

PlusOne

Physical Education and Arts

Teacher's Guide



ECD A



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Topic 1

Safety and health

Hazardous objects in and around the environment

Unit objectives

By the end of this lesson, learners should be able to:

- a** name at least two hazardous objects available.
- b** paste a scissors from the sticker page.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 1.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Scissors
- Razor blades
- Broken glasses
- Needles
- Charts/pictures showing different dangerous objects.

Facilitator's notes

- Ask learners, “What are the rules we follow to stay safe at home and school?” Introduce the idea of hazardous objects (things that can hurt us).
- Action song: Sing a simple song like “Stop, Look, and Listen” (modified to “Stop, Look, and Tell”).
- Begin by having the learners sing a familiar and engaging song.
- This serves as a warm-up, establishing a positive mood and preparing the children to focus. Choose a song related to safety or health, if possible.
- The facilitator explains what hazardous objects are.
- Use simple language to clarify that a hazard is anything that can cause harm or hurt them (“Things that can make you go ‘Ouch!’ or make you sick!”).
- Ask simple questions like, “Why shouldn’t we touch a needle, razor blade or broken glass?”

Play area safety rules at school

Unit objectives

By the end of this lesson, learners should be able to:

- a identify correctly at least one piece of play equipment.
- b colour the pictures.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 2.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor play equipment.
- Sand play area.
- Chart/pictures of children playing.
- Crayons.

Facilitator's notes

- Gather the learners in a circle. Ask a simple, open-ended question: “Why is it important to be careful when we play?” (Accept simple answers like “So we do not fall,” or “So we do not get hurt.”)
- Introduce a simple movement: “Stop when the whistle blows!” Blow the whistle/clap your hands and have the children freeze immediately. This establishes the safety signal.
- Begin by having the class sing different play songs. This serves as a dynamic warm-up, getting muscles moving and building enthusiasm for the outdoor activity. Choose songs with simple actions or movements.
- Learners identify outdoor play equipment. Learners name the different outdoor play equipment (swing, slide, ball, climbing frame). Ask learners, “What is this?” and encourage loud, clear naming. This links the visual object to its correct name.
- The facilitator explains how to use the outdoor play equipment (Focus on safety). Demonstrate the correct and safe way to use each piece of equipment:
 - **Swing: Sit properly; do not stand; wait for your turn.**
 - **Slide: Go down feet first; only one person at a time; do not climb up the slide.**
 - **General rule: Always watch out for others and never push or shove.**
 - **Emphasise that equipment must be shared, and safety rules are for everyone's protection.**
- Learners take turns playing outdoors. Divide learners into small groups and assign them specific areas or pieces of equipment to use first. The facilitator must actively supervise to enforce safety rules and manage turns. This provides essential physical activity, develops gross motor skills, balance, and social skills (sharing).

- Learners colour the pictures (related to play equipment or outdoor scenes). After returning indoors and cooling down, distribute an activity sheet. This serves as a quiet cool-down activity, transitioning the energy level. Encourage neat colouring within the lines, focusing on developing fine motor control and pincer grip.

Cleaning the school

Unit objectives

By the end of this lesson, learners should be able to:

- a** pick up litter from the classroom and dispose of it.
- b** colour the picture well.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 3.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Classroom environment.
- Plastic bins.
- Big outdoor plastic/metal bins.
- A chart showing learners cleaning their school.
- Crayons.

Facilitator's notes

- Show the two bins.
- Practise the action: Picking up a piece of clean litter and walking it to the bin. Use a visual cue, like a drawn smiling face, on the correct bin.
- The facilitator demonstrates using the small broom and dustpan. Let two learners at a time practice sweeping a small, designated area of the room or floor mat. Emphasise moving in a controlled, safe way.
- Briefly take the learners outside to a designated, safe area. Supervise them as they gently pick up pre-scattered, clean leaves or paper scraps and put them in a dedicated dustbin (with gloved hands or using small tongs).
- Start with action songs or songs about cleanliness (“Tidy up song,” “Wash your hands”) to get the learners moving and focus their attention on the theme of hygiene.
- Use simple, concrete terms. Litter is “rubbish that is in the wrong place.” Show examples: a sweet wrapper on the floor, a broken pencil on the playground. Emphasise that litter makes our school/home dirty and unhealthy.

- Ask simple questions: “Who picks up the litter at home?” and “Where does the rubbish go?” Discuss the importance of using the bin to keep the learning space clean and safe.
- Lead by example. Put on light gloves (or tell them to only pick up paper/non-wet litter) and demonstrate. Guide them to carefully pick up large pieces of litter inside and outside the classroom and place them in the correct bin.
- Provide pictures of a clean bin, a littered playground, and a clean playground. Have them colour the clean pictures brightly to reinforce the positive feelings associated with a tidy environment.

Health

Unit objectives

By the end of this lesson, learners should be able to:

- a** mime correctly at least one activity shown on the workbook page 4.
- b** do at least one exercise as a group.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 4.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Hulla hoops
- Skipping ropes
- Bluetooth speaker
- Smartphones
- Video player
- Videos showing children exercising.
- Crayons

Facilitator’s notes

- Gather the learners. Ask: “What does it mean to be healthy?” Guide them to simple answers like “Feeling strong,” “Being happy,” or “Not getting sick.”
- Start with a familiar, high-energy action song (“Head, shoulders, knees, and toes” or “If you’re happy and you know it”). This gets their bodies ready and wakes up their muscles.
- Explain that exercise means making our bodies move to become strong and healthy. Give simple examples: running, jumping, dancing, or playing chase. Emphasise the benefit: “Exercise makes us strong and happy!”

- Ask learners to share their favorite ways to move (“I like to skip!”). Have them demonstrate the movement immediately. Correct and celebrate their actions (“That’s a great jump!”).
- Divide the class into small groups (“The running rabbits,” “The jumping frogs”). Have each group lead a short (30-second) exercise for the whole class, like doing star jumps or marching on the spot.
- Provide pictures of children doing different exercises (running, stretching, skipping). Use this as a cool-down activity. Encourage them to use bright colours to show how energetic and fun exercise is.

Healthy food

Unit objectives

By the end of this lesson, learners should be able to:

- a** learners should be able to name at least two healthy foods.
- b** colour a banana yellow.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 5.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Bananas
- Apples
- Potatoes
- Leafy vegetables
- Carrots
- Rice
- Meat
- Chart/pictures showing different healthy foods.

Facilitator’s notes

- Start with a lively, simple rhyme about eating fruits and vegetables or growing strong. Encourage actions like rubbing their tummy to connect food to the body.
- Display pictures of healthy foods (maize, beans, chicken, mangoes) and less healthy Foods (sweets, sodas). Ask: “Which foods help you run fast?” and “Which foods make your teeth sad?”
- Start with a simple, fun fruit rhyme (about apples or bananas) or a song. This engages their listening skills and focuses their attention on the topic.

- Use simple language. Explain that healthy foods are “fuel for our bodies” that make us strong, fast, and keep us from getting sick. Give examples: fruits, vegetables, and clean water.
- Ask learners to name their favourite healthy foods. Encourage them to name things they can find locally. Celebrate all correct answers (“Yes, *mazambiringa* (grapes) are great for you!”).
- Use real fruits (if available) or clear pictures/flashcards of local fruits (mango, banana, orange). Have learners point, name the food, and say one word to describe it (“Sweet,” “Crunchy”).
- Lead a simple discussion. Ask: “What happens if we eat healthy food?” Guide them to answers like: more energy, strong bones, fast running, and less sickness.
- Provide pictures of different fruits. Instruct them to use natural colours (yellow for banana, green/red for apples). This reinforces learning through visual art and is a calming activity.

Unhealthy food

Unit objectives

By the end of this lesson, learners should be able to:

- a name at least two unhealthy foods.
- b paste the ice cream from the sticker page.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 6.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Biscuits
- Potatoes
- Sweets
- Corn snacks
- Chips
- Cakes
- Ice cream
- Pizza
- Chart/pictures of unhealthy food.

Facilitator's notes

- Start with a lively rhyme about strong teeth or tummy aches. This gently introduces the idea that some foods are good for the body, and some are not.
- These activities use singing, visual sorting, role-play, and art to help learners recognise unhealthy foods and understand why they should be eaten only sometimes, not every day.
- Display clear pictures of foods like sweets, chips, sugary drinks, and cake. Ask: “Do these foods help you grow tall?” Explain that these foods taste good but have too much sugar or fat and are only for “Sometimes” treats, not “Every day” foods.
- Start with a quick review of the previous lesson on healthy foods. Ask: “What foods make us strong?” This connects the old and new topics.
- Use simple terms. Explain that unhealthy foods are okay *sometimes*, but eating them *too much* can make us tired and weak. Use the analogy: “These are treat foods, not everyday foods.”
- Ask learners to name foods that are high in sugar, salt, or fat (sweets, chips, fizzy drinks). Use flashcards or pictures to clearly show these foods. Emphasise that these foods lack the energy to help them grow big and strong.
- Lead a short discussion on the disadvantages. Ask: “What happens if we only eat sweets?” Guide them to answers like: tummy aches or less energy to play. Reinforce that a small treat is okay, but not every day.
- Use the sticker activity to represent a common unhealthy treat. Guide them to paste the ice cream correctly. This is a quiet activity to transition from the discussion.
- Provide drawings of a cake and sweets. As they colour, remind them these are delicious occasion foods (for birthdays), not regular meal foods.

Personal hygiene

Unit objectives

By the end of this lesson, learners should be able to:

- a** demonstrate how to brush teeth.
- b** tell a story from the pictures.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 7.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Learners' toothbrush and face towel.

- Toothpaste
- Water in a cup, bottle and or bucket.
- Hair comb/brush.
- Nail clippers.
- Chart/ pictures showing children brushing teeth, bathing, combing hair, washing hands after using the toilet.
- Crayons

Facilitator's notes

- Start with a simple, upbeat rhyme about washing hands or taking a bath. Encourage active participation by having them mime the actions while singing (rubbing hands)
- Display or show pictures of essential tools: soap, water, toothbrush, toothpaste, and comb. Ask the children: “What is this for?” Explain the use of each item clearly.
- Use the sink area (or a bucket). Demonstrate the five steps of washing hands:
- Wet hands.
- Soap and rub for a long time (sing the washing rhyme again). Rinse with clean water.
- Dry hands thoroughly with a clean cloth.
- Start with the familiar song to immediately focus on hygiene. Encourage big, fun mouthing actions while singing to warm up their faces and link the song to the activity.
- Use very simple language. Personal hygiene means “keeping our bodies clean” so we can look good, smell nice, and stay healthy. Explain that it is about taking care of yourself.
- Lead a group mime session. Ask: “Show me how you brush your teeth!” “Show me how you comb your hair!” “Show me how you wash the germs off your hands!” This makes the routine actions fun and memorable.
- Show a sequence of pictures related to hygiene (child playing in mud, washing hands, eating a snack). Have learners use the pictures to tell a simple before-and-after story, emphasising the correct choice (washing up).
- Provide pictures of a toothbrush, soap, and a comb. Use this as a calm-down activity. Encourage them to colour neatly, reinforcing the image of the tools used to keep their bodies clean.

Personal hygiene

Unit objectives

By the end of this lesson, learners should be able to:

- identify the odd one out from the pictures.
- colour only objects used for personal hygiene.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 8.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Toothbrush and toothpaste.
- Towels
- Bath soap and laundry soap (bars).
- Water
- Crayons
- Pencils

Facilitator's notes

- Start with a simple, upbeat rhyme about washing hands or taking a bath. Encourage active participation by having them mime the actions while singing (rubbing hands).
- Display or show pictures of essential tools: soap, water, toothbrush, toothpaste, and comb. Ask the children: “What is this for?” Explain the use of each item clearly
- Ask simple questions: “What did we learn about keeping clean yesterday?” or “Show me the best way to brush your teeth!” This links the previous lesson (actions) to this lesson (tools).
- Use real items (soap, comb, washcloth) or flashcards. Have learners name each item and explain where they use it (“Soap for the body,” “Toothbrush for the mouth”).
- Show a set of four pictures/items: three hygiene items (toothpaste, towel, shampoo) and one non-hygiene item (a hammer, a ball, or a sweet). Learners must point the odd one out and explain why it does not belong (“A ball is for playing, not for washing”).
- Use the sticker activity to represent a key cleaning tool — bath soap. Emphasise that soap helps wash away all the germs and makes us smell nice. This is a quiet transition activity.
- Provide pictures of a towel and a toothbrush. Guide them to use bright, happy colors, reinforcing that these are their special tools for being clean and healthy.

Good eating habits

Unit objectives

By the end of this lesson, learners should be able to:

- a** state good eating habits.
- b** imitate good eating habits.

Suggested teaching and learning resources

- Plus One Physical Education and Arts ECD A Workbook page 9.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Fruits and vegetables.
- Rice
- Potatoes
- Fork and knife.
- Crayons
- Chart/pictures showing a girl eating on the table.

Facilitator's notes

- Start with a simple, happy rhyme about sitting down to eat or being grateful for food. This helps establish a calm, focused mindset for mealtime.
- Display pictures showing good and bad mealtime behaviour. Discuss simple rules such as:
 - a Wash hands before touching food.
 - b Sit down nicely at the table.
 - c Chew slowly with a closed mouth.
 - d Ask politely for more food or water.

Playing and exercising

Unit objectives

By the end of this lesson, learners should be able to:

- a name the activity shown in the picture.
- b colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 10.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outside environment
- Football
- Crayons
- Chart/pictures showing children playing soccer.

Facilitator's notes

- Start with an energetic rhyme about moving and stretching (touching toes, waving arms). This prepares their body for active play.
- Display pictures showing good behaviour (sharing a ball, helping a friend up) versus bad behaviour (pushing, running inside). Establish two main rules:
 - Share the equipment.
 - Walk inside and run only in the safe, open area.
- Explain that exercise makes us strong. Have learners mime two simple movements for 30 seconds each:
 - Running (fast feet on the spot).
 - Jumping (like a frog, landing softly). Emphasise using space safely and not bumping into others.
- Start with an action/movement rhyme (“Two little feet go tap, tap, tap,” or a local moving song). This prepares their bodies and focuses their attention on movement and coordination.
- After the rhyme, ask simple questions: “What were your feet doing?” or “Which body parts were moving?” Guide the discussion to focus on kicking, running, and control—the skills needed for soccer.
- Divide learners into small, manageable groups. Focus on basic, gentle skills: how to gently kick the ball, how to stop the ball with the bottom of the foot, and pass to a partner. Emphasise safety (no kicking hard, no running into others).
- Display a chart or set of pictures. The classification task should relate to the movement theme. Example task: Classify pictures into two groups: “Things that move fast” (car, runner) and “Things that stay still” (house, rock). This transitions to a calm, focused activity.

Topic 2

Human body

My body parts

Unit objectives

By the end of this lesson, learners should be able to:

- a** name at least two body parts.
- b** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 11.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Chart/picture showing labelled body parts.

Facilitator's notes

- Start with a familiar, high-energy body parts song (“Head, shoulders, knees, and toes”). Encourage them to touch each part as they sing to connect the word to the physical movement. This is a warm-up for the mind and body.
- Display a large, clear picture or chart of a human body. Have learners point and name the major parts (head, eyes, hands, feet, tummy). Ask them to name the parts that help them move and play.
- Provide large paper and crayons. Instruct learners to draw a self-portrait of themselves. Remind them to draw all the body parts they just named. This helps them understand their own physical structure.
- Lead a simple, inclusive discussion about self-identity. Ask the question directly and affirm all answers. Emphasise that all children are special and unique, regardless of whether they are a boy or a girl. Avoid grouping or contrasting; the focus is on personal affirmation.

Left-to-right orientation

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the patterns shown.
- b** copy the pattern as it is.

Suggested teaching and learning resources

- Plus One Physical Education and Arts ECD A Workbook page 12.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Bond paper.
- Crayons
- Pencils
- Chart/pictures showing patterns.

Facilitator's notes

- Start with a simple finger-play rhyme (“Where is thumbkin?”) or a song that involves simple hand movements. This focuses their attention and gets their hands and minds ready for drawing.
- Display pictures or materials showing different simple patterns (circle, square, circle, square; or red, blue, red, blue). Explain that a pattern is something that repeats. Have them use their fingers to trace the patterns on the pictures.
- Provide a paper with a line drawn for them to work on. They must copy the observed patterns (drawing zig-zags, waves, or repeating shapes) from left to right. This builds crucial pre-writing skills and directionality.
- Give learners a worksheet where a pattern is half-finished using dots (dot-dot-dash, dot-dot-dash). They must join the dots to complete the pattern sequence. This reinforces the concept of repetition and sequence.
- After the drawing/dot activity, lead to quick reflection. Ask: “Which body part did you use to draw the patterns?” Guide them to name their fingers, hands, and eyes (for looking). Emphasise how their hands and fingers help them draw and write.

Topic 2

History of Arts

History of Arts

Unit objectives

By the end of this lesson, learners should be able to:

- a** name at least two instruments.
- b** match the pictures.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 13.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Drums
- Shakers
- Crayons
- Thumb piano
- Chart/pictures showing different musical instruments.

Facilitator's notes

- Start with a simple rhyme or song that involves a beat or rhythm (clapping or tapping hands). This focuses their ears and prepares them for listening to different sounds.
- Display a large chart or pictures of common musical instruments, especially local ones (drum, rattle, flute). Have learners point and say the name of each instrument and describe the sound it makes ("The drum goes *boom!*").
- Provide a worksheet or a set of cards where learners must match a picture of an instrument to a picture of the person playing it or to a picture of the shape of the instrument. This reinforces visual memory and sorting skills.
- Provide simple, safe instruments (simple drums, shakers, rhythm sticks). Show them how to play gently and follow a simple beat led by you. This is a fun, noisy activity that teaches rhythm and group coordination.

Dance

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what is happening.
- b** imitate the moves.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 14.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Drums
- Traditional dance attire.
- Shakers
- Thumb piano
- Chart/pictures showing people performing a traditional dance.

Facilitator's notes

- Start with a simple rhyme or action song that encourages big movements (songs about animals or machines). This gets their bodies ready and transitions them smoothly into the movement lesson.
- Display a large, clear picture or chart showing an action or movement (a monkey climbing a tree, a baby crawling, a soldier marching, or children playing a specific game). Ask open-ended questions: “What is the monkey doing?” “How is he moving his arms?” Focus on how the movement is done.
- Lead the class in imitating the move they discussed. Encourage them to use their whole body and exaggerate the expression. For example, if they are imitating a tortoise, they must move slowly and low to the ground. If they are imitating a bird, they must move lightly and flap their “wings” high.
- Remind them to keep a safe distance from their friends while moving. Celebrate creativity and enthusiasm! The goal is for them to explore how different characters and things move.

Free drawing

Unit objectives

By the end of this lesson, learners should be able to:

- a** draw.
- b** colour.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 15.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Art book
- Pencils
- Crayons

Facilitator's notes

- Start with a simple rhyme or song that involves making sounds or clapping a beat. This focuses their ears and prepares them for the musical theme of the lesson.
- Show pictures or use real, simple instruments (like a drum, rattle, or sticks). Have learners point and say the names of the instruments they recognise. Ask them what material the instrument is made from (wood, plastic, metal).
- Provide paper and crayons. Instruct them to choose and draw just one musical instrument they like (for example, a simple drum or a maraca). This encourages focus and creative choice.
- Have the learners use crayons to colour their drawings. Encourage them to use the natural colours they observed or bright, happy colours if the instrument is decorated. This is a calming activity to finish the lesson.

Dance- Indigenous dances

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the boy is doing.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 16.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Leg rattle
- Thumb piano
- Shakers
- Drums
- Traditional dance attire and props.
- Chart/pictures showing a child doing traditional dance.

Facilitator's notes

- Start with a familiar, local traditional song that encourages clapping and simple movements. This connects the lesson to their culture and gets their bodies ready for dancing.
- Show a picture or short video clip of a traditional dance (or perform a simple move yourself). Ask: "What are their hands doing?" "Are they moving fast or slow?" Focus on describing the specific movements and clothes.
- Divide the class into small groups. Play a simple, upbeat song (it can be a traditional or local song). Encourage each group to create their own simple dance or imitate the movements they saw. Emphasise fun and effort, not perfection.
- Provide pictures of children or people performing a traditional dance or wearing traditional clothes. Use this as a calm-down activity. Encourage them to use bright, bold colours that remind them of the joyful celebration.

Music and dance

Gospel

Unit objectives

By the end of this lesson, learners should be able to:

- a** sing any gospel song they like.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 17.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Chart/pictures showing a choir and a mother singing a lullaby.

Facilitator's notes

- Start by singing a soft, gentle lullaby (either local or well-known). Have learners sit down and close their eyes (if comfortable) or rock a pretend baby. Explain that lullabies are used to calm and soothe babies.
- Ask learners: “Why do mummies sing soft songs to babies?” Guide them to understand that the purpose is to help the baby feel safe and sleepy.
- Ask the learners what kind of class song (not a lullaby) would make them feel happy and ready to play. This transitions the mood from quiet to active.
- Allow learners to take turns sharing and singing a short part of their favourite song. Encourage them to use big, happy voices and simple actions.
- Ask learners to name their favourite singer or band (local or international). Affirm their choices and briefly discuss how music makes them feel. This introduces the idea of artists and music creation.
- Provide a picture of a woman and her baby (perhaps one being rocked or held). Have learners colour the picture gently. This reinforces the calm, loving emotion associated with the lullaby.

Visual arts

Cultural artefacts

Unit objectives

By the end of this lesson, learners should be able to:

- a** name at least two cultural artefacts shown.
- b** state the uses of each item.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 18.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Clay pot
- Drum
- Gourds

- Crayons
- Chart/pictures showing cultural artefacts.

Facilitator's notes

- Start with a simple, local rhyme or song about special objects or things families use (a cooking pot, a drum, a basket). This focuses their attention on the theme of traditional items.
- Display large pictures or, if possible, safe, simple examples of cultural artefacts (a small woven basket, a clay pot, a drum). Explain that an artefact is a special thing that helps us remember the past. Ask: “What is this used for?” and “Where does your family keep this?”
- Provide pictures of the simple artefacts discussed. Instruct learners to colour them carefully. This is a calming activity that reinforces the shapes and details of the cultural items they've seen.
- Give learners a worksheet or flashcards with pictures of artefacts. The task is to match similar objects (matching a big drum to a small drum or matching a new basket to an old basket). This teaches them to recognise similarities in shape and function.

Visual arts

Unit objectives

By the end of this lesson, learners should be able to:

- identify what the woman is doing in the first picture.
- colour the second picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 19.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Beads
- Paint brushes
- Paint
- Crayons
- Twine
- Chart/pictures showing a woman making beads and a man painting a portrait.

Facilitator's notes

- Start with a simple rhyme or song about helping or working (“The Wheels on the Bus” or a community helper song). This focuses attention on the world of work.
- Display pictures of people doing different jobs (for example, a farmer, a teacher, a nurse, a builder). Ask simple questions: “What is this person doing?” “Where are they working?”
- Point to each professional and explain the tool they use. Emphasise the connection between the person and the tool
- Ask learners to choose a profession from the pictures. Have them mime the job and name the tool they would use. For example, a learner mimes writing and says, “I am a painter, I use a pen!”
- Provide a drawing of one of the professionals and their unique tool. Use this as a calm-down activity. Encourage careful colouring to reinforce the image of the job.

Visual arts

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the woman is doing.
- b** join the dots on the second picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 20.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Clay
- Play dough
- Pencils
- Bond paper
- Crayons
- Chart/pictures showing a woman making a clay pot.

Facilitator's notes

- Ask: “What job is she doing?” “Why is this job important?” Focus on community roles and caring for the family.
- Provide a dot-to-dot picture that, when completed, forms the shape of a hut. Guide learners to use their pencils carefully to join the dots in numerical order. After joining, they should colour the hut using appropriate colours (brown, red, grey).

- After completing the dot-to-dot, ask the learners to proudly name the object they drew: “A hut!” Discuss the shape of the hut (round, cone, square). This reinforces visual recognition and geometric terms.

Visual artefacts

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the item shown in the picture.
- b** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 21.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Mortar and pestle.
- Crayons
- Chart/pictures showing a mortar and pestle.

Facilitator’s notes

- Start with a simple rhyme or song that involves pounding or grinding motions. Have learners use their fists to mime the action of pounding rhythmically.
- Show a picture or a safe, real example of a mortar and pestle. Explain the parts: the mortar is the big bowl, and the pestle is the stick used to pound.
- Explain that this tool is a kitchen utensil (a tool used for cooking). Ask: “What food do we make using this?” (*sadza*, groundnuts). Emphasise that it helps prepare the food we eat.
- Provide a clear drawing of the mortar and pestle. Instruct learners to colour the picture carefully. This is a calming activity that reinforces the shape and function of the tool.

Theatre

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the animal shown.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 22.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Model bunny/hare
- Crayons
- Chart/pictures showing a bunny.

Facilitator's notes

- Start with a simple rhyme or song about a hare (or rabbit). Encourage them to use fast, hopping movements while singing to mimic the animal and get their bodies energised.
- Display a clear picture of a hare. Ask: “How does the hare move?” “What big parts does it have?” (big ears, powerful legs). Discuss that the hare is a common animal in many Zimbabwean stories (folklore).
- Provide a drawing of the hare. Instruct them to colour the picture using the natural colours discussed (brown, grey, white). This is a calming activity that reinforces the animal's appearance.
- Choose a very simple, short drama or scene from a local folktale (perhaps a simple dialogue between a clever hare and a tortoise). Demonstrate the movements and voices clearly. Have learners work in pairs or small groups to imitate the local actors and perform the scene.

Theatre

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the children are doing.
- b** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 23.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Classroom
- Chairs
- Costumes and props.
- Chart/pictures showing children performing a drama in front of the class.

Facilitator's notes

- Start with an expressive rhyme or action song. Choose one that encourages big gestures and facial expressions. This gets them ready to perform and observe.
- Pre-select two learners to perform a very short, simple action (greeting each other, miming sweeping, or waving goodbye). The rest of the class must watch closely. Ask: “What are their bodies saying?” “What are their faces showing?” Focus on noticing details.
- Provide a drawing of children playing or performing. Use this as a calm-down activity. Encourage them to colour the picture to capture the excitement and energy of the performance.
- Have the class get up and imitate the exact actions of the two children. Repeat the performance, but this time, encourage them to add their own feeling (wave goodbye sadly, or greet each other happily). This reinforces expressive movement.

Theatre

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activity in the picture.
- b** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 24.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Classroom
- Crayons
- Projector
- Charts/pictures showing children being taught through theatre.

Facilitator's notes

- Start with a simple storytelling rhyme or song (about a person, an animal, or an adventure). This focuses their attention and sets a creative, imaginative mood for storytelling.
- Show a large picture with a clear scene (children playing, an animal talking). Guide the discussion by asking: “What do you think is happening here?” Encourage learners to use their imaginations and tell a simple, short story based on the picture.

- Provide the picture used for storytelling (or related one) for colouring. This is a calm-down activity. Encourage them to use colors that match the mood of the story they told (bright colors for a happy story).
- Use simple language to explain that theatre (or drama/role-play) is like acting out a story. It is important because it helps us:

Theatre (Folktales)

Unit objectives

By the end of this lesson, learners should be able to:

- a** join the dots.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 25.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Story books
- Pencils
- Chart/pictures showing folktales.

Facilitator's notes

- Start with a quiet, sitting rhyme, perhaps one about shapes or following a line (like a road or a river). This helps them calm down and focuses their eyes and minds on the next activities.
- Provide worksheets with a dot-to-dot activity. Guide learners to follow the numbers or letters to complete a simple picture (an animal, a house, or a simple musical instrument). Emphasise using their pencil carefully.
- The dot-to-dot picture should have a clear frame or border around it. Instruct learners to colour only inside the lines of the drawing *and* the frame. This reinforces control and the concept of boundaries in art.
- Divide the class into small groups (3-4 learners). Present a simple picture or a clear starting idea (“A dog found a big bone”). Each learner adds one sentence to the story. After the story is finished, the facilitator or other groups ask simple questions about the story (“Why did the dog go to the forest?”). This develops collaborative storytelling and listening skills.

Topic 4

Gymnastics

Weight bearing/balancing

Unit objectives

By the end of this lesson, learners should be able to:

- a imitate the activity in the picture.
- b colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 26.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment.
- Rubber mat
- Sports attire
- Crayons
- Chart/pictures showing the boy doing weight-bearing.

Facilitator's notes

- Start with a strong, energetic rhyme that encourages stomping or marching (“The ants go marching...”). This gets their legs and bodies moving and ready for physical concepts.
- Explain simply that weight-bearing means activities where our feet or legs hold the weight of our body (like standing, running, or jumping). Tell them: “These moves make our bones strong like big trees!”
- Display a clear picture of a boy performing a weight-bearing activity (jumping high or standing on one foot). Ask them to explain, “Why is this move making his body strong?” (Answer should focus on his legs pressing down).
- Provide a drawing of the boy performing the weight-bearing activity. Use this as a calm-down activity. Encourage them to colour the picture clearly to reinforce the image of a strong, active body.

Balances (balances and weight bearing)

Unit objectives

By the end of this lesson, learners should be able to:

- a** imitate what the children are doing.
- b** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 27.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Outdoor environment
- Rubber mats
- Chart/pictures showing children doing gymnastics.

Facilitator's notes

- Start with a simple, dynamic rhyme or song that encourages stretching, bending, and rolling (even just miming the action). This prepares their bodies for flexible movement.
- Display a clear picture of children performing basic, safe gymnastics movements (a simple forward roll, a bridge, or a star jump). Ask: “What is their body doing?” “Are they strong or flexible?” Introduce words like stretch and balance.
- Have the learners practice imitating the observed movements. Start with the safest, easiest moves like a rock-and-roll on the floor (not a full roll) or a simple standing balance (on one foot). Emphasise slow and controlled movement and safety (clear space).
- Provide a drawing of the children performing the gymnastics move. Use this as a calm-down activity. Encourage them to use bright colors that show the energy and fun of being flexible and strong.

Balances (balance and weight bearing)

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the man in the picture.
- b** colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 28.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Walking stick
- Crayons
- Chart/pictures showing grandfather walking using a walking stick/cane.

Facilitator's notes

- Start with a slow, gentle rhyme or song about walking slowly or helping a friend. This sets a calm, supportive tone for the lesson.
- Show a picture of an older person or someone with an injured leg using a walking stick or crutches. Ask the class the question directly. Explain that the stick is a tool that provides support to help people walk safely and feel steady. Emphasise respect for people who need walking aids.
- Provide a drawing of the walking stick or the person using it. Use this as a calm-down activity. Encourage them to colour carefully, reinforcing the image of a helpful tool.
- Briefly have the class mime using a walking stick, moving slowly and carefully. This helps them physically understand the concept of support.

Pair and group balances

Unit objectives

By the end of this lesson, learners should be able to:

- a** imitate the activity on the first picture.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 29.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Crayons
- Rubber mats
- Chart/pictures showing children performing gymnastics in pairs and groups.

Facilitator's notes

- Start with a quiet, focused rhyme or song about standing still or being steady (about trees rooted in the ground). This helps the learners focus on balance.
- Show pictures of simple, safe pair balances (two children standing back-to-back, linking arms) and group balances (three children holding hands in a circle). Emphasise that these moves require trust and working together.
- Provide pictures of children successfully performing a simple pair or group balance. Use this as a calm-down activity. Encourage them to colour the children and the background brightly to reflect the fun of teamwork.

Balances (Creating shapes and formations)

Unit objectives

By the end of this lesson, learners should be able to:

- a** create shapes and formations.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 30.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Sports attire
- Crayons
- Chart/pictures showing boys creating shapes.

Facilitator's notes

- Start with a simple, dynamic rhyme or song that involves changing shapes (“Make yourself big, make yourself small,” or “Spin around, bend down low”). This prepares them for moving into different positions.
- Display a picture of children forming simple geometric shapes (like a circle, a line, or a square) or doing body shapes (like a star or a tuck). Ask: “What shape are the boys making with their bodies?” “What is the formation on the ground?” Introduce the shape names clearly.
- Divide the class into small groups. Call out a shape (“Make a circle!” or “Make a long line!”). Have the groups work together to form the shape. Emphasise the importance of cooperation and finding their space without touching others.

- Provide a drawing of learners successfully forming a simple shape or formation. Use this as a calm-down activity. Encourage them to outline and colour the shapes they created to reinforce the visual concept.

Balances

Unit objectives

By the end of this lesson, learners should be able to:

- a** join the dots to complete the picture.
- b** imitate the stance shown.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 31.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Pencils
- Crayons
- Charts/pictures showing a boy doing gymnastics.

Facilitator's notes

- Start with a quiet, focused rhyme about being still or standing tall (about a stiff soldier or a statue). This helps them focus their minds and bodies on balanced work.
- Provide a dot-to-dot picture of a boy holding a clear, simple balancing pose (standing on one foot or extending an arm out). Guide them to join the dots carefully to reveal the full picture. This reinforces visual attention.
- Once the picture is complete, have the learners stand up and try to copy the exact balancing stance shown in the drawing. Emphasise finding a spot on the floor to look at (a focus point) and trying to stay still like a statue.
- Use the completed dot-to-dot picture for colouring. This is a calm-down activity. Encourage them to colour the child who is strong and steady, reinforcing the positive feeling of successful balance.

Locomotion/movement (elementary movement)

Running

Unit objectives

By the end of this lesson, learners should be able to:

- a** run.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 32.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment.
- Crayons
- Sports attire
- Charts/pictures showing children running.

Facilitator's notes

- Start with an energetic rhyme or song about fast movement (songs about race cars, horses, or fast animals). This gets their hearts pumping and prepares them to think about speed and movement.
- Display a clear picture of children in the act of running. Ask the learners to look closely at the picture. Ask: “What is their body doing?” “Are their feet both on the ground?” Focus on the action and movement cues.
- Ask the question, “Are the children running?” (The answer should be “Yes”). Then ask: “How do you know they are running and not walking?” Guide them to say that running is faster and involves a moment when both feet are off the ground.
- Provide the picture of the children running for coloring. Use this as a calm-down activity. Encourage them to use bright, dynamic colours that show the energy and speed of running.

Coordination of body parts

Unit objectives

By the end of this lesson, learners should be able to:

- a** play soccer together with their friends.
- b** imitate the boy skipping rope.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 33.
- Heritage Based Curriculum (HBC) Infant syllabus page.

Suggested teaching and learning materials

- Outdoor environment
- Footballs
- Skipping ropes
- Crayons
- Charts/pictures showing children kicking a soccer ball and a girl skipping rope.

Facilitator's notes

- Start with a simple rhyme or song that encourages using both hands and feet at the same time (clapping a rhythm while tapping feet). This prepares their minds for coordination tasks.
- Display pictures showing different coordinated movements (catching a ball, riding a bicycle, or a girl skipping rope). Ask: "What two things is the girl doing at once?" (Jumping feet and turning arms). Explain that coordination means their body parts work as a team!
- Provide the drawing of the girl skipping rope. Use this as a calm-down activity. Encourage them to colour neatly, reinforcing the image of hands and feet moving in rhythm.
- Have the learners stand up and practise the skipping motion *without* a rope. Focus on the two key movements: Jumping (feet) and turning (arms/hands). Break it down: first, just jump; second, just turn their wrists; third, put them together slowly.

Coordination

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the game being played.
- b** colour the pictures within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 34.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Cricket equipment
- Hardball
- Crayons
- Chart/pictures showing children playing cricket.

Facilitator's notes

- Start with an active rhyme or song about a specific sport (kicking a ball, running a race). This gets their bodies ready and focuses their minds on the theme of moving for play.
- Display a clear picture of children performing a locomotor movement used in sports (leaping over a hurdle, galloping to a finish line, or hopping). Ask: "What is the child doing with their feet to move?" Introduce the correct movement word (locomotion means moving from place to place).
- Have the learners stand up and try to copy the exact stance or movement shown in the picture. If the picture shows a leap, have them try a small, controlled leap or jump. Emphasise finding their space and moving safely.
- Provide the picture used for discussion for colouring. Use this as a calm-down activity. Encourage them to use bright colours that show the energy and fun of playing sports and moving their bodies.

Coordination

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the game being played.
- b** colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 35.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment.
- Pebbles
- Crayons
- Charts/pictures of children playing *nhodo*.

Facilitator's notes

- Start with a simple, rhythmic rhyme or song about playing games or using hands. This sets an energetic and playful tone for the lesson.
- Display a clear picture of children playing *Nhodo/Igwini* (a stone/pit game). Ask the learners what game they see. Confirm the name of the game (using the local name). Briefly explain that this is a traditional game played in the community.
- Ask learners to look closely at the picture and identify the materials used. Guide them to name the main items: small stones and a hole (pit) dug in the ground. If using sticks, identify the sticks. Discuss where these materials come from (the environment).
- Provide the drawing of the children playing *Nhodo/Igwini*. Use this as a calm-down activity. Encourage them to colour the children, the stones, and the ground, reinforcing the visual of the traditional game setting.
- Have the class briefly mime the hand actions used in *Nhodo/Igwini* (scooping, throwing, catching stones) while sitting down.

Locomotion

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activities in the picture.
- b** colour the pictures.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 36.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Crayons
- Charts/pictures showing kids doing different locomotion.

Facilitator's notes

- Introduce the rhyme: Use a simple, repetitive rhyme about movement ("I can walk, I can crawl, I can roll like a ball"). Sing it slowly first.
- Distribute sticker pages and glue. Instruct learners to find the picture of the boy crawling and paste it into the designated box on their activity sheet.
- Show the activity sheet with clear images of a girl walking, a boy walking and another girl rolling.
- Instruct learners to only colour the children in pictures who are walking.

Locomotion

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activity in the pictures.
- b** colour the pictures.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 37.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment.
- Crayons
- Sports attire
- Charts/pictures showing children running in different directions.

Facilitator's notes

- Start with an energetic rhyme or song about moving fast (about a fast cheetah or a quick river). This warms up their bodies and sets the theme for movement.
- Provide a drawing of children running. Use this as a quiet activity. Encourage them to use colours that show energy. This reinforces the image of the movement they will practice.
- Demonstrate a controlled walk and a simple roll (rolling sideways on the mat). Ask the class: "How is walking different from running?" (Walking is slower; one foot is always on the ground). Then ask: "How is rolling different from both?" (Rolling uses the whole body on the ground).
- Clear a safe space. Give simple instructions such as:
 - **Run forward (straight ahead).**
 - **Run backwards (slowly and carefully).**
 - **Run sideways (like a crab or shuffling).**
 - **Emphasise stopping safely when you say "Stop!"**

Free jumping

Unit objectives

By the end of this lesson, learners should be able to:

- a** imitate the picture.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 38.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Crayons
- Sports attire
- Charts/pictures of children free jumping.

Facilitator's notes

- Start with an energetic rhyme or song about jumping or hopping (about a frog or a bouncy ball). This gets their legs and minds ready for the physical task.
- Provide a clear drawing of children performing various free jumps (jumping with arms up, jumping sideways). Use this as a quiet activity to visually reinforce the movement they are about to try.
- Clear a safe space. Explain that free jumping means they can choose how they jump — high, low, forward, backwards, or sideways.

Topic

5

Play and game skills

Coordination skills

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the people in the first picture are doing.
- b** colour the pictures within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 39.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Bluetooth speaker
- Phone
- Crayons
- Charts/pictures showing children walking in a straight line following the teacher and children dancing to music.

Facilitator's notes

- Start with a simple, local rhyme or song about community, fun, or celebration (a simple song about dancing or working together). Encourage gentle actions like clapping or swaying.
- Display a picture of children involved in a community activity (dancing at a ceremony, playing a traditional game). Ask: "What happy thing are the children doing?" Focus on using words that describe action and emotion
- Pair the learners up. Give a specific instruction: "Tell your partner your favourite game to play outside and why." Emphasise taking turns to speak and listening when their partner is talking.

- Provide a clear drawing of children dancing joyfully. Use this as a calm-down activity. Encourage the learners to use bright, happy colours to match the feeling of music and dance.

Coordination of body parts

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activity in the picture.
- b** imitate the activity.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 40.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Skipping ropes
- Crayons
- Charts/pictures of a girl skipping rope.

Facilitator's notes

- Display a clear picture of a girl skipping rope. Ask the learners to describe what she is doing. Confirm the action is rope skipping and explain that it requires great coordination (using hands and feet together).
- Have the learners stand up. Break the movement down.
- Practise jumping up and down lightly on the spot.
- Practise turning their wrists in a small circle (miming the rope turning).
- Have them try to put the two actions together slowly, without a real rope.
- Emphasise rhythm and getting the feet and hands to work as a team.
- Provide the drawing of the girl skipping rope. Use this as a calm-down activity. Encourage them to colour the picture to show the energy and movement of the activity.
- Remind them to look forward while jumping to maintain balance, just like the girl in the picture.

Throwing and catching

Unit objectives

By the end of this lesson, learners should be able to:

- a name the game.
- b imitate the game.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 41.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Pebbles
- Crayons
- Charts/pictures showing a girl playing *nhodo*.

Facilitator's notes

- Start with a simple, rhythmic rhyme or song about hands, stones, or simple games. This sets a playful, focused mood and gets their hands ready for activity.
- Display a clear picture of a girl playing *Nhodo/Igwini* (the stone/pit game). Ask: “What is she doing with the stones?” Confirm the name of the game (*Nhodo/Igwini*) and explain that it’s a fun, traditional game played in Zimbabwe.
- Have the learners sit down and mime the hand actions of the game without real stones. Focus on two main actions: throwing a pretend stone up and scooping up others quickly. This is a safe way to practice the hand-eye coordination needed for the game.
- Provide the drawing of the girl playing the game. Use this as a calm-down activity. Encourage them to colour the stones and the pit/ground to reinforce the visual materials used in the traditional game setting.

Sending, receiving and travelling

Unit objectives

By the end of this lesson, learners should be able to:

- a name the activity shown in the picture.
- b colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 42.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Football
- Sports attire
- Charts/pictures showing children playing soccer.

Facilitator's notes

- Start with an energetic rhyme or song about feet, balls, or playing outside. This gets their legs ready and focuses their minds on the theme of play.
- Display a clear picture of a boy kicking a ball. Ask the learners: “What is the boy doing?” Guide them to use action words like kicking, running, or striking the ball.
- Confirm the central action: “Yes, the boy is kicking the ball!” Briefly explain that kicking is when you use your foot to push or hit an object away from your body.
- Ask: “What is the game called where we kick a ball with our feet?” Lead them to say soccer (or football). Emphasise that it is a team game and requires good control.
- Provide the drawing of the children playing soccer. Use this as a calm-down activity. Encourage them to colour the ball, the players, and the grass, reinforcing the fun image of the game.
- Have the children mime a gentle kick while standing still to feel the movement in their leg and feet.

Kids athletics

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activity shown in the picture.
- b** imitate the activity.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 43.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Sacks
- Crayons
- Sports attire
- Charts/pictures showing children running in sacks.

Facilitator's notes

- Start with an energetic rhyme or song about jumping, racing, or being bouncy. This gets their legs and minds ready for the physical task.
- Display a clear picture of children participating in a sack race. Ask: “What is different about how these children are running/jumping?” Explain the rules simply: feet go in the bag, and you must jump to move forward. Focus on the concept of hopping/jumping for distance.
- If real sacks are not available, have learners mime holding their shorts or pants tightly around their ankles.
- Demonstrate the required jump-hop motion.
- Have them practise hopping safely for a very short distance.
- Emphasise balance and holding their sack to prevent tripping.
- Provide the drawing of the children in the sack race. Use this as a calm-down activity. Encourage them to use colours that show the speed and laughter of the race.
- Highlight that the sack race teaches balance and cooperation (if racing in lanes) and is a great way to use the strong muscles in their legs.

Aquatic skills

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the water bodies in the picture.
- b** colour the pictures.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 44.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Model fishpond
- Bucket
- Covered dish full of water.
- Crayons
- Charts/pictures showing various water sources for aquatic skills.

Facilitator's notes

- Start with a simple rhyme or song about water (rain, rivers, or washing hands). This focuses their attention on the theme and the sound of water.
- Display pictures of different water bodies found in Zimbabwe (a river, a lake, a dam). Ask the class to name what they see. Discuss where their families get water from.
- Ask the question directly. Emphasise that it's okay if they cannot swim. Reinforce that swimming is a skill that needs practise, and they should never pretend they can swim if they cannot.
- Explain the dangers of water bodies (rivers, deep pools) simply and firmly: they can be very strong or deep. Give them one main rule: NEVER go near water bodies (rivers, dams, pools) without an adult holding your hand or watching you very closely.
- Provide drawings of a river or a calm body of water. Use this as a calm-down activity. Encourage them to use blue and green colours and to colour within the lines of the water.

Aquatic skills

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what is happening in the picture.
- b** colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 46.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Model fishpond
- Crayons
- Bucket of water
- Covered dish covered with water.
- Chart/pictures showing a baby crawling towards an open source of water.

Facilitator's notes

- Start with a simple rhyme or song about water (the rain, a river, or a boat). this focuses their attention but keeps the mood calm before discussing safety.
- Display the picture. Ask: “What is the child doing?” “Is this safe?” Guide the learners to tell a short story about the danger: “The child is going toward the water, but danger lives there! They must stop!”
- Explain simple, real-world hazards using words they understand:
- drowning (deep water): water can be too deep to stand up in.
- strong currents (moving water): rivers can pull you away quickly.
- slippery edges: mud or rocks near water can make you fall in.
- Rule: always stop if you see water and wait for an adult.
- Provide the picture used for the story. instruct them to colour the picture neatly. encourage them to colour the danger area (the water) in a dark, clear blue, reinforcing the serious nature of the hazard.
- Have the class practice the “stop, look, wait” mime: they should put their hands out in a stop gesture, look around, and then sit down to wait for an adult.

Aquatic skills

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activity shown.
- b** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 46.
- Heritage Based Curriculum (HBC) Infant syllabus .

Suggested teaching and learning materials

- Swimming pool
- Crayons
- Charts/pictures showing children in a swimming pool with a teacher looking over.

Facilitator's notes

- Start with an active rhyme or song about splashing, floating, or playing in the water. This gets them excited about the pool setting.
- Display a clear picture of children playing safely in a shallow swimming pool (with an adult nearby). Discuss: “What are the children wearing?” (swimsuits, flotation aids).

- “Are they running?” (No, they are walking slowly).
- Explain how to enter a pool safely, step-by-step:
 - **Rule 1: Always wait for an adult. Never go in alone.**
 - **Rule 2: Enter by the steps. Do not jump or push others.**
 - **Rule 3: Walk slowly around the edge — the ground is wet and slippery!**
 - **Rule 4: Always keep your eyes on the adult supervising you.**
 - Provide the drawing of the learners in the swimming pool. Use this as a calm-down activity. Encourage them to colour the water blue and the learner’s faces happy, reinforcing the idea that swimming is safe and fun when rules are followed.

Aquatic skills

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activity shown.
- b** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 47.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Swimming pool
- Crayons
- Charts/pictures showing children in a swimming pool with an adult.

Facilitator’s notes

- Start with a lively rhyme or song about splashing or playing games in water. This builds excitement and engagement with the topic.
- Display a picture of children safely splashing water in a shallow, supervised pool. Ask the class: “Are they having fun?” “Are they running or pushing?” Guide them to recognise that splashing is fun when done safely and slowly.
- Explain that children splash water because it’s fun, it helps them get used to the water, and it shows they are happy! Emphasise that gentle splashing is okay, but they should never splash others’ faces.
- Provide the drawing of the children playing in the pool. Use this as a quiet activity. Encourage them to use bright colours to reflect the joy and safety of supervised play.
- After the fun, transition to the serious rule. Explain firmly: The pool is only fun when an adult is watching you. If they go in alone, it is dangerous because the water is too deep.

Topic 6

Creative process and performance

Music

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the item shown.
- b** colour the item.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 48.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Music notes
- Crayons
- Chart/pictures showing music notes.

Facilitator's notes

- Start with a simple, familiar rhyme or action song. Keep the beat steady by clapping clearly while singing. This reinforces a steady pulse.
- Allow 2-3 learners to briefly sing a short part of their favourite song. Encourage the rest of the class to listen respectfully and clap along to the basic beat.
- Introduce the minim (two beats). Say the rhythm: “Taa-aa” while clapping one slow clap for the two beats.
- Have learners step slowly and deliberately with each “Taa-aa.” One long step per minim.
- Use a clear example: Sing “Taa-aa, Taa-aa, Taa-aa, Taa-aa” while they take 4 slow, long steps.
- Provide a dot-to-dot picture that forms the shape of a musical symbol (a simple round shape for the minim head).
- After joining the dots, explain that this shape represents the Taa-aa beat.
- Have them colour the symbol, reinforcing the visual representation of the rhythm.

Percussion to accompany short motifs

Unit objectives

By the end of this lesson, learners should be able to:

- a identify the items shown.
- b name the use of the item.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 49.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Shakers
- Crayons
- Charts/pictures showing percussion instruments.

Facilitator's notes

- Start with a simple, rhythmic rhyme or song that involves shaking or rattling motions. This prepares their ears and minds for the instrument.
- Display a clear picture or a safe, real example of *hosho*/shakers. Confirm the name of the instrument. Explain that *hosho* are traditional Zimbabwean instruments used to create a steady, lively rhythm for dancing.
- Provide a drawing of the *hosho*/shakers. Instruct learners to use appropriate colours (often natural browns/reds or decorated patterns). This is a calming activity that reinforces the instrument's visual appearance.
- Demonstrate or use the pictures to contrast a small *hosho* (which makes a high pitch — a thin, fast sound) with a large *hosho* or drum (which makes a low pitch — a deep, slow sound).
- Have the class imitate a high sound (squeak) and a low sound (growl).
- Rule: Small instruments usually make high sounds; big instruments usually make low sounds.
- If safe, allow learners to shake a simple, small rattle and a large, deep item (like an upside-down pot) to physically feel the difference between high and low sound vibration.

High and low pitch

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the boys are doing.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 50.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Chart/pictures showing children singing.

Facilitator's notes

- Start with a simple, familiar rhyme that uses a normal speaking voice (mid-pitch). This gets their vocal cords warmed up and ready for vocal exploration.
- Explain that a low pitch is a deep, slow sound, like the sound a big drum makes or a father's voice.
- Make a deep, sustained "Mooooo" sound (like a cow).
- Have the class imitate the low sound.
- Then, sing the rhyme from Activity 1 again, but this time, instruct them to sing it using their lowest, deepest voice they can safely make.
- Provide a drawing of two children singing or making music in class. Use this as a calm-down activity. Encourage them to colour the picture and associate the low sounds they just made with big, dark colours (like blue or brown) to reinforce the concept visually.
- Remind the children to make the low sound gently, not by shouting or straining their throats. It should feel easy and fun!

Moving according to rhythm

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify activity in the picture.
- b** name the instrument in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 51.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Drums
- Walking stick
- Crayons
- Charts/pictures showing a man beating a drum and children dancing.

Facilitator's notes

- Start with a familiar, high-energy traditional song or rhyme known in the community. Encourage big, simple actions (stamping, clapping) to warm up the body and connect to local cultural movements.
- Display the picture. Ask simple questions: “What is the man doing?” (Beating the drum). “What are the girls doing?” (Moving/dancing to the rhythm). Focus on using words to describe the actions and the instruments.
- Use a real drum, claps, or a found object (bucket) for the beat. Start with a slow, steady beat and have the children walk or step to the rhythm. Change to a fast, light beat and have them hop or jog. Emphasise listening to the sound and moving in time.
- Provide the drawing of the dancers and drummer. Use this as a calm-down activity. Encourage them to use vibrant colours (like those seen in traditional dress) to reflect the energy and joy of the traditional dance.

Visual arts- Artworks

Unit objectives

By the end of this lesson, learners should be able to:

- a identify what is on the wall in the picture.
- b colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 52.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Pictures
- Chairs
- Scissors
- Glue
- Charts/pictures showing artworks.

Facilitator's notes

- Start with a simple, cheerful rhyme about colours, drawing, or beautiful things. This sets a creative mood and focuses their attention on the theme of art.
- Lead the class in a “gallery walk” around the room. Point to examples: the colourful charts, the patterned curtains, or the children’s drawings on the wall. Explain that these are all forms of art.
- Ask the learners: “What kind of beautiful art do you have at home?” Guide them to name things like colourful blankets, patterned baskets (artefacts), carved wooden objects, or framed pictures. Emphasise that art is all around us.
- Provide safe scissors, glue, and various materials (coloured paper, magazine scraps, fabric). The facilitator must supervise closely while they cut. Instruct learners to cut out shapes, pictures, or patterns and paste them onto a clean sheet to create a new, unique artwork.
- Stress the rule: Facilitator’s hands only touch the scissors until the child is fully ready and supervised. Emphasise using glue neatly.

Visual arts - Primary colours

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the picture.
- b** name the use of the item in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 53.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Paint
- Crayons

- Umbrellas
- Chart/pictures showing an umbrella.

Facilitator's notes

- Start with a simple, cheerful rhyme about colours or rainy weather (where an umbrella is used). This focuses their minds on the theme of objects and colours.
- Display a clear picture of an umbrella (preferably a colourful one). Confirm the object's name. Ask: "When do we use an umbrella?" (When it rains or the sun is too hot).
- Provide the learners with a blank page and a sticker of an umbrella (or a simple cut-out they can glue). Guide them to peel the sticker or apply the glue and paste the umbrella neatly onto the paper. This works on fine motor control.
- Point to the colours red, yellow, and blue on the umbrella picture. Explain that these three are the primary colours. Tell the class: "We call them primary because we can mix them to make all the other colours!"
- Provide a blank outline of an umbrella and crayons/pencils. Instruct the learners to use only the three primary colours (red, yellow, and blue) to colour the different sections of their umbrella. This reinforces colour recognition and matching.
- Have the class chant the three primary colours together three times to help them remember: "Red, Yellow, Blue!"

Visual arts- Primary colours

Unit objectives

By the end of this lesson, learners should be able to:

- a** match the shapes.
- b** name the colours.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 54.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Rectangle
- Circle
- Star
- Bond paper
- Crayons
- Charts/pictures showing different shapes.

Facilitator's notes

- Start with an active rhyme or song about common shapes (for example, songs about a circle, square, or triangle). Have learners use their arms and bodies to make shapes as they sing.
- Display a large chart or worksheet showing different shapes (e.g., a red square, a blue circle, a yellow triangle). Point to each shape and have learners name the shape and the colour used.
- Provide a worksheet that shows various items (objects or shapes) in a mix of colours. Learners must draw an arrow from one colour to the same colour (draw an arrow from the red ball to the red flower). This reinforces visual discrimination and sorting.
- Use real-coloured blocks or cut-out shapes. Have the learners sort the blocks into separate piles based on colour before they attempt the matching activity on the worksheet.

Theatre- Expressing self verbally and non-verbally

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the boy is doing.
- b** join the dots to complete the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 55.
- Heritage Based Curriculum HBC Infant syllabus.

Suggested teaching and learning materials

- Microphone
- Crayons
- Pencils
- Charts/pictures showing a boy singing.

Facilitator's notes

- Start with a simple, cheerful rhyme where they can mention their name, age, or favourite thing ("This is my hand," or a song about being happy). This builds self-confidence and prepares them for individual focus.
- Provide a dot-to-dot picture of a boy singing (or a child singing). Guide them to join the dots carefully in order. After the picture is complete, have them colour the boy using colours they like.

- Ask the class to look at the completed picture. Ask: “Why is the boy singing?” “How do you think he feels?” Guide them to connect singing with happiness, emotion, and sharing their voice.
- Ask the learners if the boy in the picture reminds them of themselves when they sing. Encourage them to smile as they colour, just like the singing boy.

Theatre

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the children are doing.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 56.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Bottles
- Cups
- Plates
- Pots
- Water
- Crayons
- Charts/pictures of girls playing house.

Facilitator’s notes

- Start with a simple, familiar rhyme or song about family, home, or helping. This naturally introduces the theme of domestic life and roles.
- Display a clear picture of girls engaged in playing house (caring for dolls, cooking pretend food, sweeping). Ask: “What roles do you see?” “What are they pretending to do?” Focus on discussing sharing, cooperation, and imitating adult roles.
- Confirm: “Yes, the girls are playing house!” Explain that this game is important because it teaches them how to share responsibility, take turns, and practice being helpful when they are older. It is a game about imagination and family.
- Provide the drawing of the girls playing house. Use this as a calm-down activity. Encourage them to use warm, happy colours (like red, yellow, and brown) to reflect on the feeling of being safe at home.

- After coloring, encourage a quick, small-group mime: “Who wants to be the mother, father, or baby?” Let them act out one simple scene (like sharing food) before moving on.

Theatre

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activity in the picture.
- b** imitate the activity.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 57.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Microphone
- Mock stage
- Crayons
- Charts/pictures of a girl singing and dancing on stage.

Facilitator’s notes

- Start with a simple, cheerful rhyme. Encourage learners to use big, clear voices and confident body language (standing tall, smiling) to prepare them for performance.
- Display the picture. Ask: “Why is the girl standing alone?” and “What does she need to be brave?” Explain that an audience is a group of people listening and that it takes confidence to perform.
- Have the learners stand up and imitate the girl’s stance and facial expression from the picture (open mouth, arms out, straight back). Then, encourage them to sing their favourite part of a song for a few seconds, focusing on projecting their voice proudly.
- Provide the drawing. Use this as a quiet activity. Encourage them to use bright, happy colours to show that performing is a joyful and positive experience, reinforcing the feeling of confidence.

Dance

Unit objectives

By the end of this lesson, learners should be able to:

- a** dance.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 58.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Bluetooth speaker
- Phone
- Dancing attire.
- Charts/pictures of a boy dancing.

Facilitator's notes

- Start with a familiar, high-energy traditional song or rhyme from the local community. Encourage simple, rhythmic actions like clapping or stamping to connect them to the culture.
- Display the picture of a boy in traditional attire singing. Ask: “What makes his clothes special?” “How does he look when he sings?” Discuss the importance of traditional dress and music in celebrations.
- Confirm: The boy is performing for others. Explain that singing and dancing are important ways to tell stories, celebrate, and share culture. Emphasise that movement is part of the music.
- Have the learners stand up and try to copy the boy's singing stance (arms, posture). Encourage them to sing a line of the indigenous song again, using a strong, clear voice and acting out the confidence of the performer.
- Provide the drawing of the boy. Use this as a calm-down activity. Encourage them to use vibrant colours to reflect the beauty of the traditional attire and the lively energy of the song.
- Play a short, rhythmic piece of traditional music. Ask the learners to create a short, simple dance move (a special clap, a quick jump) and show it to the class. Encourage them to string their moves together for a “class performance.”

Dance- Dancing for entertainment

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the girl is doing.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 59.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Bluetooth speaker.
- Phone
- Crayons
- Chart/pictures showing a girl dancing.

Facilitator's notes

- Start with an energetic, simple rhyme about moving, turning, or celebrating. Encourage them to sway or move their arms gently to the beat while singing.
- Display the picture. Ask: “What is the girl doing?” Guide them to recognise she is dancing or twirling. Point out how the flared dress makes her movement look bigger and more exciting. Discuss that dancing is a fun way to express feelings.
- Provide the sticker page. Explain that the girl needs music to dance, and the speaker makes the music! Instruct them to carefully peel and paste the speaker sticker onto their page, linking the instrument to the dance.
- Provide the drawing of the girl. Use this as a calm-down activity. Encourage them to use vibrant, joyful colours for her dress and the background to match the feeling and energy of her dance.
- Have the learners briefly stand up and spin safely like the girl in the picture to feel how the movement makes them happy before they start colouring.

Topic 7

Aesthetic values and appreciation

Movement and music

Unit objectives

By the end of this lesson, learners should be able to:

- a** join the dots and complete the picture.
- b** colour the pictures.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 60.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Thumb pianos
- Shakers
- Leg rattles
- Bluetooth speaker
- Crayons
- Pencils
- Chart/pictures showing people dancing in various places

Facilitator's notes

- Start with an energetic traditional or indigenous rhyme that encourages stamping, clapping, and moving to a strong beat. This prepares their bodies and minds for dance.
- Provide the worksheet. Guide them to carefully join the dots in the first picture, which shows people dancing to a drumbeat. This is a calm, focusing activity that reinforces the image they will imitate.
- The other pictures should show different traditional dance movements. Instruct learners to colour these pictures using vibrant colours that show the energy of the dance. This allows for closer observation of the dance poses.

- Point to all three pictures. Ask: “How are the people moving their feet?” “Are their arms up or down?” Guide them to use words like stamping, swaying, jumping, or bending to describe the different actions.
- Divide the class into small, safe groups. Play a simple drum rhythm (or clap it). Assign each group one of the three dance poses/actions from the pictures to imitate. Rotate the poses so all groups try all three movements. Emphasise moving with energy and keeping the rhythm.
- Start the imitation slowly, emphasising the stance and arm positions first, and then add the rhythm and speed.

Music and movement

Unit objectives

By the end of this lesson, learners should be able to:

- identify the items in the first picture.
- name at least two items in the second picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 61.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

Chart/pictures showing artworks.

Facilitator’s notes

- Start with a simple, calm rhyme about colours, patterns, or beautiful things. This sets a mood for appreciation and observation.
- Before this session, ask learners to look at the walls, baskets, or blankets at home. Today, ask them: “What special or colourful things did you see at your house yesterday?” Emphasise that art isn’t just drawing; it can be patterns on objects.
- Explain that art makes us feel things. Ask: “Did the art make you feel happy?” Confirm that every person can choose what they think is beautiful. Encourage them to use words like beautiful, strong, or colourful to describe what they saw.
- Guide the discussion to name specific examples of home artworks: woven baskets, carved wooden spoons or stools, patterned blankets or cloths, photographs, or pictures on the wall. Explain that these are all creations made by people.
- If possible, bring in a few simple patterned fabric scraps or a decorated basket to show the difference between a picture (drawing) and a crafted object (artwork).

Topic 8

Physical Education and Arts Technology

Physical Education and Arts equipment at home

Unit objectives

By the end of this lesson, learners should be able to:

- a name at least two instruments.
- b colour the *mbira*.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 62.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- *Mbira*
- Ball
- Drum
- Hula-hoops
- Charts/pictures showing various musical instruments.

Suggested activities guidelines

- Start with a simple, energetic rhyme that mentions music, dancing, and playing. This sets the tone for both physical activity and the Arts.
- Display pictures of a drum and the *mbira*. Ask the class to name them. Explain that these are traditional instruments used to create music and are part of the Arts subject. Briefly explain that the *mbira* is played with fingers, and the drum is played with hands.
- Display pictures of balls and rings (hoops). Ask the class to name them. Explain that these are tools we use to move our bodies (running, throwing, jumping) and are part of Physical Education (PE).
- Provide the sticker page. Instruct the learners to paste the ball (PE) and the drum (Arts) onto their paper. Use this moment to verbally reinforce the categories: “The drum makes music (Arts), the ball makes us run (PE).”

- Provide the drawing of the mbira. Use this as a calm-down activity. Encourage them to colour it using natural colours (browns, yellows) to resemble the wood and metal, reinforcing the image of the traditional instrument.
- Briefly have the class clap like a drum and then mime bouncing a ball to link the items to their functions.

Animated shadows and folktales

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the animals in the picture.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 63.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Model bunny
- Model baboon
- Storybook
- Crayons
- Charts/pictures showing a folktale.

Facilitator's notes

- Start with a quiet, rhythmic rhyme about animals, stories, or listening carefully. This sets a calm, focused mood for storytelling.
- Display a picture showing the hare (*tsuro/mhambi*) and the baboon (*gudo*) in a clear, common scenario (the Hare outsmarting the baboon). Ask: “What do you think the Hare is telling the baboon?” Guide the learners to create a simple narrative based on the characters’ traditional roles (Hare is clever, baboon is strong/sometimes tricked).
- Divide the class into pairs or very small groups. Ask each learner to briefly retell a short folktale they heard from an older person (or a simple story from the lesson). Emphasise listening politely and speaking clearly.
- Provide the drawing of the hare and baboon. Use this as a calm-down activity. Encourage them to use realistic colours for the animals and the setting, reinforcing the visual connection to these important folktale characters.
- When discussing the characters, encourage the learners to try using a different voice for the clever hare and the big baboon to make the storytelling more expressive and fun.

Using software to capture, modify and store videos/games

Unit objective

By the end of this lesson, learners should be able to:

- a** Use ICT gadgets to capture, modify and store videos or images.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 64.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Cell phone
- Crayons
- Charts/pictures showing boys recording videos singing.

Facilitator's notes

- Start with a simple, modern rhyme or song about communication, screens, or lights. This encourages them to think of technology as a useful tool.
- Display a picture of a smartphone (or a real, safe device). Ask the class: “What can this do?” Guide them to recognise that it is used to record videos and take photos to save memories.
- Have learners mime holding a phone correctly (two hands, standing still). Guide them to demonstrate pressing the pretend button to take a picture (quick click) and record a video (holding the button down for a longer duration). Emphasise holding the ‘phone’ securely and never dropping it.
- Provide the drawing of children using smartphones to create media. Use this as a quiet activity. Encourage them to colour the screen and the light around the camera lens to show the focus and concentration required.
- Discuss the value: “We take pictures to help us remember happy times!” Ask what picture they will take right now.

Topic 9

Physical Education and Arts enterprise

Careers in Physical Education and Arts

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the different careers in the picture.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 65.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Crayons
- Play dough
- Clay
- Guitar
- Drums
- Football
- Chart/pictures showing different careers in Physical Education and the Arts.

Facilitator's notes

- Start with a lively rhyme or song about working people (doctors, builders, teachers). This broadens their understanding of different jobs in the world.
- Display the picture showing an athlete (running/jumping), a musician (playing an instrument/singing), and a Sculptor (creating something with clay/stone). Ask: “What is the athlete good at?” “What art does the sculptor make?” Explain that these are all careers where people use their bodies or creativity.
- Ask each learner to tell the class one job they want to do when they are grown up. Encourage them to choose jobs from Physical Education or Arts subjects (like a dancer, a soccer player, or a painter). Affirm all answers.

- Divide the class into small groups. Ask each group to act out the career they chose from the pictures (mime running fast like an athlete, mime playing a *mbira* like a musician). Emphasise energetic movement and teamwork.
- Provide the drawing of the three careers. Instruct learners to choose only one career (the musician) and colour it neatly. This reinforces their ability to make a choice and focus on that specific career path.
- Remind them that the athlete uses the movements they learn in Physical Education, and the musician and sculptor use the creativity they learn in Arts.

Selling instruments

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify at least two instruments in the picture.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 66.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Guitars
- Piano
- Drums
- Shakers
- Xylophone
- Charts/pictures showing musical instruments.

Facilitator's notes

- Start with an energetic rhyme that names different instruments and encourages the children to mime playing them (pretend to hit a drum or strum a guitar).
- Display pictures clearly. Point to and help the children name each instrument: piano, guitar, African drum, *marimba*, trumpet, and modern drum set. Briefly explain if the instrument is played with hands (drum) or mouth (trumpet).
- Ask: "If you want to buy a guitar, where do you go?" Guide them to a music shop or, for traditional items, a local craft market. Explain that selling instruments is a career for some people.

- Provide the outline drawings of the instruments. Use this as a calm-down activity. Encourage them to use natural colours (browns, yellows) for the wooden instruments (drum, marimba) and bright, shiny colours for the others.
- Set up a pretend “Music shop” corner. Divide learners into small groups. One is the seller; one is the buyer. The buyer uses pretend money (or leaves) to “buy” an instrument. Focus on using polite language (“Please,” “Thank you”) and taking turns in the role-play.
- Before the role-play, have the class imitate the sound and movement of each instrument quickly: *boom-boom* (drum), *tinkle-tinkle* (marimba), *toot-toot* (trumpet).

Fundraising show

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what is happening in the picture.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 67.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Pretend money
- Tables
- Chairs
- Bond paper
- Glue
- Charts/pictures showing people at a fundraiser.

Facilitator’s notes

- Start with a simple, cheerful rhyme about helping friends or working together in the community. This sets a tone of support and unity.
- Display the picture. Ask: “What are the people doing at the table?” (They are giving money or getting a ticket). Explain that this money lets them attend the show and helps a good cause.
- Explain simply: A fundraising show is when people pay a small amount to watch performances (like dancing or singing) so that the money can be used to help the community (fix a school or buy supplies). It is about helping others.

- Ask learners if they have ever been to a big show, concert, or special event. Ask them to briefly share what they saw (people dancing, music, or a play). Emphasise the fun of being part of a big group.
- Provide the drawing of the people queuing or paying to attend the event. Use this as a calm-down activity. Encourage them to use vibrant colours to show the excitement of the event.
- Briefly mime standing in a queue, paying politely, and receiving a pretend ticket before starting the colouring activity.

Making sporting and art equipment

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the items.
- b** identify their use.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 68.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Clay pot
- Cricket bat
- Football
- Charts/pictures showing sporting and arts equipment.

Facilitator's notes

- Start with an energetic rhyme about playing and making things. Encourage them to mime using a bat and shaping clay as they sing.
- Display pictures clearly. Help them name the items: cricket bat, clay pot, and soccer ball. Guide them to sort into categories: The pot is for making art, the bat and ball are for sport.
- Provide stickers. Guide them to carefully peel and paste the pot and the bat. Verbally reinforce: "The clay pot is made by a sculptor (Arts). The cricket bat is used by an athlete (Physical Education)."
- Explain where the items come from: - clay pot: Made from clay (found in the earth/ mud). - cricket bat: Made from wood (comes from a tree). - soccer ball: Made from rubber/leather/plastic (man-made or animal source).
- Have the class mime shaping soft clay with their hands and then mime hitting a hard ball with a stiff bat to feel the difference between the material functions.

Making art and sporting equipment

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the boy is doing.
- b** colour the picture of the boy.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD A Workbook page 69.
- Heritage Based Curriculum (HBC) Infant syllabus.

Suggested teaching and learning materials

- Plastics
- Strings
- Crayons
- Newspapers
- Charts/pictures showing a boy making a football.

Facilitator's notes

- Start with an energetic rhyme about making things with our hands or using old items in a new way. This focuses their minds on recycling and creation.
- Display the picture of the boy making a plastic ball (winding plastic bags or tying a string). Ask: “What is the boy making?” “Why is he making it instead of buying it?” (It’s cheap, fun, and uses materials found at home).
- Ask the class: “Can we make our own drum from an old bucket?” “Can we make a stick doll?” Guide them to name simple, local materials that can be used to make Physical Education equipment (like a sock ball) or Art materials (like natural pigments from the earth).
- Provide the drawing of the boy making the plastic ball. Use this as a calm-down activity. Encourage them to use colours that show the texture of the plastic or the string, reinforcing the visual materials used in the creation process.
- Have the class mime the action of gathering materials and then tightly winding the plastic to make a strong, homemade ball.