical writing (handwriting) and meaningful composition and all the conventions (Grammatical structures, punctuation and spelling) that learners need to write effectively. We also have the visual communication, viewing and non-verbal aspect of language and extensive reading that are all included in this curriculum. For this reason, the early year’s curriculum has many **strands**, **content standards and indicators**. Effective language and literacy instruction should emphasize the intra-disciplinary integration of oral language, visual literacy, reading and writing throughout the thematic instruction. For better understanding and clearer visualization of how the four learning areas are integrated Figure 3 below:
Figure 3: Interdisciplinary Thematic Integration Approach

Again, language is used across the curriculum. Language is used to communicate ideas throughout every curriculum area using at least one of the three strands: Oral, Written, or Verbal.
3. **Designing the instruction**

The learning experiences or the exemplars are *sample* scripted activities that classroom teachers can use in their instructions. These examples of activity-based lessons are guides to planning own lessons. To do this effectively refer to the major theme and the related sub-theme and the content standard and indicators. You need to be very creative and know your learners to enable you plan interesting activities which will engage your learners.

For effective instruction, the indicators as well as the Exemplars must link well with the content standards and the themes.

Designing a child centred instruction also involves making changes to the class schedule, combining hours normally devoted to specific subjects, organizing field trips, teaching in teams, bringing in outside experts, taking learners outside the class, organizing play involving learning centres and organizing inquiry-based projects.

4. **Encouraging presentation and celebration**

Thematic instruction can be a powerful tool for integrating the disciplines and eliminating the isolated, reductionist nature of teaching around individual subjects. It is experiential and thus requires a lot of hard work initially. As you practice you will get better.

Unlike subject-based learning that encourages fragmented learning of facts and can result in rote learning, integrated thematic instruction promotes meaningful and child-centred learning involving lots of varied activities. Teachers must encourage the learners to talk, share ideas freely, explore, gather, process, refine and present information about topics they want to investigate. Give the learners opportunities to choose topics they want to research into and feel free to share what they want to share. Allow them to use simple language, preferably the local language that they are comfortable with.

The type of environment you create as a teacher and your relationship with the learners would encourage a successful thematic instruction.

In integrated thematic classrooms, learners must work in small groups, share experiences and engage in real life project work. The Integrated curriculum is designed to increase pupils’ learning, transfer of knowledge and retention of information acquired at school. The day to day instruction must focus on the inter-weaving of child-directed play and learning, guided play, and adult-led learning. Integrated teaching and learning means teachers must give opportunities to learners to interact with their environment, both physical and social, in response to their own curiosity about how their world works. Learners must be encouraged to interact and collaborate with other learners and more knowledgeable adults to extend their learning.

**Learning Centres**

The teacher must create learning centres in the classrooms to give learners the opportunity to practice learning on their own. For the sake of space, there should be at least three learning centres where learners can go and practice what they are learning individually or in groups. The teacher must set up the
centres to reflect the strand under discussion. This means the selection of the key materials at the centres must be based on the Theme/strand that is being treated.

Another issue worthy of note is the integration of social skills (human values). This is not to shift the focus of lessons to preaching these values. Small doses of these values are fused into oral activities, reading and literature as well as centre time.

**Reading Material**

The teacher is encouraged to read different types of learners’ books or literature (storybooks, alphabet books, stories from magazines/newspapers, biographies, manuals, concept books, etc.) to broaden his/her background knowledge which is essential to understanding of texts. The teacher should select relevant appropriate and interesting reading materials that will help improve learners’ understanding and use of the languages especially English at this level of education. With regard to the selection of storybooks, materials that focus on comprehensive sexuality education, moral, ethical and social values such as honesty, diligence, integrity are particularly recommended.

**THE SCOPE AND SEQUENCE**

As stated early on, in this KG curriculum, the following four basic disciplines/learning areas have been seamlessly integrated into thematic units to cover the whole year:

- Language and Literacy (LL), (compromising Oral Language, Reading and Writing)
- Numeracy/Mathematics (N)
- Creative Arts (CA), and
- Our World and our People (WP). (Our world and Its People is a new subject area which integrates different disciplines such as Science, Agriculture Science, Geography, History and Citizenship, Religion)

The content area themes are selected from “Our World and Our People”.

The following are the seven thematic units that are developed and broken down into sub-themes to cover the period of learning in KG 1 and KG 2:

- Thematic unit 1: All about me
- Thematic unit 2: My family
- Thematic unit 3: Values and Beliefs
- Thematic unit 4: My Local Community
- Thematic unit 5: My Nation Ghana
- Thematic unit 6: All Around Us
- Thematic unit 7: My Global Community
<table>
<thead>
<tr>
<th>Term</th>
<th>Strands (Theme)</th>
<th>KG 1</th>
<th>KG 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. All About Me</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. My Family</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>3. Values &amp; Beliefs</td>
<td>√</td>
<td>√</td>
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<tr>
<td></td>
<td>4. My Local Community</td>
<td>√</td>
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<tr>
<td></td>
<td>5. My Nation Ghana</td>
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<tr>
<td>3</td>
<td>6. All Around Us</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>7. My Global Community</td>
<td>√</td>
<td>√</td>
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</tbody>
</table>
### Themes and Sub-themes for Our World, Our People

<table>
<thead>
<tr>
<th>(Sub theme) SUB-STRAND (K1)</th>
<th>(Sub theme) SUB-STRAND (K2)</th>
<th>KG1</th>
<th>KG2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K1.1.1 I am a wonderful and unique creation</strong></td>
<td><strong>K2.1.1 I am a wonderful and unique creation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K1.1.2 The parts of the human body and their functions.</strong></td>
<td><strong>K2.1.2 Parts of the body that we cannot see (internal) and parts of the body that we can see (external) and their functions.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K1.1.3 Caring for the parts of my body.</strong></td>
<td><strong>K2.1.3 Personal hygiene and caring for the parts of the body</strong></td>
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</tr>
<tr>
<td><strong>K1.1.4 Keeping my body healthy by eating good food and taking my vaccination</strong></td>
<td><strong>K2.1.4 Eating good food and taking my vaccinations to keep my body healthy.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K1.1.5 My environment and my Health</strong></td>
<td><strong>K2.1.5 My environment and my Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K1.1.6 Protecting ourselves from home and road accidents</strong></td>
<td><strong>K2.1.6 Protecting ourselves from road accidents and harmful strangers</strong></td>
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<td></td>
</tr>
<tr>
<td>(Sub theme) SUB-STRAND (K1)</td>
<td>(Sub theme) SUB-STRAND (K2)</td>
<td>KG1</td>
<td>KG2</td>
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</tr>
<tr>
<td>K1.2.1 Type and members of my family</td>
<td>K2.2.1 Types and members of my family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.2.2 Origin and History of my Family</td>
<td>K2.2.2 My family: Our origin and history</td>
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<td></td>
</tr>
<tr>
<td>K1.2.3 Family Celebrations and Festivals</td>
<td>K2.2.3 Family Celebrations and festivals</td>
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<td></td>
</tr>
<tr>
<td>K1.2.4 My school family-rules and regulations</td>
<td>K2.2.4 My school family</td>
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<tr>
<td></td>
<td>Rules and Regulations for Learners and Teachers at school</td>
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</tbody>
</table>
## TERMe 2
STRAND (OR THEMATIC UNIT) 3: VALUES AND BELIEFS (K1/K2)

<table>
<thead>
<tr>
<th>(Sub theme) SUB-STRAND (K1)</th>
<th>(Sub theme) SUB-STRAND (K2)</th>
<th>KG1</th>
<th>KG2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1.3.1 Our Family Values</td>
<td>K2.3.1 Our personal values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.3.2 Our cultural and family values</td>
<td>K2.3.2 Our cultural values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.3.3 Our religious values</td>
<td>K2.3.3 Our national and civic values,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.3.4 Our beliefs</td>
<td>K2.3.4 Our Beliefs-</td>
<td></td>
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</tr>
</tbody>
</table>

| Relating well with people with different beliefs. |

## TERMe 2
STRAND (OR THEMATIC UNIT) 4: MY LOCAL COMMUNITY

<table>
<thead>
<tr>
<th>(Sub theme) SUB-STRAND (K1)</th>
<th>(Sub theme) SUB-STRAND (K2)</th>
<th>KG1</th>
<th>KG2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1.4.1 Knowing the special places in our local community</td>
<td>K2.4.1 Knowing the special places in every community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.4.2 Knowing (who) the important people/occupation in our community</td>
<td>K2.4.2 Knowing (who) the important people/occupation in our community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.4.3 Knowing the special leaders in our community and country</td>
<td>K2.4.3 Knowing the special leaders in our community and country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUB-STRAND (K1)</td>
<td>SUB-STRAND (K2)</td>
<td>KG1</td>
<td>KG2</td>
</tr>
<tr>
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</tr>
<tr>
<td>K.5.1 History and celebration of Ghana’s Independence.</td>
<td>K2.5.1 History and celebrations of Ghana.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Sub theme) SUB-STRAND (K1)</td>
<td>(Sub theme) SUB-STRAND (K2)</td>
<td>KG1</td>
<td>KG2</td>
</tr>
<tr>
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</tr>
<tr>
<td>K1.6.1 Living and non-living things</td>
<td>K2.6.1 Living and non-living things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.6.2 Living things: Animals (Domestic and wild)</td>
<td>K2.6.2 Living things - Domestic and wild animals</td>
<td></td>
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</tr>
<tr>
<td>K1.6.3 Water</td>
<td>K2.6.3 Water</td>
<td></td>
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<tr>
<td>K1.6.4 Air</td>
<td>K2.6.4 Air</td>
<td></td>
<td></td>
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<tr>
<td>K1.6.5 Plants -1</td>
<td>K2.6.5 Plants 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.6.6 Plants - 2</td>
<td>K2.6.6 Plants 2</td>
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<tr>
<td>K1.6.7 Gardening</td>
<td>K2.6.7 Types of soil and gardening</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making soil fertile for gardening</td>
<td></td>
<td></td>
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<tr>
<td>K1.6.8 Light - Day and Night</td>
<td>K2.6.8 Natural and Man –made sources of light.</td>
<td></td>
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<tr>
<td>K1.6.9 Changing weather conditions</td>
<td>K2.6.9 Changing weather conditions</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Positive and negative effects of Weather conditions</td>
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</tbody>
</table>
## TERM 3

STRAND (OR THEMATIC UNIT) 7:
MY GLOBAL COMMUNITY (K.7)

<table>
<thead>
<tr>
<th>(Sub theme) SUB-STRAND (K1)</th>
<th>(Sub theme) SUB-STRAND (K2)</th>
<th>KG1</th>
<th>KG2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1.7.1 Connecting and communicating with the global community</td>
<td>K2.7.1 Connecting and communicating with the global community</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>K2.7.1 Financial literacy: Buying and Selling</td>
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</tbody>
</table>

### KINDERGARTEN NUMERACY (N) STANDARDS

#### Table 2 Scope of the sub-strands of the K1-K2 curriculum

<table>
<thead>
<tr>
<th>STRANDS</th>
<th>SUB-STRANDS</th>
<th>K1</th>
<th>K2</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 1 - NUMBER:</td>
<td>Whole Numbers: Counting and Representation and Cardinality</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Whole Numbers Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationship between numbers</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Non-numerical Patterns and Relationships</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>N2-Algebra</td>
<td>Lines and Shapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telling positions of objects in space</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Measurements-length, mass, capacity</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>N4-Handling Data</td>
<td>Data (Collection, Presentation, Analysis and Interpretation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strands</td>
<td>Content standard</td>
<td>KG1 Indicators</td>
<td>KG2 Indicators</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CA 1 MEDIA, METHODS, TECHNIQUES AND TECHNOLOGY</td>
<td>CA 1.1 Explore, understand and experiment creatively with variety of tools and materials</td>
<td>CA 1.1.1 Handle and play with simple tools and materials freely with little guidance</td>
<td>CA 2.1.1 Explore with simple tools and materials to create and communicate ideas</td>
</tr>
<tr>
<td></td>
<td>CA 2.1 Design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional) freely</td>
<td>Perform rhythmic action (e.g. clapping, stamping, snapping, etc.) using songs, words, etc.</td>
<td>CA 2.1.1 Express ideas by using shapes and art materials to make two and three-dimensional artworks</td>
</tr>
<tr>
<td>CA 2 CREATIVE EXPRESSION THROUGH PRODUCTION AND MAKING</td>
<td>CA 2.1</td>
<td>CA 2.1.1 Demonstrate creative knowledge in making two and three-dimensional art works, music or drama</td>
<td>CA 2.1.2 Talk about how others art work, music or drama were made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CA 2.1.2 Talk about how they made their art work, music or drama</td>
<td>CA 2.1.2 Talk about the ideas expressed in own and others art works</td>
</tr>
<tr>
<td>CA 3 AESTHETIC PERCEPTION</td>
<td>CA 3.1 Derive meaning and make judgment about artworks using the senses according to its beauty.</td>
<td>CA 3.1.1 Talk about art forms seen in the environment</td>
<td>CA 2.3.1.1 Recognize and talk about simple patterns and art works found in the environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CA 3.1.2 Asking and responding to questions about own and others art works; stating what they like and dislike about what they see</td>
<td>CA 2.3.1.2 Talk about the ideas expressed in own and others art works</td>
</tr>
</tbody>
</table>
CA 4 ELEMENTS AND PRINCIPLES OF DESIGN

CA 4.1 Create and organize the elements of design according to the principles to create art forms

CA 1.4.1 Identify and describe objects by colour names and size

CA 2.4.1 Identify and describe the elements of art in the environment and in works of art, emphasizing on their organization

CA 1.4.2 Make art works with the elements of art

CA 2.4.2 Make art works with the elements and principles of art

CA 5 HISTORICAL AND CULTURAL CONTEXT

CA 5.1 Demonstrate knowledge and skills of the visual and performing arts in relation to history, culture, environment and modern society

CA 1.5.1 Identify, observe and talk about art in the immediate natural and manmade environment.

CA 2.5.1 Observe, identify and talk about images, items and performances in artworks of everyday life

CA 1.5.2 Identify and discuss art objects and performances (past and present) from other places in our culture/country

CA 2.5.2 Create art works inspired by places in our culture and country

CA 1.5.3 Perform dance movements and music inspired by Ghanaian history and other cultures

CA 2.5.3 Create and perform dance movements and music inspired by Ghanaian history and other cultures
## Language and Literacy

### Pupil Learning Outcomes for KG1 and KG2

Pupil Learning Outcomes/Standards for Oral language, Reading and Writing – all Languages

<table>
<thead>
<tr>
<th>Components of Oral language, Reading and Writing/Strands</th>
<th>Definitions</th>
<th>Learners’ Learning indicators (Learning Outcomes (LOs))</th>
</tr>
</thead>
</table>
| Oral Language Development                                 | The ability to effectively communicate orally, think critically and use language appropriately (It includes Listening and speaking and appropriate use of Non-verbal forms of communication). | KG1  
• Listen to and participate in songs and rhymes  
• Listen to and carry out simple instructions and commands  
• Give simple instructions and commands  
• Participate in conversations with peers and adults in small and large groups  
• Follow common rules during a conversation  
KG2  
• Initiate and engage in conversation for more than one exchange  
• Ask questions and seek help when something is not understood  
• Answer questions and confirm understanding of information presented orally  
• Adequately express oneself verbally and nonverbally  
• Begin to understand and speak with correct grammar  
• Begin to understand and use learned vocabulary correctly when speaking  
• Begin to understand, discriminate and correctly when speaking  
• Produce sentences and phrases of increasing length and complexity |
| Print Concepts                                            | Knowing how text works for the purpose of reading and writing                | KG1  
• Understand that spoken words are represented in written language                            |
### Phonological Awareness

The ability to hear, identify, and differentiate sounds in spoken words

- Handle a book correctly and follow the basic concepts of print: hold the book upright, turn pages front to back, read left to right and top to bottom
- Understand that words are separated in print
- Point to individual words to track reading (illustrations)
- Use visual information when reading (illustrations)
- Identify basic components of a book (cover, back, title, author)

<table>
<thead>
<tr>
<th>KG1</th>
<th>KG2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the position of individual sounds in one-syllable words (beginning or end)</td>
<td>Recognize, separate and count syllables in simple spoken words</td>
</tr>
<tr>
<td>Recognize and create rhyming words</td>
<td>Blend syllables to make simple words</td>
</tr>
<tr>
<td>Recognize and create (say/make/form) words with the same initial sound</td>
<td>Count words in a spoken sentence</td>
</tr>
</tbody>
</table>

### Phonics

The ability to connect sounds to letters; and blend letters/syllables in order to read and write

- Repeat the letters of the alphabet in order
- Recognize and identify letters in own local language name
- Recognize and identify most letter names (at least 75% of alphabet)
- Begin to connect sounds with their corresponding letters
- Know some sight words, such as own name

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<td>Recognize and identify letters in own local language name</td>
<td>Sort objects into categories orally</td>
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<td>Begin to connect sounds with their corresponding letters</td>
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<td>Know some sight words, such as own name</td>
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### Vocabulary

The ability to understand word meanings and usage

- Connect words orally with their usage in real life
- Use context clues (i.e. pictures, situations) to infer meanings of new words orally
- Use names of items common to familiar environments (classroom, home, community)
- Read level-appropriate sight words

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</table>
• Understand and articulate the opposites of commonly occurring words

**Fluency**

**KG1**  
• Engage in oral storytelling based on books and “picture walks” to practice reading texts
• Identify and read own name

and

**KG2**

**Comprehension**

• The ability to understand analyze text heard or read

**KG1**
• “Read” pictures stories (stories with no text)
• Use pictures and other text features to aid understanding of a text
• Connect stories to own experiences

and

• Use background knowledge to understand text
• Answer factual, inferential and vocabulary questions about level-appropriate text

**KG2**
• Retell level-appropriate text in own words
• Use pictures and other text features to make predictions
• Actively engage in teacher-lead reading activities with purpose and understanding
Writing

Taught in integration with reading, reinforces skills in the reading components (all but phonological awareness) through practice and self-expression

KG1

Writing Conventions

- Follow basic concepts of writing: write from left to right and top to bottom
- Write individual letters legibly and with appropriate spacing
- Demonstrate appropriate use of writing tools
- Make given patterns, trace and draw various objects

KG2

Writing Expression

- Adequately communicate visually through pictures, symbols letters and words
- Write or copy familiar words including own name
- Work with peers to generate ideas and draw pictures to show ideas
- Draw objects and accurately label drawings