



**Republic of Namibia**

**MINISTRY OF EDUCATION**

**JUNIOR PRIMARY PHASE**

**PRE-PRIMARY SYLLABUS**

**ENGLISH VERSION**

**FOR IMPLEMENTATION**

**2015**

Ministry of Education  
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## TABLE OF CONTENTS

1	Introduction .....	1
2	Rationale.....	1
3	Aims .....	1
4	Inclusive Education .....	2
5	Competencies and Learning Outcomes.....	3
6	Particular Features of the Pre-Primary Education.....	3
7	Gender Issues.....	4
8	Cross-Curricular Issues .....	4
9	Approaches to Teaching and Learning.....	4
10	Assessment.....	5-6
11	Development Areas.....	7-8
12	Summary of the Learning Content.....	9
13	Learning Content.....	10
13.1	Language Development .....	10-11
13.2	Preparatory Mathematics .....	13-14
13.3	Environmental Learning .....	15-18
13.4	Arts .....	19-20
13.5	Religious and Moral Education .....	21
13.6	Physical Development.....	22-23
14	Additional Information.....	24

## 1 Introduction

Pre-Primary education covers a single year of school readiness activities before the commencement of formal primary education. To be admitted to the Pre-Primary school year in January, the child should have turned five years of age by 31 December of the previous year.

The purpose of Pre-Primary education is to lay a solid foundation for formal learning, establishing self-confidence and self-worth through personal and social development. All learning must promote the growth and development of each child as an individual and as a member of the school and society. In order to create good social relationships, stability, and continuity for the children, the class teacher must teach all learning areas in this phase.

For this syllabus to be delivered efficiently, children would need to spend at least twenty hours per week at school. Timetabling should be flexible and left to the discretion of the Pre-Primary teacher.

This syllabus is supported by a Teachers' Manual, a Learners' Workbook and a Teachers' Resource Book. The Teachers' Manual contains more detailed information for Pre-Primary teachers to interpret the syllabus and to teach the syllabus content. The Teachers' Manual further contains a scheme of work, assessment guidelines and record forms and a complete glossary of terms. Both the syllabus and the support materials can be downloaded from the NIED website at <http://www.nied.edu.na>

## 2 Rationale

When young children enter school for the first time, a high percentage of them may, in many respects, be ready to enter the formal learning situation successfully. However, many of them did not have the opportunity in their pre-school years to participate in activities from which they could acquire the knowledge and understanding, skills and attitudes needed for formal learning. Therefore the Pre-Primary curriculum involves the provision of equal opportunities to all children through the development of various skills and norms through specific learning experiences to the level where these could be utilised to their full extent in the formal learning situation.

The Pre-Primary curriculum is designed to guide the children through a learner-centred approach in the most efficient manner according to their own ability to cope with the formal learning situation in primary grades. The inclusion of all the learning areas in an integrated manner will contribute towards the acquisition of knowledge and understanding, skills and attitudes necessary for laying the foundation for a successful school career.

## 3 Aims

The aims of the Pre-Primary syllabus are to provide a balanced, relevant and coherent programme of learning through structured play. The aims are to:

- develop personal, social and emotional well-being in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of the community so that a strong self-esteem is promoted
- provide opportunities that will enable children to learn how to share, cooperate and work in harmony with each other and to listen to each other
- develop attention skills to concentrate on their own play activities and on tasks given
- develop children's language and communication skills with opportunities for all to talk and communicate in a widening range of situations, to listen carefully and to respond to others and further to practice and extend the range of vocabulary use
- prepare children for reading and writing skills with opportunities for all to explore, enjoy, learn about signs and words in a broad range of contexts and to experience a rich variety of printed matter
- develop their understanding of numbers, measurement, patterns, shapes and space by providing a broad range of contexts in which they can explore, enjoy, learn, and practice

- develop children's knowledge and understanding of the world with opportunities for all to solve problems, make decisions, experiment, predict, plan, explore and find out about the environment, people and places that have significance in their lives
- develop and practice their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe
- develop children's creativity with opportunities for all to explore and to share their thoughts, ideas and feelings through a variety of imaginative art forms.

#### **4 Inclusive Education**

Inclusive Education is the right of every learner and promotes participation in, or access to, the full range of educational programs and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among ALL learners and removing ALL barriers to learning.

Basic Education prepares the society, as envisaged in Namibia's Vision 2030, by promoting inclusivity. Learners experiencing barriers to learning and other individual needs will be included in a mainstream school and their needs will be attended to through differentiation of teaching methods and materials as required. Learners, who are so severely impaired that they cannot benefit from attending inclusive schools, will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join the inclusive school where applicable. The curriculum, teaching methods and materials are adapted for learners in these institutions.

The learner-centred approach to teaching is highly suitable for learners with special learning needs since it capitalises on what learners already know and can do, and then assists them to acquire new knowledge and skills. The Curriculum Framework for Inclusive Education specifies the competencies which learners with special learning needs should master. Individual Learning Support Plans (ILSP) should be in place to guide and evaluate the individual learning process for learners with special learning needs.

*Further guidelines on planning for learning and teaching in an inclusive classroom can be found in the Curriculum Framework for Inclusive Education Curriculum (2012). These guidelines will help to equip ALL learners with knowledge, skills and attitudes to help them succeed in the world that is increasingly complex, rapidly changing and rich in information and communication technology.*

## 5 Competencies and Learning Outcomes

On completion of the Pre-Primary year, children will have a strong foundation from which they can grow to become active participants in life-long learning. The end-of-year competencies for each of the learning areas are as follows:

<b>Language</b>	Learners can listen for information and respond appropriately. They can read signs and words from their immediate environment and they can communicate effectively and confidently in their mother tongue (or where mother tongue is not possible, in the locally most spoken language).
<b>Preparatory Mathematics</b>	Learners can express orally their understanding of number concepts and mathematical symbols. They can recognise and describe patterns, relationships and shapes and they can solve simple problems in everyday contexts.
<b>Environmental Learning</b>	Learners are aware of the importance of their own basic health and nutrition. They act positively towards the natural environment and interact positively in the social environment.
<b>Arts</b>	Learners demonstrate personal and interpersonal skills through free participation in creative activities; they express themselves through art forms and appreciate others' expressions.
<b>Physical Development</b>	Learners can participate to the best of their ability in a variety of physical activities that promote movement and motor development.
<b>Religious and Moral Education</b>	Learners have a basic understanding of their own beliefs, are tolerant of others', and share common positive values.

## 6 Particular Features of Pre-Primary Education

Good Early Childhood Development and Pre-Primary education provide a stimulating environment for the all-round development of the child which will lay a foundation for formal schooling. Universal Pre-Primary education enhances equity on entry to primary education, especially for children with learning disadvantages. Pre-Primary education is not yet a pre-requisite for entry to Basic Education, but will be extended as rapidly as possible throughout the country.

Children who attended Early Childhood and/or Pre-Primary education with appropriate pedagogy make better progress in formal education, and achieve better than those who have not. Development involves adaptation and differentiation in cognitive, physical and socio-emotional areas.

## 7 Gender Issues

The Pre-Primary education promotes equality of opportunity for males and females, enabling both genders to participate equally and fully. Teachers should know and understand how to treat children equally, and all materials should support gender equity. Teachers must be aware of the ways in which boys or girls often become favourites in classroom interaction and ensure that their role as teachers is one that promotes gender equity. There are stereotype expectations that certain concepts are more difficult for girls. It is therefore essential that the teacher creates motivation and confidence in girls as much as in boys.

## 8 Cross-Curricular Issues

The themes and topics of Environmental Learning are extended across the curriculum in other learning areas. It is also the main carrier subject of the cross-curricular themes of HIV and AIDS Education, Human Rights and Democracy and Population Education.

In schools where computers and/or other technologies are available, children can participate freely in ICT related activities. Exposure to computers includes educational games and software using multimedia functionalities such as sound, etc. Children can acquire an appreciation for technology.

## 9 Approaches to Teaching and Learning

The curriculum takes into account the “whole” child, recognising each child’s unique interests, ability, and personality, style of learning and rate of development. The teacher should encourage children to be responsible for their own learning by promoting choice in their daily activities. The approach to teaching and learning is based on a paradigm of learner-centred education described in ministerial policy documents.

The aim is to develop learning with understanding and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the child brings to the school a wealth of knowledge and social experience gained from the family, the community, and through interaction with the environment.

Children learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. Through structured play activities and handling a variety of manipulatives and artefacts, children will be encouraged to investigate and explore the learning environment. Teaching strategies must therefore be varied but flexible within well-structured sequences of fun lessons with stories, songs and movement. Co-operative and collaborative learning should be encouraged wherever possible. Work in groups, in pairs, individually, or as a whole class must be organised as appropriate to the task in hand.

The thematic approach to teaching and learning is embedded in Pre-primary education. Therefore there are deliberate connections between learning areas, allowing a transfer of learning from one context to another. This will further provide valuable focus to locate learning within the child’s context (environment) and help children understand **why** they are doing **what** they are doing.

Learning will be most relevant and meaningful for the children if it is constantly used in relation to their immediate environment. It is only by local contextualisation and application that younger children will understand what they are learning. Teaching of all learning areas should therefore both draw on the cultural richness of the immediate environment and relate topics to the immediate environment in every way possible.

Teaching and learning in the Pre-Primary education will be in the mother tongue or, where mother tongue is not possible, in the locally most spoken language. It is the language at the deepest level of identity of a person, and constitutes membership of the primary group in life - the family and the local community. Parents and community members should be involved in the teaching and learning process as much as possible.

## 10 Assessment

Assessment in Pre-primary year consists of informal continuous assessment done during normal classroom activities. All assessment is observational and aimed to identify if a child has special needs and how to mobilise resources to meet them. The assessment is related to how well each child achieves the competencies specified in the syllabus. Informal continuous assessment is the most appropriate form of assessment for following the child's progress and giving feedback on an ongoing basis.

A broad range of assessment procedures should be used, such as observational techniques, practical tasks, informal questioning and discussion. Assessment must be related to the objectives for each topic and may include individual and group activities, skills, ideas, processes, presentation and evaluation. The children's participation, involvement and contributions to group work must also be taken into account. Assessment must also take into account the children's level of development. The level of competency of children in similar tasks should increase gradually according to their level of developmental maturity. Assessment information will be used to:

- inform the child and her/his parents of progress and achievements
- inform the teacher of problems in the learning process and guide compensatory teaching
- evaluate the teaching/learning process in order to adapt methods and materials to the individual progress and needs of each child to continually improve the working atmosphere and achievements of the class.

Evaluating the teaching/learning process is an integral part of teaching and learning. Information from assessment is to be used by the teacher to evaluate where it is necessary to adapt methods and materials to the progress and needs of each child. At the end of each main unit of teaching, and at the end of each term, the teacher together with the children should evaluate the process in terms of tasks completed, participation, what the children have learnt, and what can be done to continually improve the working atmosphere and achievements of the class.

Assessment is not meant for selection or promotion purposes and children will commence to Grade 1 after completion of the Pre-Primary school year.

The assessment record forms in assessment record book should to be used for recording continuous assessment in all the learning areas. In the Pre-Primary school year, three assessments per year should be conducted for each learning area: one complete assessment per term.

### **How to assess continually**

Assessment must be part of the weekly lesson planning. The Assessment sections in the Teachers' Manual will guide the teacher on what to assess within each Theme. During everyday lessons and while children are carrying on with normal classroom and outside activities, the teacher awards marks according to the 3-point assessment scale in all the learning areas. These marks are recorded on the **Class List** forms during the term.

In Pre-Primary, assessment is criterion-referenced. This means that, when marks are awarded, it is essential that they reflect the child's actual level of achievement in relation to the Competencies of the syllabus.

- **3 = Fully Mastered (FM) - the child achieved the competency very well.** This is for good achievement in the area of assessment. (Example: the child knows all the 7 required colours.)
- **2 = Almost Mastered (AM) - the child partly achieved the competency.** The learner may not have achieved all aspects of the competency, but with extra support and guidance from the teacher, has sufficient competency in the particular school readiness skill. (Example: the child knows 5 of the 7 required colours.)



- **1 = Not yet Mastered (NM) - the child has not achieved the majority of competencies.**  
The child has not been able to reach a minimum level of competency, even with help from the teacher and is in need of extensive learning support. ((Example: the child knows fewer than 5 of the 7 required colours.)

### **Summary**

At the end of the term the teacher summarises the marks on the **Class List** forms by calculating the total mark for each component in the summary columns. The marks are then averaged by dividing the total mark by the number of times the particular component was assessed. The rounded marks are then transferred to the **Assessment Summary Form**. Marks should be rounded as follows:

2.5 – 3 = 3 points

1.5 – 2.4 = 2 points

0 – 1.4 = 1 point

### **Analysis**

The average marks in each of the component columns will guide the teacher in terms of the children's progress, i.e. which children still need extensive attention and support to acquire the necessary school-readiness skills and which children need enrichment activities. It will also inform the teacher about possible changes in teaching strategies.

### **Report**

At the end of each term the mark for each of the components in each learning area is then reflected as FM, AM or NM on the Report Form for each child. At the end of the year, only the marks for last term are considered for the report.

No schedules need to be completed for the Pre-Primary school year.

## 11 Development Areas

The following development areas are addressed in the syllabus content:

DEVELOPMENT AREA	SUB-AREA	DEVELOPMENT SKILLS
<b>1 COGNITIVE DEVELOPMENT</b>	<b>Perception</b> Visual perception Auditory perception  Tactile perception Smell perception Taste perception	Discrimination Figure-ground discrimination Form constancy Analysis and synthesis Closure Memory Sequencing Sequence and memory recall Motor integration Auditory-visual linking
	<b>Conceptual Skills</b>	Classification Seriation Number Time Space Measuring
	<b>Concentration</b>	Relaxation Attention (active and passive) Motivation
	<b>Language</b> Receptive language Expressive language Incidental reading	Listening Speaking Communication Vocabulary Elocution Sentence construction
	<b>Intellectual Development</b>	Observation Memory Problem solving Evaluation Creative thinking and expression
<b>2 EMOTIONAL DEVELOPMENT</b>	Self concept Emotional awareness Coping with emotions Emotional stability/self control Independence Perseverance	
<b>3 SOCIAL DEVELOPMENT</b>	Social skills Social acceptance Relationships Communication Cooperation	
<b>4 AESTHETIC DEVELOPMENT</b>	Exploration Awareness and self-expression Appreciation	

<b>DEVELOPMENT AREA</b>	<b>SUB-AREA</b>	<b>DEVELOPMENT SKILLS</b>
<b>5 SPIRITUAL AND ETHICAL DEVELOPMENT</b>	Beliefs (religious and other) Norms and Values Morals	
<b>6 PHYSICAL DEVELOPMENT</b>	<b>Gross Motor Development</b>	Gross motor movement Balance Co-ordination Eye-hand co-ordination Eye-foot co-ordination Rhythm
	<b>Fine Muscle Development</b>	Fine muscle control Fine muscle movement Rhythm
	<b>Body Awareness</b>	Body concept Body comprehension Dominance Laterality and directionality Crossing of midline
	<b>Spatial Awareness</b>	Position in space and spatial relations

## 12 Summary of the Learning Content

Language Development	Preparatory Mathematics	Environmental Learning	Arts	Religious and Moral Education	Physical Development
Listening and Responding	Number Concept	Myself - Self awareness	Visual Art - Drawing - Painting	Religious Identity	Gross Motor Development - Gross motor movement
Speaking and Communication	Problem Solving	My Body - Body Awareness - Body Concept	- Modelling - Construction - Collage	Beliefs, norms and values	- Balance - Co-ordination - Eye-hand co-ordination - Eye-foot coordination - Rhythm
Preparatory-Reading	Classification	My Family	Music - Singing - Instruments	Morals	
Incidental Reading	Seriation (order)	My home	Dance - Free movement - Choreographed dances	Social and emotional development	Fine Muscle Development - Fine muscle control - Fine muscle movement - Rhythm
Preparatory Writing	Spatial Relations	My School	Drama: - Dramatization - Role Play - Mime		Body Awareness - Body concept - Body comprehension - Dominance - Laterality and directionality and crossing of midline
	Measurement - Time - Length - Mass - Capacity - Money	My community and Culture	Appreciation		Relaxation
		Animals			
		Water			
		Plants			
		The Weather			
		Health			
		Safety			
		Special Occasions			

## 13 Learning Content

### 13.1 Language Development

Skills	Learning Objectives Learners will:	Competencies Learners should be able to:
1. Listening and responding	<ul style="list-style-type: none"> <li>• develop skills in auditory perception and discrimination</li> <li>• develop sound awareness and skills</li> <li>• listen attentively and respond appropriately</li> <li>• develop their imagination and desire to hear stories, rhymes and songs</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish and identify different sounds they hear in the environment far/near; loud/soft; high/low sounds</li> <li>• notice differences and similarities between verbal sounds</li> <li>• repeat a sound pattern or clapping rhythm correctly</li> <li>• respond to verbal instructions</li> <li>• show accepted listening behaviour by waiting for turn to speak without interrupting</li> <li>• repeat a sequence of 3-4 words correctly (ascending and descending)</li> <li>• listen to stories, rhymes and songs for enjoyment</li> </ul>
2. Speaking and Communication	<ul style="list-style-type: none"> <li>• develop the muscles of the tongue and use sounds to make meaning</li> <li>• develop their imagination and desire to communicate</li> <li>• develop their communication skills and expand their vocabulary</li> <li>• express their own ideas, opinions, and experiences and listen to others</li> </ul>	<ul style="list-style-type: none"> <li>• exercise tongue muscles: left to right, top to bottom movement</li> <li>• imitate tongue clicks and sound patterns</li> <li>• retell parts of stories in their own words, say rhymes and sing songs</li> <li>• participate in discussions, role-play, imitating, miming, and talking with others</li> <li>• tell own and other short stories using simple sentences and correct language structures and pronunciation</li> <li>• answer questions on discussions, stories, rhymes and songs</li> <li>• ask questions to elicit information</li> <li>• communicate spontaneously and with confidence about themselves and their environment</li> <li>• describe and compare objects, pictures and situations, pointing out the finer detail</li> <li>• use courtesy expressions, e.g. greetings, asking for permission and thanking</li> <li>• use non-verbal strategies (eye contact, correct body posture) to communicate effectively, taking cultural differences into account</li> </ul>

## Language Development (Continued)

Skills	Learning Objectives Learners will:	Competencies Learners should be able to:
3. Preparatory Reading	<ul style="list-style-type: none"> <li>• develop eye muscles and use visual cues to make meaning</li> <li>• develop their left-to-right, top-to-bottom orientation</li>   <li>• develop skills in visual perception, visual discrimination and sequencing and visual memory recall</li>   <li>• develop skills in figure-ground differentiation</li>   <li>• develop skills of analysis and synthesis</li>   <li>• develop phonological awareness and articulation</li> </ul>	<ul style="list-style-type: none"> <li>• exercise eye muscles: left to right, top to bottom movement</li> <li>• focus the eyes on a stationary object while the head is moving and vice versa</li>   <li>• re-focus rapidly from far to near, as when copying from the chalkboard</li> <li>• arrange pictures in the correct sequence</li> <li>• participate in card, word and memory games</li> <li>• observe the whole as a meaningful entity</li> <li>• perceive objects in the foreground and the background and separate them meaningfully</li> <li>• complete jigsaw puzzles up to 12 pieces</li> <li>• observe a picture as an entity, to separate (break up) its parts logically and bring them together again to a meaningful whole</li> <li>• demonstrate phonological awareness by identifying words in sentences and identifying rhyming words</li> <li>• demonstrate phonological awareness by recognising beginning and end sounds (phonemes) in simple words</li> </ul>
4. Incidental Reading	<ul style="list-style-type: none"> <li>• incidentally recognise and associate the written word with the spoken word</li> <li>• expand their reading vocabulary</li> <li>• develop skills in visual memory recall</li>   <li>• become aware of the need to read and develop a desire to read</li> <li>• organise the basic features of print</li>   <li>• develop decoding strategies for picture reading</li>   <li>• develop phonological awareness</li> <li>• pretend 'reading' silently and aloud</li> </ul>	<ul style="list-style-type: none"> <li>• recognise their own names</li> <li>• incidentally read words and slogans (phrases) from their environment</li> <li>• recognise written signs and sight words</li> <li>• identify and match words to words and to pictures</li> <li>• recognise names of labelled classroom objects and pictures</li> <li>• demonstrate the proper way to handle books by holding book upright and recognising front and back cover</li> <li>• recognise that pictures and print convey meaning, words are separated by spaces, and print is "read" from left to right, top to bottom</li> <li>• decode picture books by 'reading' and making up a story</li> <li>• link words with pictures by predicting</li> <li>• incidentally recognise and name the alphabet and some single sounds</li> <li>• use knowledge of some single letters and sounds to attempt to 'read' words</li> <li>• pretend to 'read' picture books with or without print</li> </ul>

<b>Skills</b>	<b>Learning Objectives</b> Learners will:	<b>Competencies</b> Learners should be able to:
5. Preparatory writing	<ul style="list-style-type: none"> <li>• develop fine motor muscles, hand/eye coordination, hand dominance, grip and sitting posture</li> <li>• develop their left-to-right, top-to-bottom orientation</li> <li>• become aware of the need to write and develop a desire to write</li> <li>• develop skills in closure</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate finger plays and participate in finger exercises</li> <li>• use dominant hand and demonstrate correct grip using writing tools and correct body posture</li> <li>• write patterns in the sand</li> <li>• colour pictures without crossing the outer line</li> <li>• trace and copy rhythmical patterns on dotted lines, from left to right and top to bottom</li> <li>• copy and later write their own names</li> <li>• develop rhythm in writing – a free flowing movement</li> <li>• recognise the whole of a section of a figure or a picture when only part of it is visible, e.g. identify incomplete pictures</li> <li>• concentrate on a specific task for a specific time and complete tasks within a specific time limit</li> </ul>

## 13.2 Preparatory Mathematics

Themes and Topics	Learning Objectives Learners will:	Competencies Learners should be able to:
1. Number Concept	<ul style="list-style-type: none"> <li>• appreciate and understand the need and convenience of counting in everyday life</li> <li>• express orally their understanding of number sequences and symbols, and of equal/unequal values of numbers 1-9</li> <li>• develop skills of visual memory recall</li> <li>• develop an awareness of the numerical symbols that is represented by a group of objects</li> </ul>	<ul style="list-style-type: none"> <li>• recognize number sequences through counting rhymes songs and finger plays/chants</li> <li>• mechanically count up to 20</li> <li>• manipulate objects and count out up to 10</li> <li>• subitise up to 4 objects</li> <li>• recognise numbers up to 10</li> <li>• write numbers up to 9</li> <li>• use vocabulary such as a lot, a few, many to describe a number of objects</li> <li>• do one-to-one correspondence of objects to explain equal/unequal values of numbers 1-9</li> <li>• observe, discover and identify numerals in their environment</li> <li>• associate numerals with the spoken number names or groups of objects up to 10</li> </ul>
2. Problem Solving	<ul style="list-style-type: none"> <li>• develop their abilities to think logically</li> </ul>	<ul style="list-style-type: none"> <li>• solve simple story problems orally</li> <li>• share objects equally with members in a group using concrete objects</li> </ul>
3. Classification	<ul style="list-style-type: none"> <li>• develop their skills in visual, auditory, tactile, taste and smell perception, discrimination and sequencing and expand their mathematical vocabulary</li> <li>• understand form constancy</li> <li>• develop skills of logical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• sort objects together that share one or two common properties</li> <li>• sort objects according to colour, texture, shape, size, taste and smell and correctly use the relevant vocabulary</li> <li>• correctly interpret sensations such as hot/cold, hard/soft, smooth/rough, blunt/sharp, sweet/sour/bitter, pleasant/unpleasant, loud/soft, high/low, etc.</li> <li>• describe the characteristics of and relationships between the following 2 dimensional shapes: circle, square, triangle and rectangle</li> <li>• differentiate between shapes and symbols and recognise the essential characteristics of an object even when it appears on a different size, colour, position or form</li> <li>• classify objects that can sink/float, that are living/non-living, etc.</li> </ul>



## Preparatory Mathematics (continued)

Themes and Topics	Learning Objectives Learners will:	Competencies Learners should be able to:
4. Seriation (ordering)	<ul style="list-style-type: none"> <li>• develop skills in visual and tactile perception, discrimination and sequencing</li> <li>• expand their mathematical vocabulary</li>   <li>• develop an awareness of the patterns and sequence of objects, shapes and numbers</li>   <li>• have an awareness of ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• arrange pictures/objects in a specific order or pattern, using relevant vocabulary such as big, bigger and biggest; small, smaller, smallest; light, lighter, lightest; heavy, heavier, heaviest, short, shorter, shortest; long, longer, longest, tall, taller, tallest, smooth, smoother, smoothest, etc.</li> <li>• arrange events in sequence, using the concepts 'before' and 'after'</li> <li>• identify the part(s) that repeat(s) in a repetitive pattern</li> <li>• copy a given pattern or sequence</li> <li>• create a pattern using objects/pictures and describe it</li> <li>• do one-to-one correspondence, matching equal and unequal groups</li> <li>• begin to use vocabulary to indicate order, e.g. first, second, last</li> </ul>
5. Spatial Relations	<ul style="list-style-type: none"> <li>• develop an awareness of spatial orientation, becoming aware of their body in relation to their surroundings and of the position that objects have in relation to one another</li> <li>• expand their mathematical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate and describe the relation of the body or an object to other objects in their surroundings in terms of direction and comparison</li> <li>• use relevant vocabulary such as: in front of, behind, below, above, on top of, underneath, inside, outside, far, near, left, right, etc.</li> <li>• build jigsaw puzzles</li> </ul>
6. Measurement - Time - Length - Mass - Capacity - Money	<ul style="list-style-type: none"> <li>• acquire an understanding of a period of time, the duration of time and the continuity of time</li> <li>• expand their mathematical vocabulary</li> <li>• become aware of and make comparisons between the concepts length, mass and capacity</li>   <li>• learn how to use Namibian coins</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between day/night, morning/afternoon/evening, a long/short time</li> <li>• name the days of the week and months of the year</li> <li>• compare the length, mass or capacity of two objects/containers, using relevant vocabulary such as long/short, tall/short, heavy/light, full/empty/half full, the same as, more than/less than/fewer than</li> <li>• name and identify Namibian coins: 5c, 10c, 50c, N\$1</li> <li>• use play money to practise buying and selling</li> </ul>

### 13.3 Environmental Learning

Following a thematic approach to teaching and learning, themes 1-9 will be used as themes of integration, while themes 10-13 will be dealt with in all the themes throughout the year.

<b>Themes and Topics</b>	<b>Learning Objectives</b> Learners will:	<b>Competencies</b> Learners should be able to:
1. Myself  - Self-awareness	<ul style="list-style-type: none"> <li>• learn relevant information about themselves</li> <li>• understand that they are unique and special human beings</li> <li>• act spontaneously and self-assuredly, in control of their emotions</li> </ul>	<ul style="list-style-type: none"> <li>• give personal information, e.g. their names, surnames, address, telephone number, birthday, etc.</li> <li>• tell others about things that make them unique and special</li> <li>• recognise and identify their own feelings and be sensitive for the feelings of others</li> <li>• recognise how emotions and moods can change</li> </ul>
2. My Body  - Body awareness - Body concept	<ul style="list-style-type: none"> <li>• know and understand the body, the body parts</li> <li>• become aware of their senses, themselves and their immediate surroundings by means of their senses</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between the parts of the body and their functions</li> <li>• become aware of the attachment points of the body</li> <li>• identify and name the five sensory functions and explain how they contribute to learning</li> </ul>
3. My Family	<ul style="list-style-type: none"> <li>• extend their knowledge about family and relatives</li> <li>• learn the value of good family relationships and enhance their social development</li> <li>• become aware of rights and responsibilities within a family circle</li> </ul>	<ul style="list-style-type: none"> <li>• identify and name family members</li> <li>• discuss the roles and responsibilities of family members within the household</li> <li>• talk about rights and responsibilities of children</li> </ul>
4. My Home	<ul style="list-style-type: none"> <li>• know their home address (where relevant) and learn about the way from and to their home</li> <li>• discover the similarities and differences between various types of houses and building materials used in their home and environment</li> </ul>	<ul style="list-style-type: none"> <li>• know where they live</li> <li>• name some land marks on the way from their home to school and back</li> <li>• name different building materials used in their own home</li> <li>• differentiate between the types of houses according to traditional type, colour, size and shape</li> </ul>
5. My School	<ul style="list-style-type: none"> <li>• learn relevant information about school</li> <li>• know objects in the classroom and on the school ground</li> <li>• understand and apply suitable ways of behaviour in class</li> </ul>	<ul style="list-style-type: none"> <li>• know the name of the school, principal, class teacher and class mates</li> <li>• identify and name objects in the classroom and on the school ground</li> <li>• demonstrate suitable ways of behaving at school and in class</li> </ul>

## Environmental Learning (continued)

<b>Themes and Topics</b>	<b>Learning Objectives</b> Learners will:	<b>Competencies</b> Learners should be able to:
6. My Community and Culture	<ul style="list-style-type: none"> <li>• develop respect and appreciation for their own and others' cultures</li> <li>• become aware of the community as a social structure</li> </ul>	<ul style="list-style-type: none"> <li>• identify and name elements from their own culture, e.g. language, food, clothing, etc.</li> <li>• tell traditional stories</li> <li>• name different kinds of services and occupations and the role that each member plays in the community</li> <li>• name the means of transport used in the community</li> </ul>
7. Animals	<ul style="list-style-type: none"> <li>• become aware of living and non-living</li> <li>• become aware of various kinds of animals in their immediate environment and their importance</li> <li>• learn how to take care of animals</li> </ul>	<ul style="list-style-type: none"> <li>• describe simple differences between living and non-living things</li> <li>• identify and categorise domestic and wild animals in their environment</li> <li>• describe simple similarities and differences in the appearance and behaviours of adults and their offspring</li> <li>• describe how to attend to domestic and farm animals</li> <li>• identify food and other products from animals</li> </ul>
8. Water	<ul style="list-style-type: none"> <li>• become aware of sources of water in their immediate environment</li> <li>• learn about the importance of water, how to save water and to prevent pollution</li> </ul>	<ul style="list-style-type: none"> <li>• identify and name local sources of water</li> <li>• name the uses of water and how to save water</li> <li>• name ways in which water can be polluted and the dangers of drinking polluted water</li> <li>• discuss simple ways to prevent water pollution</li> </ul>
9. Plants	<ul style="list-style-type: none"> <li>• become aware of different kinds of plants in their immediate environment</li> <li>• learn how to care for plants</li> <li>• discover the differences and similarities between various plants, seeds and leaves</li> </ul>	<ul style="list-style-type: none"> <li>• identify plants in their environment and name the ones that can be eaten</li> <li>• become alert of poisonous plants</li> <li>• sow seeds and observe the growth of the plants</li> <li>• describe how to take good care of plants</li> <li>• compare the shapes, sizes and colours of various plants, leaves and seeds</li> </ul>

## Environmental Learning (continued)

Themes and Topics	Learning Objectives Learners will:	Competencies Learners should be able to:
10. The Weather  (This theme will be integrated in themes 1-9 throughout the year)	<ul style="list-style-type: none"> <li>• become aware of weather patterns and seasonal changes</li> <li>• learn how to dress appropriately and about food in season</li> </ul>	<ul style="list-style-type: none"> <li>• describe the seasonal changes</li> <li>• name clothes that are suitable for weather conditions</li> <li>• name the types of food people prefer or use during the various seasons</li> <li>• participate in keeping a daily weather chart for the class</li> </ul>
11. Health  (This theme will be integrated in themes 1-9 throughout the year)	<ul style="list-style-type: none"> <li>• understand that good eating habits, exercise and rest are necessary for their growth and health</li> <li>• understand the value of personal hygiene</li> <li>• understand how to care for others while protecting oneself</li> <li>• develop an understanding that a healthy environment is important for our basic needs, and develop a sense of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>• explain why a clean environment, personal hygiene, body exercise and rest are important</li> <li>• differentiate between healthy and unhealthy food</li> <li>• describe a daily routine of how to keep their body clean, tending to hair, skin, nails, brushing teeth, washing hands before they eat and after using the toilet</li> <li>• discuss ways that can or cannot infect them with HIV and AIDS e.g. hugging, playing together, touching an open wound/blood</li> <li>• explain the importance why humans should keep the environment clean</li> <li>• participate in keeping a daily duty chart for the class</li> </ul>
12. Safety  (This theme will be integrated in themes 1-9 throughout the year)	<ul style="list-style-type: none"> <li>• understand how to behave as a pedestrian and when they are passengers using transport</li> <li>• apply appropriate safety rules in and around the home, school and in their environment</li> <li>• understand how to take care of themselves in potentially dangerous situations</li> </ul>	<ul style="list-style-type: none"> <li>• describe good passenger behaviour, e.g. not disturbing the driver, sitting in a safe place</li> <li>• describe good pedestrian behaviour, e.g. when crossing a street, walking on the safe side of a road</li> <li>• describe danger and safety measures in the home, school and immediate environment, e.g. picking up strange objects, handling sharp objects, fire, fuel and electricity</li> <li>• identify potentially dangerous situations and places in the home, school and local environment, why they are dangerous and how to avoid them</li> <li>• discuss and practise how to say “no” in an uncomfortable, potentially dangerous situation or touching and where to go for help</li> <li>• learn about yes/no forms of contact</li> </ul>

## Environmental Learning (continued)

<b>Themes and Topics</b>	<b>Learning Objectives</b> Learners will:	<b>Competencies</b> Learners should be able to:
13. Special Occasions  (This theme will be integrated in themes 1-9 throughout the year)	<ul style="list-style-type: none"><li>• share experiences of national festivals and of family customs and ceremonies</li><li>• venture out and explore things</li></ul>	<ul style="list-style-type: none"><li>• participate in celebrations of national festivals held at the school</li><li>• explain their own family customs, ceremonies and celebrations</li><li>• participate in keeping a birthday chart for the class</li><li>• participate in class excursions, collecting information</li></ul>

## 13.4 Arts

Themes and Topics	Learning Objectives Learners will:	Competencies Learners should be able to:
1. Visual Art  - Drawing - Painting - Modelling - Construction - Collage	<ul style="list-style-type: none"> <li>• explore and be aware of the rich environment that surrounds us such as textures, colours, patterns, lines and space and how to organise these</li> <li>• express what they may not be able to verbalise</li> <li>• create symbols of their own invention which can be shared with others</li> </ul>	<ul style="list-style-type: none"> <li>• participate in creative art activities and show expressions, e.g. picture making, pattern making; paper crafting, modelling and toy making by using different materials and techniques such as:               <ul style="list-style-type: none"> <li>- working with different materials such as paint, crayons, pencils</li> <li>- using utensils such as brushes, crayons, pencils, scissors</li> <li>- moulding with modelling clay river clay, play dough</li> <li>- sculpting with wood, stone, soap, wire</li> <li>- folding, tearing, cutting, pasting</li> </ul> </li> <li>• demonstrate experimentation with colours</li> <li>• create approximations of common 2D geometrical shapes</li> <li>• create non-geometrical shapes such as hand prints</li> <li>• sew big stitches onto fabric to make a border</li> </ul>
2. Music  - Singing - Playing instruments	<ul style="list-style-type: none"> <li>• be aware of the rich environment that surrounds us such as melodies, sounds and movement and how to organise these</li> <li>• become aware of the possibilities of voice and percussion</li>   <li>• become aware of folk songs</li> </ul>	<ul style="list-style-type: none"> <li>• participate in melodious activities by using different materials and techniques such as:               <ul style="list-style-type: none"> <li>- free interpretation of music</li> <li>- music appreciation through listening</li> <li>- singing in a group, keeping rhythm and tempo</li> <li>- doing body percussions like clapping, snapping, etc.</li> <li>- playing various self-made percussion instruments, keeping rhythm and tempo</li> </ul> </li> <li>• perform songs, folk songs and song games in mother tongue, singing in unison</li> </ul>
3. Dance  - Free movement - Choreographed dances	<ul style="list-style-type: none"> <li>• be aware of the rich environment that surrounds us such as melodies, sounds, movement patterns, and space and how to organise these</li> <li>• become aware of movement and gesture</li> </ul>	<ul style="list-style-type: none"> <li>• participate in dancing activities, by using different techniques:               <ul style="list-style-type: none"> <li>- free and choreographed movement to music</li> <li>- large and small muscle movements</li> <li>- position in space and directionality</li> <li>- perceptual-motor movements and muscle coordination</li> <li>- balance and rhythm</li> <li>- perform traditional dances</li> <li>- keep a steady speed when moving (time)</li> <li>- show an awareness of audience and rehearsal techniques such as entrances and exists</li> </ul> </li> </ul>

## Arts (continued)

<b>Themes and Topics</b>	<b>Learning Objectives</b> Learners will:	<b>Competencies</b> Learners should be able to:
4. Drama  - Dramatisation - Role play - Mime	<ul style="list-style-type: none"><li>• be able to create symbols of their own invention which can be shared with others</li><li>• become aware of movement and gesture and how to use space through self-expression</li></ul>	<ul style="list-style-type: none"><li>• participate in drama activities, by using different props and techniques such as:<ul style="list-style-type: none"><li>- dramatisation and role-play, with or without using props, costumes and masks</li><li>- facial expressions, body image, body awareness and body experience</li><li>- miming</li></ul></li></ul>
5. Appreciation	<ul style="list-style-type: none"><li>• be able to appreciate and enjoy their own endeavours and those of others</li><li>• develop personal and social skills</li></ul>	<ul style="list-style-type: none"><li>• communicate their interpretation of and response to others' artistic expression with an appreciative attitude</li><li>• share work with each other as well as the parents and the community</li><li>• cooperate in a group, respecting the needs of others</li></ul>

### 13.5 Religious and Moral Education

Themes and Topics	Learning Objectives Learners will:	Competencies Learners should be able to:
1. Religious Identity	<ul style="list-style-type: none"> <li>• discover own religious identity</li>   <li>• appreciate being cared for as the basis of becoming oneself</li> </ul>	<ul style="list-style-type: none"> <li>• name their own religion (if applicable) and share own religious experiences</li> <li>• share stories from their own religion</li> <li>• explain why they are valued, how others show it to them, how they can show it to others</li> <li>• explain why caring is important for everybody</li> <li>• appreciate themselves as unique and special</li> </ul>
2. Beliefs, Norms and Values	<ul style="list-style-type: none"> <li>• consider, respect and accept the opinions, rights and desires of other</li> <li>• appreciate that positive values and actions bind us together</li> </ul>	<ul style="list-style-type: none"> <li>• express their own and relate to others' points of view</li> <li>• show respect towards others' beliefs, rights and desires</li> <li>• be positive about their own and others' abilities, competencies and worth</li> <li>• accept failure and success in a positive way</li> </ul>
3. Morals	<ul style="list-style-type: none"> <li>• differentiate between good and bad and value the good guidance of adults and peers</li> <li>• be aware of rules and positive discipline</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate good, proper behaviour</li> <li>• accept and respect good guidance from adults and peers</li> <li>• name some class rules and accept them as positive discipline</li> </ul>
4. Social and Emotional Development	<ul style="list-style-type: none"> <li>• accept others and be accepted</li> <li>• be a competent social member of the peer group</li>   <li>• recognise their own feelings and be sensitive to the feeling of others</li> <li>• demonstrate emotional stability through the way they express emotions and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• work or play with their peers in pairs or in small groups, appreciating the value of cooperation and compromise</li> <li>• be generous and able to share equipment, experiences and people with others</li> <li>• develop empathy and discover the pleasures of good friendships</li> <li>• find satisfaction in helping each other and the group</li> <li>• learn to control their temper or become more skilful at using alternative methods to get what they want, e.g. by taking turns at games</li> <li>• make decisions and handle problem situations in a responsible way</li> </ul>



## 13.6 Physical Development

Themes and Topics	Learning Objectives Learners will:	Competencies Learners should be able to:
1. Gross Motor Development - Gross motor movements	<ul style="list-style-type: none"> <li>• have effective control over and coordination of the larger muscles of the body</li> <li>• gain good muscle growth and motor coordination</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate accurate movement of the larger muscles of the body, e.g. arms and legs</li> <li>• carry out daily tasks with vigour and alertness</li> </ul>
- Balance	<ul style="list-style-type: none"> <li>• sustain control of the body when using both sides simultaneously, individually or alternately</li> </ul>	<ul style="list-style-type: none"> <li>• hold the body in the correct position with minimal support in the performance of various tasks and balancing exercises</li> <li>• acquire smooth co-ordinated movements which allow them to move with self-assurance</li> </ul>
- Coordination	<ul style="list-style-type: none"> <li>• move the muscles to function in a skilled, harmonious pattern</li> </ul>	<ul style="list-style-type: none"> <li>• perform coordinated, symmetrical movements of all body parts</li> <li>• participate successfully in games, sports and dance</li> </ul>
- Eye-hand coordination	<ul style="list-style-type: none"> <li>• perform movements with the hands as directed by the eyes</li> </ul>	<ul style="list-style-type: none"> <li>• control the movement and direction of the body using arms, hands and fingers as directed by eyes</li> </ul>
- Eye-foot coordination	<ul style="list-style-type: none"> <li>• visually steer the movement of the feet</li> </ul>	<ul style="list-style-type: none"> <li>• control the movement and direction of the body using legs and feet as directed by the eyes</li> </ul>
- Rhythm	<ul style="list-style-type: none"> <li>• develop a sense of rhythmic timing through coordinated body movements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate gross motor activities through sensory (auditory and visual) stimuli, e.g. music, clapping, etc.</li> </ul>
2. Fine Muscle Development - Fine muscle control, movement and rhythm	<ul style="list-style-type: none"> <li>• have sufficient control and coordination of the small muscles of the body, e.g. fingers, tongue, eyes</li> </ul>	<ul style="list-style-type: none"> <li>• manipulate small objects and control writing materials</li> <li>• control eye and tongue movements</li> <li>• have appropriate control to start and stop an activity</li> <li>• relate fine motor activities to auditory stimuli, e.g. music, clapping, etc.</li> </ul>

## Physical Development (continued)

Themes and Topics	Learning Objectives Learners will:	Competencies Learners should be able to:
3. Body Awareness  - Body concept	<ul style="list-style-type: none"> <li>• have knowledge of the body, including an inner awareness of the body and its relationship to objects</li> </ul>	<ul style="list-style-type: none"> <li>• control the body in such a manner that they can move around freely, avoiding obstacles</li> <li>• demonstrate through movement the body's relationship to space</li> </ul>
- Body knowledge	<ul style="list-style-type: none"> <li>• understand that the body has different parts that perform different functions</li> </ul>	<ul style="list-style-type: none"> <li>• name the body parts and their functions</li> <li>• indicate where parts are attached to one another</li> <li>• move specific body parts in unison (harmonious movements) and discord (disharmony)</li> </ul>
- Dominance	<ul style="list-style-type: none"> <li>• develop a preference for using one particular hand, foot, eye or side of the body</li> </ul>	<ul style="list-style-type: none"> <li>• perform activities with the preferred hand, foot and/or eye</li> </ul>
- Laterality and directionality and crossing the mid-line	<ul style="list-style-type: none"> <li>• develop an inner awareness of the left and right sides and the mid-line of the body</li> <li>• experience direction in the external world in relation to themselves</li> </ul>	<ul style="list-style-type: none"> <li>• name the right and left parts of their own and others' bodies</li> <li>• cross the vertical middle line of the body</li> <li>• indicate direction of movement or of static objects in relation to themselves</li> </ul>
4. Relaxation	<ul style="list-style-type: none"> <li>• experience what the body feels like when it is tense and what it feels like when it is relaxed</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate how to tense muscles and then relax them</li> <li>• explain why relaxation is needed when the body is tense</li> <li>• discuss the necessity of exercise and rest</li> </ul>

## 14 Additional Information

The Regional Office must ensure that a fully equipped classroom is available before Pre-Primary learners can be enrolled. Following is a list of material and equipment required for the successful implementation of the syllabus:

### *Equipment to be placed on the Inventory List*

Item Description	# needed	Item Description	# needed
Lockable cupboard/cabinet for the teacher	1 (at least)	Learner's desks no. 3 OR Round tables	13  5
Teacher's table	1	Learner's chairs no. 3	25
Teacher's chair	1	Display tables	4
Wash basin (for washing hands and water play)	1	Rounded scissors	1 per learner
Book shelf	1	*Carpet (optional)	1
Sand Table (optional)	1	Story books	various
Puzzles, 2-piece up to 12-piece	various	Games	various
Abacus and Balance scales	1 each	Balance beam	1
Toys such as dolls, cars, balls, skipping ropes, tea sets, animals etc.	various	Construction sets such as wooden/ plastic blocks of various shapes and sizes	various

\*If a carpet is not available, some kind of protective material (such as cardboard boxes) must be provided for floor work as an interim measure.

### *Consumables to be purchases annually*

Item Description	# needed	Item Description	# needed
Learners' work book	1 per learner	Pencil (thick barrel – if not available, thin HB)	3 per learner
Exercise books, unruled	3 per learner	Stationery for teacher's administrative needs, e.g. pens, files, markers, lined paper, etc.	
Prestik	1 per class	Poster carton A1	15 per class
Wax crayons	1 packet per learner	Coloured pencils	1 packet per learner
Powder Paint (red, blue, yellow, green, purple, orange, black, white)	1 of each (at least)	Paint brushes (12 mm and 19 mm)	10 of each
Modelling clay – assorted colours	10 boxes per class	Glue (sticks or carpenters glue)	10 per class
Chalkboard cleaner	2 per class	Chalkboard crayons (white and assorted colours)	1 of each per class

### *Playground equipment*

Learners must have the opportunity to climb, swing, crawl and balance on playground equipment. Old car tyres could be used to construct such equipment if funds are not available to purchase them. Ideas for these are in the Teachers' Resource Book.



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