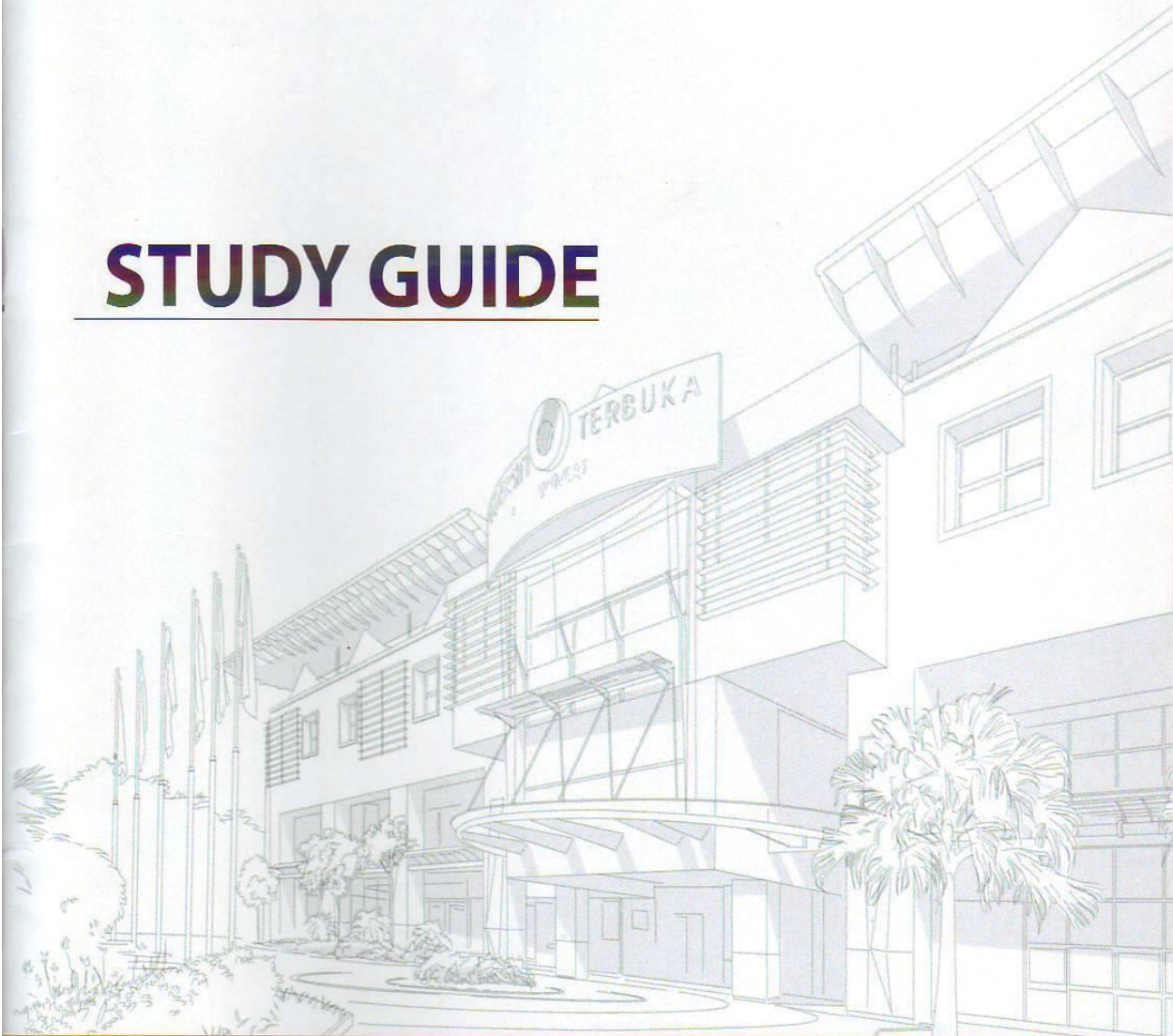


# STUDY GUIDE



FACULTY OF EDUCATION AND LANGUAGES

## **HBEC2203** **Early Childhood Education Curriculum**

First Edition



FACULTY OF EDUCATION AND LANGUAGES

# STUDY GUIDE

## HBEC2203

# Early Childhood Education Curriculum

First Edition (May 2011)

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## **COURSE INTRODUCTION**

### **Synopsis**

This course is designed to enhance student's understanding of curriculum in early childhood education. The course content will revolve around exploration and reflection upon curriculum models/approaches in early childhood education, curriculum decision making, curriculum practices across various countries/programmes, strategic learning and teaching processes in six (6) of early childhood curriculum areas. Quality environment such as arrangement of indoor/outdoor spaces as well as locating, planning, implementing and evaluating creative learning activities using a variety of methods and materials will also be discussed.

### **Aims**

The general aims of the course are to provide students with knowledge and information that enable them to:

1. Explain the different ways of conceptualising and implementing curriculum in early childhood settings;
2. Examine critically various curriculum models and approaches;
3. Develop competence in managing, scaffolding and monitoring children's learning early educational settings;
4. Employ a strategic approach to teaching; and
5. Develop curriculum that engages children actively in independent collaborative and meaningful learning experiences.

### **Outcomes**

By the completion of this course, it is expected that the students will be able to:

1. Identify specific instructional areas within the early childhood curriculum;
2. Apply the different ways of conceptualising and implementing curriculum in early childhood settings;



3. Design appropriate learning activities and experiences for young children in various curriculum areas;
4. Identify a variety of teaching strategies that are used to help young children acquire and understand of skills and concept in learning;
5. Differentiate between curriculum teacher driven planning and child initiated activities; and
5. Plan for individualised, small group and whole group learning in early childhood education contexts.

### Load

It is a standard OUM practice that learners accumulate 40 study hours for every credit hour. As such, for a three-credit hour course, you are expected to spend at least 120 hours of learning. Table 1 gives an estimation of how the 120 hours could be accumulated.

**Table 1:** Allocation of Study Hours

Activities	No of Hours
Reading course materials, completing exercises and assignment tasks	80
Attending 5 tutorial sessions ( 2 hours for each session)	10
Engaging in online discussion	15
Revising	15
Total	120

### Prerequisites or co-requisites

No basic knowledge is required prior to taking this course.

## COURSE RESOURCES AND REQUIREMENTS

### Required Readings

Catron, C. F., & Allen, J. (2008). *Early childhood curriculum: A creative-play model* (4th ed.). New Jersey: Pearson Merrill Prentice Hill.

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum* (8th ed.). New Jersey: Pearson Merrill Prentice Hill.

### Extra Recommended Readings

Arce, E. M. (2000). *Curriculum for young children: An introduction*. New York: Delmar Thomson Learning.

Bruce, T. (2006). *Early childhood: A guide for students*. London: Sage Publication.

Follarri, L. M. (2007). *Foundations and best practices in early childhood education: History, theories and approaches to learning*. New Jersey: Pearson Education.

Gordon, A. M., & Browne, K. W. (2007). *Beginning essentials in early childhood education*. Canada: Thomson Delmar Learning.

Jackman, H. L. (2001). *Early education curriculum: A child's connection to the world* (2nd ed.). New York: Delmar Thomson Learning.

Krogh, S., & Morehouse, P. (2008). *The early childhood curriculum: Inquiry learning through integration*. New York: Mc Graw-Hill Higher Education.

### Related Key Journals

- Early Childhood Research Quarterly
- Australian Journal of Early Childhood
- Child Care Information Exchange
- Child Development
- Childhood Education
- Contemporary Issues in Early Childhood
- Early Childhood and Education
- European Early Childhood Education Research Journal

- Every Child
- International Journal of Early Childhood Education
- Journal for Australian Research in Early Childhood Education
- Young Children

## **ASSESSMENT**

Please refer to myVLE.



# Weekly Study Guide

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## Week 1

### Topic 1: Introduction: Overview of Child Curriculum

The introductory section raises questions such as *'What is child curriculum?'* and *'What distinguishes child curriculum from a curriculum per se?'*. This section also discusses on purposes of curriculum, influences of curriculum and process of curriculum development. Some philosophers and educators who have influenced early childhood education will also be highlighted. Finally, the topic on an overview of curriculum and child development theories is also raised. A curriculum may not identify the developmental theory on which it is based, but is probably does reflect one of the many theories that explain children's development and learning. Several major theories which will be discussed in this introductory section are Maturational Theory, Psychodynamic Theory, Cognitive Development Theory, Ecological Theory, Multiple Intelligence Theory and Sociocultural Theory.

In general, the word 'curriculum' suggests different concepts to different audiences of teachers, administrators and parents. A curriculum can be:

- A set of specific activities that meets prescribed goals and objectives; or
- A framework for making decisions about the choices of materials and activities; or
- A comprehensive approach to fostering the development of the whole child.

Regardless of the specific focus of a curriculum, most early childhood educators agree on the following set of assumptions about curriculum:

- (a) Curriculum is related to overall programme quality;
- (b) Curriculum must focus on 'the whole child' and programmatically integrate areas of development;
- (c) Play serves many functions for young children; among the most important is that it is the primary mode for learning in early childhood;
- (d) Teachers must agree with the philosophy and practices of the curriculum and understand its content;



- (e) Teachers also must understand children's development and theories of learning;
- (f) Children are active learners;
- (g) Curriculum should be developmentally appropriate; and
- (h) Curriculum should reflect the role of social and cultural context in children's development and learning.

### Reading Materials

Catron, C. F., & Allen, J. (2008). *Early childhood curriculum: A creative-play model* (4th ed.). New Jersey: Pearson Merrill Prentice Hill.

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum* (8th ed.). New Jersey: Pearson Merrill Prentice Hill.

### Study Questions

1. Discuss the vignette at the beginning of Chapter 1 (p.4) written by Carton and Allen (2008). What other concerns or questions might you have?
2. List your own beliefs about how children learn and develop. Which theory(s) of child development do they most closely parallel?
3. What do you believe should be the primary goals and functions of early childhood programmes? Identify whether your ideas are different from what you think is actually happening in these following areas:
  - (a) Service to working parents;
  - (b) Parent education;
  - (c) Child education;
  - (d) Child welfare;
  - (e) Parenting/care giving;
  - (f) Keeping children safe or busy; and
  - (g) Preparing children for civil society or for elementary school or for jobs or later life.

**Suggested Activities**

Make a timeline depicting the history and the development of early childhood education curriculum. Which individual and/or events do you personally feel have made the most significant contributions to early childhood education?



## Week 2

### Topic 2: Overview of Curriculum Models

The second topic introduces students to various types of curriculum models such as Head Start, High Scope, Bank Street Approach, Montessori Education, Reggio Emilio etc. to learn from comparing of what have been practiced in developing countries . Although theories about early childhood development have existed for several centuries, curriculum models in early childhood education have a much more recent beginning. The overview of curriculum model examples in this section was chosen because they continue to be identified by the early childhood profession, and have been implemented in multiple early childhood settings in the world. However, as teachers of young children, you should continue to investigate other models and programmes as well, and look for additional insights into early childhood curriculum.

#### Reading Materials

- Catron, C. F., & Allen, J. (2008). *Early childhood curriculum: A creative-play model* (4th ed.). New Jersey: Pearson Merrill Prentice Hill.
- Jackman, H. L. (2001). *Early education curriculum: A child's connection to the world* (2nd ed.). New York: Delmar Thomson Learning.

#### Study Questions

1. List the core values of the Reggio Emilio approach. List your own core values relating to your own work with young children; either current or future. Which elements are similar and which are different?
2. Identify some strategies that teachers are using to provide comprehensive support to children and families in Head Start programme.
3. How does a teacher teach the children in a Montessori Education model? What is the difference between active teaching or passive teaching (refraining from contact during observations)?
4. What are the elements in the Waldorf schools that is similar to other theories, curriculum models, or frameworks that you have explored so far?

5. Which curriculum model best represents your own thinking? Explain why.

### **Suggested Activities**

1. Surf the following website: [www.highscope.org](http://www.highscope.org) and locate the Preschool Key Experiences. Select two to four items and brainstorm possible learning centres, lesson plans, or materials that can promote children's development in the selected key experience areas. Discuss in groups.
2. Surf the Internet for more information on Waldorf Education. Find a journal article online or explore a website that has information about Waldorf schools, criticisms of Waldorf Education, parent information, teacher trainings, etc. In small groups, share the site you explored, what you learned, and your thoughts about Waldorf Education.



## Week 3

### Topic 3: Early Curriculum Basics (Play, Discovery, Creativity)

Play is widely regarded as providing a rich context for children's learning and a commitment to play has underpinned many traditional approaches to early childhood curriculum. Play is a natural activity, self-motivated behaviour, freely chosen, process oriented, and enjoyable. It allows children the opportunity to create, invent, discover, and learn about their world.

Discovery occurs when children's natural interests lead them to try out the unstructured and flexible materials and arrive at new understanding. Teachers need to allow children to discover by tailoring experiences to their interests and capacities. Teachers need to be patient, honest and offer activities that enhance children's curiosity to discover new information that lead to the formation of natural motivation and disposition to learn.

All young children have creative potential, however, the development of creativity is a highly individualised process influenced by a variety of biological and environmental factors. Applying the ideas about creativity to young children requires that teachers highlight their developing abilities with an emphasis on the process of experiencing creative expression.

You will be studying about play, discovery and creativity; the three main elements that underpin the basis of early curriculum. As you study this topic, you should be able to appreciate the significance of play as natural tendency of children's learning development and understand how to support creativity by applying them into action in daily classroom activities. Besides, they should also be able to identify active questioning methods to enhance children's curiosity to discover new things.

#### Reading Materials

Arce, E. M. (2000). *Curriculum for young children: An introduction*. New York: Delmar Thomson Learning.

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum* (8th ed.). New Jersey: Pearson Merrill Prentice Hill.

### Study Questions

1. Describe five reasons why play is valuable for young children.
2. What is the relationship between play, discovery, creativity and curriculum?
3. Why does questioning considered as significant to learning and should be encouraged as part of communication?
4. Discuss the role of teachers in enriching children's curiosity to discover new information and in nurturing children's creative potential.

### Suggested Activities

1. Think about your experiences with a teacher(s) during your early years in school; either in junior high school or high school. Give an example in which the teacher encouraged your creativity. What are some of the things you do to express your creativity? What will you do or what are you doing as a teacher to set up a creatively appropriate learning environment for young children?
2. Observe one or more teachers with a group of children. Find an example of a teacher nurturing children, a teacher facilitating children's learning, and a teacher executing problem solving. Look carefully at the teacher's behaviour. What do you observe? What are the outcomes? How do teachers reflect and use these experiences with children to learn more about children's learning and development?



## Week 4

### Topic 4: Structure of Early Childhood Curriculum: Planning, Designing, Implementing and Assessing

An important goal for curricular planning is to choose activities that enhance children's growth in a variety of developmental areas. This topic introduces factors to be considered in planning curriculum to promote children's learning and development. Planning should be based on children's needs while its goals and objectives must constitute the reason of the curriculum.

This section raises questions such as:

- What activities and materials are needed to carry out the desired goals and objectives?
- In effect, what will be done?
- How will the selected activities (the what) be presented and carried out for the desired goals and objectives (the why) to be achieved?

As a teacher, think carefully through these three questions, the curriculum becomes stronger. Teachers need to know why they are doing, what they are doing, and how, specifically, they will accomplish their plans.

In order to answer the how of planning activities, this section will discuss approaches of curriculum planning such as developmental focus approach, curriculum area approach, thematic approach, project-based learning etc., where developmentally appropriate practices are the core of the design. You will also be exposed to some guidelines for curriculum assessment, which is an ongoing process to ensure that it is related with children's abilities and needs accordingly.

#### Reading Materials

Arce, E. M. (2000). *Curriculum for young children: An introduction*. New York: Delmar Thomson Learning.

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum* (8th ed.). New Jersey: Pearson Merrill Prentice Hill.

### Study Questions

1. What approaches can be used and what questions should be considered in planning curriculum?
2. List some problems that might arise when trying to develop a curriculum along the lines of a theme or curriculum unit rather than according to subject areas. Discuss ways in which these problems might be solved.
3. What is a developmentally appropriate programme? How does the role of the teacher differ in each of the early childhood settings? How are programmes structured to meet specific needs of children and families?
4. How do the children drive the learning process in project work? Can you identify ways that diverse learning styles and intelligences are supported through projects? How do you think you would learn through a project approach?
5. Using a broad thematic topic, discuss subtopics that you believe would have special interest to and would motivate young learners to do further and more in-depth studies.
6. Which of the curriculum assessment techniques discussed in Chapter 4 in Eliason and Jenkins (2008) seem most reasonable to you as a teacher at this stage of your career? Explain why.

### Suggested Activities

1. Identify three curricular guidelines in designing and implementing curriculum for young children. Review these with another person either in the course or at a child care centre. Write three additional guidelines with this individual; agreeing on the description of the commitment to children.
2. Create lesson plans in early childhood content areas using developmentally appropriate activities in order to implement age-appropriate lesson.
3. Visit an early childhood programme centre. Select a classroom and look at its daily schedule and the routines within the schedule. Are the routines and schedule developmentally appropriate? Do they consider the need of all the children? Would you change anything? Explain why.



4. Review three curriculum models that you have learned in Week 3. Describe the curriculum of each model/programme in relation to the major curriculum approaches discussed in this topic.

## Week 5

### Topic 5: Classroom Design and Organisation

Another important ability needed to be developed as child educators is providing an inclusive educational environment in which all children can succeed. The environment adults create for children have a powerful effect on the successfulness of the curriculum implementation. A well-planned environment should be safe and healthy, meets the needs of the children and staff of the setting, facilitates classroom management, enhances the process of learning through play, and supports the implementation of programme goals and objectives. Environment that strengthen the curriculum include the buildings, physical set-up and room arrangements, schedules, staff assignments, classroom adaptations, outdoor play environment as well as extended curriculum with families.

After studying this topic, you should be able to elaborate the description of environment for young children, manage to identify the conditions of settings that create quality early child care and education programme and become familiar with standards for quality settings. In addition, you will also be exposed to the process of adaptation, a facility where appropriate early childhood curriculum can be offered, thus, will appreciate the importance of the indoor and outdoor arrangements.

#### Reading Materials

Arce, E. M. (2000). *Curriculum for young children: An introduction*. New York: Delmar Thomson Learning.

Catron, C. F., & Allen, J. (2008). *Early childhood curriculum: A creative-play model* (4th ed.). New Jersey; Ohio: Pearson Merrill Prentice Hill.

#### Study Questions

1. Discuss the vignette at the beginning of Chapter 6 in Catron and Allen (2008) (p. 96). What other questions or concerns might you have? Discuss the vignette at the end of the chapter of the same course material (p. 116). Are there other responses you might have to the situation?

2. List at least five characteristics of conducive environment for young children in which considered as places to implement the curriculum.
3. If you observe a class for infants, toddlers or preschoolers, in what ways do you see evidence of teachers' careful planning and design for the environment? Describe some specific ways the environment facilitates children's learning.

### **Suggested Activities**

1. Examine a daily schedule from an early childhood centre. What do you think are the programme goals of the school? Are there time for routines and transitions or for free play and group time? Compare this with a daily schedule of another child care centre of different type. How are they similar or different? Explain why.
2. Below are some common problems that can be remedied by changing the environment. List at least one solution for each problem.
  - (a) Too many children crowding into one area;
  - (b) Overcrowded shelves;
  - (c) Having arguments over the same type;
  - (d) Hoarding of materials;
  - (e) Lack of cooperation during cleanup;
  - (f) Wheel toy collisions; and
  - (g) Children crying when parents leave.



## Week 6

### Topic 6: Curriculum for Developing Emotional and Social Development

All children need to learn people skills. Their ability to relate to others depends on their attitude toward themselves and toward other people. Positive relationship among children, teachers, and parents are the fundamentals that the educators should emphasise in early childhood education. The curriculum for developing emotional and social development discusses the primary developmental tasks in achieving personal awareness for young children, in developing emotional competence and in grooming their social beings.

An effective teacher can plan curriculum that helps children develop personal awareness such as developing independence and control, and understanding gender identity. When studying this topic, you will understand the major developmental milestones for young children in the domain of well-being. Consideration is also put on the variety of ways the development of emotional competence can be facilitated through play activities, peer and adult interaction, and growth-promoting teaching techniques. Besides, the developmental milestones in the domain of socialisation, influences on young children behaviour as well as type of play that young children engage in which contribute to the development of social skills will also be discussed.

#### Reading Materials

Catron, C. F., & Allen, J. (2008). *Early childhood curriculum: A creative-play model* (4th ed.). New Jersey: Pearson Merrill Prentice Hill.

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum* (8th ed.). New Jersey: Pearson Merrill Prentice Hill.

#### Study Questions

1. Discuss the vignette at the beginning of Chapter 10 (p. 176) written by Carton and Allen (2008). What other questions or concerns might you have? Discuss the vignette at the end of the chapter. Are there other responses you might have to this situation?
2. What is meant by the word 'attachment'?

3. Name three ways in which child educators can boost a child's self-esteem.
4. Write down what you have learnt by looking at children's social development when they are playing.
5. List simple self-help tasks that children of three years old and six years old might be encouraged to do.
6. Malik is four years old and he is due to go to hospital for a few days. There will be times in the day when his mother will not be able to stay with him. How can you help Malik to prepare for this change? Why is it important for Malik to take his comforter with him?
7. Comel, the hamster, has died. He belongs to two children aged three and five. Discuss how would you tell them that he has died. What activities can help them to cope with his death?

### **Suggested Activities**

1. Prepare a lesson plan on one of the following: "my family", "my friends", or some other concepts relating to the self. If you have chosen a project plan, invite the children to develop personal or group projects with their own ideas.
2. Prepare a list of teacher-made learning materials that you will like to make which focus on teaching children concept related to the self.
3. Study children's book related to one of the following: "myself" or "my friends" or "my family". How will you present this story to an early childhood class? Why do you like this book? Is it free of sexism and racism? What concepts relating to the self and/or friend and/or family will this book support?
4. Observe children's social interactions. What conversations and practices do you observe that reflect children's inclusion and exclusion in their interactions? Upon what bases do these appear to occur? Connect your observation to theory and research in this topic.



## Week 7

### Topic 7: Connecting Curriculum for Language and Literacy Development

Language and literacy are active ingredients in all curriculum activities and experiences. To promote language development, teachers should provide a language rich-environment and to learn language, children must talk to communicate their ideas, needs and feelings. In literacy development, the teacher's challenge is to match best practices to the ways that children think, know and understand.

Helping teachers meet the responsibility to connect curriculum for language and literacy development is the intent of this topic. Understanding language and literacy development in young children, encouraging family support, and setting up a developmentally appropriate environment to strengthen and extend this development will be examined. After studying this topic, you should be able to recognise the value of language experiences during early childhood and learn to write possible skills and concepts for language development activities that will support communication and literacy.

#### Reading Materials

Arce, E. M. (2000). *Curriculum for young children: An introduction*. New York: Delmar Thomson Learning.

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum* (8th ed.). New Jersey: Pearson Merrill Prentice Hill.

#### Study Questions

1. As a teacher of young children, how can you be influential in helping young children to expand, refine and enhance their language development? How can you support early language learning in developing language skills?
2. What are approaches appropriate to teaching literacy? Identify activities that contribute to the development of literacy and think ways the classroom can integrate literacy development into all areas of the curriculum.



3. Think about your own teaching preferences regarding informal methods and systematic, explicit instruction methods. Why does one appeal to you more than the other? How will you find a good balance in your teaching?
4. Give three reasons why some children have difficulties in communicating.
5. Choose two activities from the list and write down why they would be good for developing language in four years old.

Jigsaw puzzle	cooking	playing in the sand	dough
Small world play	painting	planting bulbs	

### Suggested Activities

1. Design a curriculum activity to encourage language development. Select a specific developmental goal and a specific age group and create an appropriate activity. Implement and evaluate your activity. Share your activity and discuss its outcome with your colleagues.
2. Collect appropriate culturally diverse pictures. The pictures can be used to prompt oral language with storytelling or discussion, or to accompany poems. Mount the pictures neatly and make them durable. Attach or write the poem on the back.
3. Read a story to a group of children. Answer the following questions:
  - (a) How many children are there in the group and what are their ages?
  - (b) What type of book did you choose?
  - (c) Why you chose this book?
  - (d) How you made the story interesting to the children?
  - (e) How did the children react to your story?
  - (f) What did you learn from doing this activity?

## Week 8

### Topic 8: Connecting Curriculum for Early Mathematical Skills and Science Experiences

A working definition of Mathematics that will serve as an educational focus throughout this topic is that the science and mathematical understanding achieved through learning to solve problems. Young children should sense the application of mathematical ideas in everyday life. Rather than enhancing mathematical concepts with worksheets and rote memorising, teachers should develop a positive attitude towards Mathematics. In this topic, you will be exposed to some ideas on applying mathematical teaching into classroom by incorporating the learning process into the fabric of everyday early childhood classroom life. Mathematic experiences will allow children to discover connections, numbers and spatial relationship.

In connecting curriculum for science experiences, this topic explores the concepts related to early childhood learning experiences in physical, earth, and life sciences and identify process skills necessary for the teaching and learning of science in the early childhood setting. Teachers' responsibility for science activities includes introducing children to concepts and watching and listening to them as they explore their surroundings. This topic helps you to examine ways in using exploration and observation to build a meaningful foundation of science concepts and reasoning skills among young learners.

#### Reading Materials

Catron, C. F., & Allen, J. (2008). *Early childhood curriculum: A creative-play model* (4th ed.). New Jersey: Pearson Merrill Prentice Hill.

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum* (8th ed.). New Jersey: Pearson Merrill Prentice Hill.

#### Study Questions

1. Discuss why you agree or disagree with the authors' (Claudia & Jenkin, 2008) premise that the critical thinking required to reach a solution to a problem is more valuable than the solution itself.
2. What evidence can you find of peer or teacher scaffolding of children's thinking?



3. Write criteria for the selection of appropriate Mathematics and Science activities. Provide a list of materials and supplies necessary to set up developmentally appropriate Mathematics and Science centre.
4. Some of the underlying principles and practices that constitute effective teaching are complex. You will not learn them all at once but will understand them overtime. You should read and reflect. Try new ideas. Evaluate the outcomes, and continue to construct your knowledge and effective practices. Which issues in this topic do you want to learn more? What strategies and resources will you use to accomplish this?
5. Write a paragraph or two on your attitudes about temperature, weather, and seasons. How might your attitudes about the season, temperature or weather influence the children in your classroom?

### **Suggested Activities**

1. Observe and talk with a preschool child, listening for comments and understanding related to numbers. Make a comparison after asking questions such as:
  - “How old are you?”
  - “What is your favourite number?”
  - “How far can you count?”
  - “Where do you see numbers?”
2. Design and document in writing a Mathematics activity that will help parents understand the value of hands-on manipulative material for young children. This prepared activity is to be presented during class.
3. Prepare a demonstration or experience for young children to show that texture changes.
4. Access one of the following websites.  
[http://www.exploratorium.edu/science\\_explorer/](http://www.exploratorium.edu/science_explorer/)  
<http://photo2.si.edu/dino/dino.htm>  
<http://www.ciera.org/>

List three science activities that could be suitably adapted to meet young children’s needs. If these sites are not active, locate another website that lists Science and Mathematics activity ideas.

5. Prepare an activity plan or web for one of the science concepts discussed in this topic.



## Week 9

### Topic 9: Curriculum for Physical Development

In this topic, you would be learning how to integrate activities to enhance physical development which refers to basic physiological changes and; gross and fine motor skills. It is expected that after reading throughout the topic, you will be able to demonstrate the understanding of the large and small physical development movements by integrating activities to facilitate movement experiences for young children. It is not surprising that plays, namely, practice play, symbolic play and games with rules, have essential roles in promoting perceptual motor development.

In other respect, you will also be exposed to some ways of contributing to the children's understanding of health and nutrition, particularly the issue of obesity.

#### Reading Materials

Catron, C. F., & Allen, J. (2008). *Early childhood curriculum: A creative-play model* (4th ed.). New Jersey: Pearson Merrill Prentice Hill.

#### Study Questions

1. Discuss the vignette at the beginning and at the end of Chapter 15 (Allen & Catron, 2008). What other questions or concerns might you have? Are there other responses you might have to this situation?
2. About which issues in this topic do you want to learn more? What strategies and resources will you use to accomplish this?
3. Can you think of three activities that would encourage a group of four years old to practice their throwing and catching skills?
4. Observe children in indoor and outdoor environments. What evidences do you see of ways that physical movement promotes cognitive development and learning?
5. Write down how you encouraged the children to use large equipment in your workplace. Write down how you made sure that the children play safely. What physical skills did the children develop through their play? What did you learn from doing this activity?

6. You have been asked to look after a five year old for a day. Write a plan of the meals, snacks and drinks that you can give to this child (include breakfast). Explain how your menu plan would give the child all the nutrients needed for a balanced diet.

### **Suggested Activities**

1. Consider suitable activities for children, ages three to five, specially designed to support their physical development. Prepare a list to include three activity topics to facilitate fine motor skills and three activity topics for large motor skills.
2. Surf one of the following websites on the internet.

<http://www.cdc.gov>

<http://www.kidshealth.org/>

<http://pe.central.vt.edu/>

Describe in a paragraph the available resources to enhance a curriculum facilitating physical development and the related curriculum areas.



## Week 10

### Topic 10: Curriculum for Aesthetic and Creative Development

In connecting curriculum for aesthetic and creative development, this topic discusses and examines three main relevant aspects: music and creative movement, creative expression and art; and role play and drama play activities.

The first section of this topic examines the values of music and the developmental appropriateness of music activities in the early childhood curriculum. As students study this aspect, they should be able to demonstrate to children how to express themselves through creative movement and provide a variety of rhythm and listening experiences for the children.

Art, as a curriculum area, has long been recognised as beneficial for young children. Appropriate materials and activities encourage relaxation and exploration. Establishing an environment for creative expression is crucial in facilitating the development of creative thinkers and problem solvers. Teachers should involve children in all forms of art which is the stimulus for other curriculum areas. As students read through the topic, they will look at how the developmental stages relate to specific art activities for infant, toddlers, preschoolers and school-aged children that enable them to demonstrate their understanding of the skills children develop while enjoying art activities.

Dramatic play activities and role play have also been included in this topic. Their values has been clearly defined, and they can be embraced for children's cognitive, emotional and social benefits. As you continue through this topic, you will explore how theorists, researchers and educators explain the developmental stages of dramatic play and creative dramatics. You will also be exposed to appropriate plan and prepare the early childhood environment to integrate this fantasy play into the learning centres and curriculum.

#### Reading Materials

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum* (8th ed.). New Jersey: Pearson Merrill Prentice Hill.

### Study Questions

1. Examine why music is an important part of the early childhood curriculum. How do you plan to implement it as a part of your curriculum? How can you improve your music skills? Are there particular areas that you can work on?
2. Based on information in this topic and your observations of early childhood environments, develop a list of appropriate materials and supplies to be available in the art centre for young children.
3. Plan, implement, and evaluate at least one creative dramatics activity with a group of children aged 2 to 8 years old.

### Suggested Activities

1. Use at least one of the suggestions for providing variety in singing given in Chapter 14 (Eliason & Jenkins, 2008). Teach a song to a group of children between 3 and 8 years of age. You may teach culturally appropriate song.
2. Add to the list of suggested movement interpretations or creative movements given in Chapter 14 of the reading material. With a group of children, use one suggestion and evaluate your experience.
3. Select and plan an art activity for young children. Specify which age group this activity is planned for: infant, toddlers, or preschoolers. Write a list of objectives, materials needed, step-by-step procedures for presenting this activity, follow-up activities and evaluation guidelines. Prepare this activity and demonstrate it during class or with a group of children.
4. Observe a classroom where a dramatic play area is set up. Describe the area, the play that occurred during your observation, and the benefits for the children from this kind of play.





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