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Ministry of Education, Youth and Sport

Pre-school Curriculum
for
Children Aged 5

Early Childhood Education Department
2006

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PREFACE

Children are bamboo shoots and pillars of the nation. Therefore, the foundation to be taken into first consideration is children at the age of school readiness. In order to reduce drop-out and repetition rates of children at grades 1 and 2, the Ministry of Education, Youth and Sport (Early Childhood Education Department) makes its greatest efforts to help children aged 5 to enroll in preschools and to be ready for primary schools with the aim of achieving the goal of Education for All.

The curriculum for children aged 5 for public preschools was developed for all higher preschool teachers to be used in teaching children aged 5 in a quality and effective manner. This curriculum was developed based on learning standards of children aged 5-6 which were appropriately developed based on content evaluation design and age groups.

This curriculum is divided into two sections as follows:

1. Learning standards for children aged 5-6
2. Curriculum for children aged 5

We would like to thank all representatives from 24 provinces-municipalities for their comments contributing to the revision of this curriculum. Many thanks also need to be expressed to UNICEF for its contribution in both financial and technical assistance to Early Childhood Education Department in order for learning standards of children aged 5-6 to be developed from the beginning until the end and linked to this curriculum.

We are pleased for comments from those using this book.

We wish your teaching process to be successful.

Thank you!

Introduction

Preschool curriculum for children aged 5 was developed based on the one which was developed in 1999 and on the comparison with those in developed countries within the region and from region to region. It has been periodically revised to be in accordance with the National Education Goal and student-centered approach. It was developed and compiled based on learning standards of children aged 5-6 and consists of 10 topics according to the number of schooldays in each month. Activities presented here were organized in accordance with daily schedule including sessions for those 10 topics.

Objective

This curriculum aims to build human capacity, especially children aged 5, to grow and develop in every full aspect in line with a standard reflecting their culture and national identity; therefore, they are capable of being ready to pursue their study at primary schools and all education levels, at least basic education (9 years).

To achieve the above objective, close cooperation between teachers and children and between schools and parents as well as communities is needed. It is clear that this curriculum will help children in the future to be ready to:

- be self-confident, like their study, love their job and know how to work in group;
- develop their own personality as appropriate to their age;
- be capable of using their national language;
- have a basic concept of mathematics;
- build their good relationship and protect the national and natural environment;
- have skills of art, culture and national tradition; and
- have good hygiene and sanitation practices.

This curriculum is divided into two sections. Section 1 is learning standards for children aged 5-6. Section 2 presents the curriculum for children aged 5, which will be implemented from October to July.

Section 1

Learning standards for children aged 5-6

Learning standards

Learning standards for children aged 5-6 consist of 5 important domains including physical and health development, moral and cultural development, social and emotional development, understanding and cognitive development and language development. They were developed by Early Childhood Education Department with the involvement from non-governmental organizations in content verification, interviews with parents, and tests to verify the learning standards for children aged 5-6 and from the National Institute of Statistics of the Ministry of Planning in survey and analysis.

The Learning standards are used for upholding children development and growth, curriculum development, development of orientation program on family practices or monitoring of program progress. However, they are not used to criticize or expel children, teachers or any programs. They will be considered and monitored by the Early Childhood Education Department in every 5 years.

Domain 1: Physical and health development (24 indicators)

1.1 Motor development (13 indicators)

Standards	Indicators
1.1.1. Sensory motor development	
Children use their senses (such as sight, hearing or touching) to guide motions.	Each child: • places a glass, a cup or a dipper with water on his/her palm and goes on five-to-ten-meter walk without spilling it; • plays hide and seek; and • seeks and tells the name of the person he/she touches while playing blind man's buff.
1.1.2. Gross motor skills	
Children demonstrate strength and coordination of large motor muscles.	• jumps up and down with rope individually on two feet in 3 rounds with balance; • hops on one foot and then on the other with balance; • hops in a zigzag line on the ground or from the chair; • jumps over a barrier of 40-50 centimeters; • throws a ball with one or both hands into a circle drawn on the wall or into a basket of 30 centimeters from a distance of 3-4 meters; and • climbs up to 2 meters (tree, rope or stair).
1.1.3. Fine motor skills	
Children demonstrate strength and coordination of small motor muscles.	• copies simple shapes such as circle, square and triangle on a piece of paper or on the ground; • holds scissors and cuts a piece of paper on a straight line, a zigzag line, a curved line or cuts a picture; • draws a picture of human being (at least six different parts of human body including head, body, arms, legs, hands and feet); and • threads bead, flowers, corn bead seeds or other things using string or fine nylon string.

1.2 Care and health development (8 indicators)

Standards	Indicators
1.2.1. Nutrition	
Children demonstrate their basic knowledge of groups of food and nutrition.	Each child: • classifies food into groups (e.g. groups of fruit, meat and vegetable); and

	tells the benefits of food, vegetable and fruit.
1.2.2. Hygiene	
Children demonstrate hygiene practices.	- washes hands in the appropriate time such as before and after eating, after leaving the toilet, playing in the dirt or touching unclean things; - has good hygiene practices such as covering mouth when coughing or sneezing and always keeping finger and toe nails clean; - tells good hygiene practices such as having regular meal, covering food, drinking safe water or washing fruit and vegetable before eating; - has good practices of fetching and keeping things at the same place; - tells the benefits of daily hygiene practices such as taking bath, brushing teeth every morning and before going to bed at night and combing hair tidily; and - participates in daily simple chores to make them complete without assistance (such as taking bath, brushing teeth, combing hair).

1.3 Skill and safety development (3 indicators)

Standards	Indicators
1.3.1. Safe practices	
Children demonstrate their understanding of safe practices.	Each child: - follows the rules and disciplines of schools, preschools and play groups in the community; - demonstrates safe behaviors (non-conflicting) when playing with friends and involving in any activities; and - knows dangerous objects and materials such as fire, electricity, pesticides; knife, sharp objects and broken pieces of glass.

Domain 2: Moral and cultural development (7 indicators)

2.1 Moral development (3 indicators)

Standards	Indicators
2.1.1. Understanding of human value	
Children demonstrate their understanding of human value and their characteristics.	Each child: - knows good or bad deed; - respects and values the differences and similarities of people by accepting the ability of others and his/hers and talking with other children in any activities without mocking at them; and - tells how to respect the elderly such as greeting, bowing, answering yes or no and saying thank you, sorry, greeting, good bye, and hello.

2.2 Cultural development (4 indicators)

Standards	Indicators
2.2.1 Cultural upholding	
Children demonstrate the upholding of Khmer culture.	Each child: - names some Khmer objects such as traditional clothes including skirts, silk skirt, sarong, scarf...etc; - names some important Khmer traditional ceremonies such

	as Khmer New Year, Water Festival, Wedding, Pchum Ben, Kathina, Visakha Puja...etc; - tells any famous places such as Royal Palace, Angkor Wat Temple, pagodas, tourist sites, or parks; and - can sing the national anthem (Nokor Reach song).
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Domain 3: Social and emotional development (17 indicators)

3.1 Social development (10 indicators)

Standards	Indicators
3.1.1. social skills	
Children demonstrate their socialized skills and positive relationship with adults.	Each child: - interacts respectfully with familiar adults in the community; and - tells the names of adults he/she can ask for assistance.
Children demonstrate their socialized skills and positive relationship with his/her friends of an age.	- interacts with their friends without abuse; - helps their friends solve problems; and - suggests any comments to their friends and listens to theirs;
Children demonstrate their understanding of their behavior and its effects.	- explains how his/her actions make others feel and the consequences of those actions (good deed, good return); and - stops his/her behaviors which can make other children and adults feel annoyed.
Children demonstrate their preference and differences	- plays with other children regardless of race, skin color, religion, children with disability, the rich or the poor; - shows a sense of fairness to his/her friend group (e.g. each child has to wait for his/her turn.); and - recognizes other children's abilities in certain areas, e.g. Bona can sing prettily; Neary can dance well.

3.2 Emotional development (7 indicators)

Standards	Indicators
3.2.1 Self-awareness	
Children demonstrate their own identities.	Each child: - tells his/her first and family name and his/her address; and - tells the number of his/her family members and where he/she is from among his/her siblings in the family;
Children recognize some kinds of feelings.	- express feelings through words and facial expression; and - tells things that make him/her happy, angry and sad;
Children control their feelings and impulse.	- controls his/her feeling and keeps patient; and - accepts his/her success or failure of his/her actions.
Children express their emotions appropriately.	expresses his/her own feeling (such as angeriness, love and hatred) through his/her gestures, words and plays (such as speaking with toys)

Domain 4: Understanding and cognitive development (52 indicators)

4.1 Cognitive development (8 indicators)

Standards	Indicators
4.1.1. Cognitive skills	
Children demonstrate their understanding of cause and effect.	Each child: - predicts what will happen at the end of the story; - predicts any phenomena such as: it will rain when it thunders; and - states any actions which can impact on other things (e.g.

	when he/she kicks a ball, it will roll.)
Children demonstrate their critical and analytic thinking.	tries to find ways of doing something (e.g. if there is no scissors to cut a piece of paper, we can fold and tear it through the folded line).
Children demonstrate their positive and open methods of problem solving.	- shows methods of problem solving; and - works with his/her friends to find solutions for the problems.
Children demonstrate the use of symbols to represent objects.	- uses objects to represent vocabulary; and - shows simple objects through drawings, movement and imitation.

4.2 Understanding development (37 indicators)

Standards	Indicators
4.2.1 Mathematics	
Children know and understand representing numbers and do simple exercises.	Each child: - counts one by one to at least 10 objects; - knows the number and figure of the last count; - knows and names some numbers he/she writes to 10 (with or without assistance; e.g. number list or calendar); - adds number using tangible objects and counts the total number (e.g. pebbles); and - subtracts tangible objects from a group and counts the remaining objects (e.g. I have four candies. If I eat one, there are 3 left).
Children demonstrate their knowledge of measurement.	- compares high and short, small and big, heavy and light, long and short objects; and - understands the concept of measurement and can measure something using string or fingers.
Children demonstrate their understanding of the concept of shapes and spaces.	- names simple shapes such as square, triangle, circle and rectangular; - combines objects together to make different shapes of objects such as animal, human being and objects; and - identifies the object positions comparing with a house by using these words: above, below, in front, behind, inside, outside, left or right.
Children demonstrate their knowledge of classification into group, type or order.	- sorts out objects (e.g. kitchen utensils and study materials); - arranges objects in order of size or height; - tells the nature of each object (e.g. yes or no); and - describes and gives more details following the given pattern (predict what will come next) (e.g. arrange objects by red-blue color).
4.2.2. Science	
Children observe and explore.	- carries out experiment and exploration using various materials to play such as water, sand, paint, paddy rice, rice, wind...etc; and - tells the names, smell, taste, shapes of vegetable and fruit by smelling, tasting, touching, pressing, listening, observing and seeing any objects relating to food. e.g. asking a child to taste many kinds of fruit and then tell the taste, smell and name of the fruit.
Children describe the characteristics of living and nonliving things.	tells the differences of animals, plants, human beings and nonliving things.
Children describe the characteristics of sky and weather.	- names something on the sky such as the Sun, the Moon, cloud, and star; - tells the differences of dry and rainy seasons; - predicts the condition of seasons or weather through clothes

	- or objects (e.g. umbrella, hat...etc); and - predicts the consequences of natural phenomena (cloudiness, storm, lightening, flood and drought).
Children describe the characteristics of matters.	- tells the differences of physical matters through their properties such as hard/soft, floatable/sinkable, hot/cold, wet/dry...etc; - tells different objects based on familiar matters such as wood, iron, plastic....
Children describe their body.	- names some parts of his/her body and their functions such as I use my hands to hold... - describes the changes of his/her body (my hair grows longer, my fingernails grow longer, I grow taller....)
Children use technological devices appropriately.	- names simple electronic devices for daily uses and their usage (television, radio, and fan); and - shows how to use television and radio correctly.
4.2.3. Social study	
Children differentiate between events occurring in the past, present and future.	- arranges the pictures of events in time order (e.g. the first picture is a child having breakfast; the second one is a child going to school; the third one is a child in the classroom); - names the days of the week in order (e.g. Monday, Tuesday...Sunday); - identifies the time between yesterday, today and tomorrow (activities which have been done already, have been doing and will be done); and - uses words such as before or later when he/she tells an event or a thing.
Children demonstrate their understanding of natural environment and how to protect it.	- tells the places of natural environment such as stream, river, lake, creek and mountain; and - tells the miracles such as flood, drought and forest fire.
Children demonstrate their knowledge of some simple economic concepts.	tells the types of riel currency (100 riels, 500 riels....1,000 riels) and its uses.
Children demonstrate their knowledge of community.	- tells the occupation of his/her parents; - names equipments used for each occupation (e.g. a hairdresser needs scissors, comb...); and - tells the important places in the community (e.g. school, grocery store...) and its functions

4.3 Development of creative art (7 indicators)

Standards	Indicators
4.3.1. Drawings and structured activities	
Children demonstrate their understanding and appreciation of art through drawings.	Each child: - creates various pictures by drawing, coloring, cutting, tearing and pasting in order to present events and feelings; and - interprets (shows and explains) what he/she created or drawn.
4.3.2. Songs and music	
Children perform through their musical experience.	- sings appropriately along the rhythm of the song; and - chants poem as appropriate to its melody.
Children demonstrate their technical knowledge of music.	- claps hands, knocks or shows gestures along the rhythm of the music; and - uses intonation to change his/her tune.
Children show creative movement and musical experience.	performs Khmer traditional dances (Romvong, Romkbach, Saravan...) and foreign dances.

Domain 5: Language development (27 indicators)

5.1 Spoken language development (9 indicators)

Standards	Indicators
5.1.1. Listening to others' opinion	
Children understand what other is talking and carry out activities by following simple instruction (listening to others' opinion)	Each child: carries out activities by following instruction with 3 or 4 steps.
5.1.2. Demonstration of conversation skills	
Children engage in conversation by using words or phrases as appropriate to their age (expressive languages).	- asks questions and gets information from others; - tells a story by using his/her own words; - expresses his/her feeling and desire by using his/her own words; and - waits for his/her turn to talk and be engaged in conversation.
5.1.3. Appropriate uses of words based on grammatical rules	
Children demonstrate their understanding progression of vocabularies, phrases, sentences and compound sentences.	- speaks fluently and clearly; - speaks without going out of topic; - uses good sentences as appropriate to language levels (the word "eat" should be politely used with adults); and - uses phrases or sentences with 4 or 5 words as appropriately to grammatical rules.

5.2 Written language development (15 indicators)

Standards	Indicators
5.2.1 Alphabet knowledge	
Children demonstrate their understanding of different sounds.	Each child: - listens to and distinguishes common sounds such as the sounds of animals and human beings and can find source of the sounds; - can find a word if its first letter is shown; and - claps hands along with the count of syllables in simple word.
Children demonstrate their understanding of alphabetic principle.	knows at least 10 letters of alphabet and tells their sounds.
Children demonstrate their understanding of print concepts.	- Recognizes some prints in his/her environment; - can tell his/her name in the name list; - can tell what story his/her teacher is reading or telling; and - can tell the order of writing and order of its pages.
Children understand printed materials.	can tell various sections of books and how to open and read the books (read the first part, the last part, the first page, the next page, from left to right and from top to bottom).
Children demonstrate their appreciation and enjoyment of reading.	seems like he/she is reading.
5.2.2. Writing knowledge	
Children demonstrate their progression of writing skills.	- learns how to write correctly (e.g. draw a line to connect the dots of letter or picture); - draws other patterns between two lines; - copies letter following some patterns; - copies the writing in the space or on the ground; and - tells the meaning of words and pictures.

5.3 Multilingual or bilingual understanding development (3 indicators)

Standards	Indicators
5.3.1 Understanding of other languages (it is practical for some children.)	
Children demonstrate the use of different languages in communication beside his/her mother language.	Each child: • names language he/she is speaking beside his/her mother language; • responds appropriately to the order or instruction made in other languages beside his/hers; and • says simple greeting words and phrases in other languages beside his/hers (e.g. hello, arikato...).

Section 2
Curriculum for Children Aged 5
(State Pre-school)

Daily schedule

Session	Duration	Activities
1	15min	Children gather together and salute the national anthem.
2	20min	Psychomotor
3	20min	Daily activities, good practices and breakfast
4	30min	Prewriting /pre-mathematics
5	10min	break
6	30min	Science (notice/observation/experiment)/art (drawings/structured activities)
7	30min	folktale/song/game/poem/story reading
8	25min	review of daily learning activities, evaluation and hygiene and sanitation

Schedule for the implementation of the curriculum

N°	Month	Topics	number of schooldays	activities in each session															others
				1	2	3	4		5	6				7				8	
				children gather together and salute the national anthem	Psychomotor	Daily activities, good practices	Prewriting	Pre-mathematics	Break	Science		Art		Poem	folktale, story reading	Song	Game	review of daily learning activities, evaluation and hygiene and sanitation	
										Inspect, observation	Experiment	Drawings, letter tracing	Structured activities						
1	Oct	My school and I	18	18	18	18	9	9	18	4	2	6	6	4	5	5	4	18	
2	Nov	Ceremonies and I	17	17	17	17	9	8	17	4	2	6	5	4	4	4	5	17	
3	Dec	My family and I	21	21	21	21	10	11	21	5	2	7	7	5	5	5	6	21	
4	Jan	Vegetable and fruit	21	21	21	21	11	10	21	4	3	7	7	5	6	5	5	21	
5	Feb	Food	19	19	19	19	9	10	19	4	3	6	6	5	4	5	5	19	
6	Mar	Animals	22	22	22	22	11	11	22	6	2	7	7	5	6	6	5	22	
7	April	Seasons	11	11	11	11	6	5	11	2	1	4	4	3	2	3	3	11	

8	May	Villages	18	18	18	18	9	9	18	5	3	5	5	4	4	5	5	18	
9	Jun	Occupations	21	21	21	21	10	11	21	3	4	7	7	6	5	5	5	21	
10	Jul	Transportation	22	22	22	22	11	11	22	5	3	7	7	5	6	6	5	22	
Total			190	190	190	190	95	95	190	42	25	62	61	46	47	49	48	190	

Topic: “My school and I”

October (18 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	- Get children ready to stand in line in front of each class	- Organize children in horizontal line, vertical line and then let them form a circle; - Sing a song “Train”	- Organize children in horizontal line, vertical line and then let them form small circles in each group; - Sing a song “Train”	Basic movement: “walk” - Normal walk - Slow walk - Fast walk	Doing exercise along with the songs: “A butterfly goes to school” (page 77)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - greeting, saying goodbye, hygiene and sanitation education and sing a song “greeting” (page 78)				
4	Prewriting: conversation “Know their name and their homeroom teacher’s name”	Pre-mathematics: reasoning “Pagoda and school” (page 23)	Prewriting: conversation “Know their name, their homeroom teacher’s name and friends’ name”	Pre-mathematics: measurement “We find ways to compare our size.” (page 231)	Prewriting: Observing exercise “Exercise 5 and 6” (page 8)
5	Break				
6	Notice: “school”	Drawings: “horizontally and vertically straight lines” (picture)	Structured activity: “paste a piece of paper to make paper person ” (picture)	Observation: “classroom”	Drawing: “straight lines tilt to left and right” (picture)
7	Folktale: “A leveret goes to school” (teacher guide)	Song: “We enroll in preschool” shift 1 (page 88)	Game: “ call each other’s names from one to one” (teacher guide)	Poem: “We go to school” shift 1 (page 22)	Folktale: “Neary gives three of her friends a lift to school” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

October (18 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Basic movement: “walk” - Imitate bear walking manner - Imitate crab walking manner - imitate duckling walking manner	Doing exercise along with the songs: “A butterfly goes to school” (page 77)	Basic movement: “walk” hold a cup and draw water from a container and then pour into a bottle from a distance of 4-6 meters	Exercising along with the songs: “Three friends go for a walk in the park” (teacher guide)	Moving game: “So Ko La Bong Bong!” (teacher guide)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - greeting, saying goodbye, hygiene and sanitation education and sing a song “greeting” (page 78)				
4	Pre-mathematics: time “A day and a week in school” (page 185)	Prewriting: know letter “A”	Pre-mathematics: Space and time “Do as much as possible to find clothes for a doll” Stage 1 and 2 (page 65)	Prewriting: conversation “Know their parents’ names and occupations”	Pre-mathematics: Space and time “Do as much as possible to find clothes for a doll” Stage 3 (page 65)
5	Break				
6	Structured activity: “Thread bead or flower to make necklace or bracelet”	Experiment: “Mix colors together” (make deep color to light color)	Drawing: “school”	Structured activity: “mould a shape of human being”	Observation: “teacher” (Female/male)
7	Song: “We enroll in preschool” Shift 2 (page 88)	Game: “Sdech Chorng” (teacher guide)	Poem: “We go to school” shift 2 (page 22)	Folktale: “go to school and leave for home” (teacher guide)	Song: “rights to develop” shift 1 (page 93)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

October (18 days)

Sessions	Day 11	Day 12	Day 13	Day 14	Day 15
1	Children gather together and salute the national anthem				
2	Basic movement: “walk” - walk on the coconut shell - walk along the space between each step - walk along the curved and zigzag line.	Doing exercise along with the songs: “duckling” (page 76)	Current movement: “walk” tiptoe → walk on heels → walk on side foot → walk normally	Doing exercise based on folktales: “Tino and Kiki go to visit the orchard” (teacher guide)	Moving game: “Carry a patient” (page 50)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - greeting, saying goodbye, hygiene and sanitation education and singing a song “greeting” (page 78)				
4	Prewriting: listen to the sound “Guess different sounds in the environment”	Pre-mathematics: Space and time “Do as much as possible to find clothes for a doll” Stage 4, 5 and 6 (page 65)	Prewriting: conversation “Know the names and usage of school materials”	Pre-mathematics: Space and time “School” stage 1 (page 191)	Prewriting: Know letter “B”
5	Break				
6	Drawing: letter tracing (picture)	Structured activity : “tear and paste a piece of paper to make paper school” (picture)	Experiment: “mix two colors together” red + yellow => orange red + blue => violet blue + yellow => green	Drawings: “color a picture of school” (picture)	Structured activity: “cut and paste a piece of paper to make paper gardens in school”
7	Game: “Child rights” (teacher guide)	Poem: “walking along a street” shift 1 (page 22)	Folktale: “Teacher, I do not confuse the room.” (teacher guide)	Song: “rights to develop” shift 2 (page 93)	Game: “Pair” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

Sessions	Day 16	Day 17	Day 18
1	Children gather together and salute the national anthem		
2	Basic movement: “walk” - walk by pressing object between head and shoulder - walk by holding a glass/cup with water - walk by biting a spoon with food	Doing exercise along with the songs: “duckling” (page 76)	Current movement: “walk” walk under a cloth line → walk as duck movement → walk on a coconut shell → walk avoiding barrier → walk by rolling hands → walk hand in hand
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - greeting, saying goodbye, hygiene and sanitation education and sing a song “greeting” (page 78)		
4	Pre-mathematics: space and time “school” stage 2, 3 and 4 (page 191)	Prewriting: observing exercise “match words with pictured”	Pre-mathematics: quantity and numbers “match the numbers with the figures 1 to 5 by following number 1”
5	Break		
6	Observation: “play materials in class”	Drawings: “optional”	Structured activities: “fold a piece of paper to make paper flower”
7	Poem: “walking along the street” shift 2 (page 22)	Story reading: (based on teacher’s choice)	Song: “Always clean” shift 1 (page 85)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children/ card for clever children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home		

Topic: “Ceremonies and I”

November (17 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “A crocodile chasing” style 1 (page 60)	basic movement: “running” - run on tiptoe to bring objects to put into the basket - run on heels to bring objects to put into the basket - run on side foot to bring objects to put into the basket	Doing exercise along the song: “left, right”(page 75)	Basic movement: “running” - run on tiptoe - run on heels - run on side foot
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - say thank and sorry and sing a song “teacher’s message” (page 88)				
4	Prewriting: charades “Friend’s name”	Pre-mathematics: reasoning “a game of showing gestures in consistent with the rhythm of the song” stage 1 and 2 (page 49)	Prewriting: a game of listening to sounds “guess the sound of different objects”	Pre-mathematics: reasoning “a game of showing gestures in consistent with the rhythm of the song” stage 3 (page 49)	Prewriting: know letter “C”
5	Break				
6	Notice: “pagoda”	Drawing: “traces of upside down and face-up curves” (picture)	Structured activities: “mould a shape of candle”	Experiment: “sinkable/floatable objects” (wooden block, Styrofoam, paper, plastic, water)	Drawing: “traces of curves to right and to left” (picture)
7	Game: “catch” relating to traffic light (teacher guide)	Poem: We study every subject shift 1 (page 22)	Folktale: “cloud and flower” (teacher guide)	Song: “always clean” shift 2 (page 85)	Game: “red and white frangipani” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children)				

	- Give advice about face, mouth, hand, leg and hair hygiene and message for going home
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November (17 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “A crocodile chasing” style 2 (page 60)	basic movement: “running” - run on tiptoe in a curved line - run on heels in a zigzag line - run backward in a straight line	Doing exercise along the song: “left, right” (page 75)	current movement: “walking and running” walk by turning round → run across barrier → side walk in 3 paces → run to beat hung objects
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - say thank and sorry and sing a song “teacher’s message” (page 88)				
4	Pre-mathematics: quantity and number “domino” stage 1 and 2 (page 116)	Prewriting: strengthen the understanding of alphabets which have been learned already “word or phrase puzzles ”	Pre-mathematics: quantity and number “domino” stage 2 (page 116)	Prewriting: strengthen the understanding of alphabets which have been learned already “circle alphabets which have similar shapes” (B, P, R)	Pre-mathematics: quantity and time “a drawing, coloring a picture to make a circle shape” (page 216)
5	Break				
6	Structured activity: “fold a piece of paper to make paper flower”	Observation: “pictures of independent ceremony”	Drawing: “a flower”	Structured activity: “paste cereals on a picture of a flag”	Observation: “pictures of Water Festival”
7	Poem: We study every subject.” shift 2 (page 22)	Folktale: “where is my boat?” (teacher guide)	Songs: “happy time” shift 1 (page 94)	Game: “Chark Lok Lak” (teacher guide)	Poem: Water Festival shift 1 (page 29)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

November (17 days)

Sessions	Day 11	Day 12	Day 13	Day 14	Day 15
1	Children gather together and salute the national anthem				
2	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “boat racing” (picture) (teacher guide)	basic movement: “running” - run as a horse - run as a bear - run as a duck	Doing exercise along the song: “we go rowing boat” part 1 (teacher guide)	current movement: “walking and running” run on a zigzag and curved line → walk on a coconut shell → run to fetch a ball and put it into a basket → run to tap an object
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - say thank and sorry and sing a song “teacher’s message” (page 88)				
4	Prewriting: strengthen the understanding of alphabets which have been learned already “draw a line in the missing points of the letters” (page 50)	Pre-mathematics: space “play with rings” stage 1, 2 and 3 (page 175)	Prewriting: know letter “D”	Pre-mathematics: space “play with rings” stage 4 (page 175)	Prewriting: “a game of putting words together to make sentences” (e.g. I + go to + join + a ceremony +)
5	Break				
6	Drawing: “decorate a racing boat”	Structured activity: “fold a piece of paper to make a paper boat”	Experiment: “cold and hot” (lukewarm water and cold water)	Drawing: : upside down-curved trace	Structured activity: “tear and paste a piece of paper to make a paper flower”
7	Folktale: “strange boat” (teacher guide)	Songs: “happy time” shift 2 (page 94)	Game: “magic bag” (teacher guide)	Poem: Water Festival shift 1 (page 32)	Folktale: “a little girl and three bears” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

November (17 days)

Sessions	Day 16	Day 17
1	Children gather together and show salute the national anthem	
2	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “fishing” (page 64)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - say thank and sorry and sing a song “teacher’s message” (page 88)	
4	Pre-mathematics: “quantity and number “match numbers with figures from 1 to 10 by following number 2”	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of walking in alphabets”
5	Break	
6	Observation: “pictures of Khmer traditional clothes” (long-shirttail shirt, Samput Chorng Kbin)	Drawing: “color a picture of long-shirttail shirt”
7	Song: “we go rowing boat.” shift 1 (teacher guide)	Game: “hold daughter-in-law’s hand to visit mother-in-law” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children/card for clever student) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home	

Topic: “My family and I”

December (21 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	Basic movement: “jumping” - jump backward and forward on two feet - jump to left and to right on two feet	Doing exercise along with songs: “We go rowing boat” part 2 (teacher guide)	basic movement: “jumping” jump on two feet over a barrier of 0.5 meter	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “A rabbit picking up an tomatoes” (page 40)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - respect the elderly (when walking near the elderly, showing politeness is to bow and take off the hat) and sing a song “a good child” (page 90)				
4	Pre-mathematics: space and time “My family and I” stage 1 (page 194)	Prewriting: know letter “E”	Pre-mathematics: space and time “My family and I” stage 1 (page 194)	Prewriting: a game of listening to sound “guess the sounds of three different objects”	Pre-mathematics: quantity and number “quantity game” stage 1 (page 127)
5	Break				
6	Structured activities: “fold piece of paper to make a paper house”	Notice: “family” (a family)	Drawing: “a picture of the beloved person” (among family members)	Structured activities: “design and decorate wishing card”	Experiment: “waterproof and non-waterproof objects” (paper, plastic bag, banana leaves, lotus leaves, water)
7	Poem: “clean body” shift 1 (page 21)	story reading: (based on teacher’s choice)	Song: “We go rowing boat.” shift 2 (teacher guide)	Game: “rubber passing” (teacher guide)	Poem: “clean body” shift 2 (page 21)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

December (21 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Basic movement: “jumping” - jump backward and forward on one foot - jump to left and to right on one foot	Doing exercise along with songs: “a young squirrel” (page 76)	basic movement: “jump” jump to left and right into rings using one foot (arrange the rings in line)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “horse racing”(page 48)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - respect the elderly (when walking near the elderly, showing politeness is to bow and take off the hat) and sing a song “a good child” (page 90)				
4	Prewriting: “a game of choosing alphabets” (alphabets which have been learned already)	Pre-mathematics: quantity and number “a game of quantity” stage 2 (page 127)	Prewriting: know letter “F”	Pre-mathematics: space and time “draw and write” stage 1 (page 218)	Prewriting: “find the different points in picture 1 and 2” (page 11)
5	Break				
6	Drawing: “color a picture of human being”	Structured activity: “cut and paste a piece of paper to make a paper house”	Observation: “utensils”	Drawing: “decorate a picture of human being”	Structured activity: “tear and paste a piece of paper to make a paper vase by following the given dots”
7	Folktale: “a pair of shoes” (teacher guide)	song: “a good child” shift 1 (page 92)	Game: “remember” (teacher guide)	Poem: “school and home” shift 1 (page 27)	Folktale: “four children do not serve their father” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

December (21 days)

Sessions	Day 11	Day 12	Day 13	Day 14	Day 15
1	Children gather together and salute the national anthem				
2	Basic movement: “jumping” - sit with hands on the waist, jumping forward - sit with hands on the waist, jumping to left and right	Doing exercise along with songs: “a young squirrel” (page 76)	Current movement: “walking, jumping and running” walk 2 paces ahead → jump into the rings using two feet → run to fetch the hung objects → run across the barriers → walk by rolling hands	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “musical chairs” (page 82)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - respect the elderly (when walking near the elderly, showing politeness is to bow and take off the hat) and sing a song “a good child” (page 90)				
4	Pre-mathematics: space and time “draw and write” stage 2 (page 218)	Prewriting: “match the words with pictures of family members”	Pre-mathematics: number and figure “match the numbers with the figures” (numbers and figures which have been learned already)	Prewriting: know letter “G”	Pre-mathematics: space and time “I draw and write.” stage 1 and 2 (page 138)
5	Break				
6	Observation: “pictures of any moving and nonmoving objects”	Drawing: “color the flower”	Structured activities: “mould a figure of human being”	Experiment: “objects which can and cannot roll and objects which can roll fast and slowly”	Drawing: “letter tracing” (picture)
7	Song: “a good child” shift 2 (page 90)	Game: “loosen the tie” (teacher guide)	Poem: “school and home” shift 2 (page 24)	Folktale: “dummy” (teacher guide)	Song: “my grandfather” shift 1 (page 94)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

December (21 days)

Sessions	Day 16	Day 17	Day 18	Day 19	Day 20
1	Children gather together and salute the national anthem				
2	Basic movement: “jumping” - jump rope on two feet in 5 rounds (holding the two ends of rope by him/herself)	Doing exercise along with songs: “Let’s dance” part 1 (page 87)	Basic movement: “jumping” jump rope on two feet with balance in 5 rounds (two people holding the two ends of rope)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “sack jumping”
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - respect the elderly (when walking near the elderly, showing politeness is to bow and take off the hat) and sing a song “a good child” (page 90)				
4	Prewriting: observing exercise “color picture” (page 56)	Pre-mathematics: space and time “I draw and write.” stage 3 and 4 (page 138)	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of walking on alphabets”	Pre-mathematics: space and time “I draw and write.” stage 5 (page 138)	Prewriting: know letter “H”
5	Break				
6	Structured activity: “sew a piece of cloth following the shape of a house” (picture)	Observation: “pictures presenting human and animal development and comparison”	Drawing: “utensils” (any utensils he/she loves)	Structured activity: “cut and paste a piece of paper to make a paper woman” (picture)	Observation: “pictures presenting the roles and duties of family members”
7	Game: “treasure hunt” (teacher guide)	Poem: “know how to care of clothes” Shift 1 (page 20)	Story reading: (based on the teacher’s choice)	Song: “my grandfather” shift 1 (page 94)	Game: “7 Angkors” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

December (21 days)

Sessions	Day 21
1	Children gather together and salute the national anthem
2	Basic movement: “jumping” - Jump forward by squeezing object between the thighs
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - respect the elderly (when walking near the elderly, showing politeness is to bow and take off the hat) and sing a song “a good child” (page 90)
4	Pre-mathematics: “quantity and number (match numbers with figures from 1 to 15 by following number 3)
5	Break
6	Drawing : “optional”
7	Poem: “know how to care of clothes” Shift 2 (page 20)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home

Topic: “Vegetables and Fruits”

January (21 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	Doing exercise along with song: “ Let’s dance” part 2 (page 87)	Basic movement: “creeping” creep forward and backward by avoiding barrier or other objects	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “competition for a house” (page 92)	Basic movement: “creep” creep forward on a narrow road
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - wash hands before/after having meal and after leaving the toilet and sing a song “clean the body” (page 85)				
4	Prewriting: a game of listening to sound “guess the hidden sound”	Pre-mathematics: reasoning “vegetable” Stage 1 (page 54)	Prewriting: a game of family tree “vegetable and fruit”	Pre-mathematics: reasoning “vegetable” Stage 2 (page 54)	Prewriting: know letter “I”
5	Break				
6	Structured activity: “fold a piece of paper to make paper carrot”	Notice: “vegetable garden or mango tree”	Drawing: “a picture of melon”	Structured activity: “tear and paste a piece of paper to make a paper eggplant”	Experiment: “floatable and sinkable” (relating to vegetable and fruit)
7	Folktale: “Tina and Sroch want to eat cucumber”	Song: “vegetable garden” Shift 1(page 82)	Game: “construction” (teacher guide)	Poem: “what do you remember?” shift 1 (page 23)	Folktale: “Tino changes his bad behavior”
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

January (21 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Doing exercise along with song: “ the sun rises” part 1 (teacher guide)	Current movement: “walking, running, jumping and creeping” Put an object on the back and creep along a zigzag path → jump over the barrier → walk up stairs → creep under the table → run to the goal	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “a competition of creeping forward and whistling a leaf”	Basic movement: “creeping” Creep forward and backward with an object on the back
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - wash hands before/after having meal and after leaving the toilet and sing a song “clean the body” (page 85)				
4	Pre-mathematics: reasoning “fruit” Stage 3 (page 54)	Prewriting: a game of magic bag “look at picture and describe it by using words and phrases”	Pre-mathematics: reasoning “vegetable” Stage 4 (page 54)	Prewriting: observing exercise “charades”	Pre-mathematics: space “play with squares” Stage 1 (page 54)
5	Break				
6	Drawing: “tree”	Structured activity: “cut and paste a piece of paper to make a paper orange”	Observation: “ripe and green bananas”	Drawing: “banana”	Structured activity: “cut and paste a piece of paper to make a paper banana”
7	Song: “vegetable garden” Shift 2 (page 82)	Game: “buy fruit” (teacher guide)	Poem: “what do you remember?” shift 2 (page 23)	Folktale: “mangosteen, sapodilla, eggfruit ” (teacher guide)	Song: “the beauty of vegetable garden” Shift 1(page 86)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for home				

January (21 days)

Sessions	Day 11	Day 12	Day 13	Day 14	Day 15
1	Children gather together and salute the national anthem				
2	Doing exercise along with song: “ the sun rises” (teacher guide)	Current movement: “walking, jumping, creeping, crawling and running” Walk by avoiding the barrier → jump over the rope→ creep into the ring → crawl on the mat → jump to tap the fruit → run to the goal	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “A rabbit bolts to its hutch.” (teacher guide)	Basic movement: “crawling” - Crawl up the slope - Crawl into the rings - Crawl under the table
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - wash hands before/after having meal and after leaving the toilet and sing a song “clean the body” (page 85)				
4	Prewriting: Know letter “J”	Pre-mathematics: space “play with squares” Stage 2 (page 178)	Prewriting: “match words with pictures of vegetable and fruit”	Pre-mathematics: time “I change the place on my way” Stage 1 (page 119)	Prewriting: observing exercise “color the picture of an orange with yellow and picture of a lemon with green”
5	Break				
6	Experiment: “shape” (clay with round and flat shapes and water)	Drawing: “copy the picture of leaf by using carbon paper” (mango or jackfruit leaf)	Structured activity: “sew a piece of cloth following a shape of mango” (picture)	Observation: “grow beans” (shift 1)	Drawing: “optional but showing the cooperative behavior” (draw any pictures based on the preference of the group by helping each other)
7	Game: “family tree” (teacher guide)	Poem: “green vegetable is needed” shift 1 (teacher guide)	Folktale: “three balls of rice” (teacher guide)	Song: “the beauty of vegetable garden” Shift 2 (page 86)	Game: “family tree” (vegetable and fruit)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

January (21 days)

Sessions	Day 16	Day 17	Day 18	Day 19	Day 20
1	Children gather together and salute the national anthem				
2	Doing exercise along with song: “walk or sleep” part 1 (page 76)	Current movement: “crawling” Crawl to move a ball forward, to right and to left	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “a tortoise moves backward” (page 90)	Basic movement: “crawling” Crawl forward in a zigzag path by putting an object on the back (with a distance of 5 meters)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - wash hands before/after having meal and after leaving the toilet and sing a song “clean the body” (page 85)				
4	Pre-mathematics: time “I change the place on my way” Stage 2 (page 119)	Prewriting: Know letter “K”	Pre-mathematics: time “I change the place on my way” Stage 3 (page 119)	Prewriting: “clap hands by following the number of syllables which have been learned already” (e.g. egret = 2 syllable, elephant = 3 syllables)	Pre-mathematics: quantity and number “match the numbers with the figures 1 to 20 by following number 4”
5	Break				
6	Structured activity: “paste a piece of color paper on a picture of mango”	Observation: “grow beans” (shift 2)	Drawing: “vegetable” (tomato, melon or pumpkin)	Structured activity: “mould a shape of vegetable” (tomato, melon or pumpkin)	Experiment: “reflection” (place color water, mirror and container under the sunlight)
7	Poem: “green vegetable is needed” shift 2 (teacher guide)	Folktale: “longan seed” (teacher guide)	Song: “papaya tree” Shift 1 (page 91)	Game: “soil, bamboo and pond” (teacher guide)	Poem: “my grandfather’s banana orchard” shift 1 (page 30)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

January (21 days)

Sessions	Day 21
1	Children gather together and salute the national anthem
2	Doing exercise along with song: “walk or sleep” Shift 2 (teacher guide)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - wash hands before/after having meal and after leaving the toilet and sing a song “clean the body” (page 85)
4	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of walking on the alphabets
5	Break
6	Drawing: “vegetable” (tomato, melon and pumpkin)
7	Story reading: (base on teacher’s choice)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home

Topic: “Food”

February (19 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	Current movement: “go up, go down, crawl, jump, throw and run” climb up and down stairs → crawl on the board → jump up to hang a rubber tire → run to catch a ball and throw it into the basket	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “monkey in the middle” (page 82)	Basic movement: “climb up and down” climb up and down the steep and straight stairs	Doing exercise along with the song: “physical education” part 1 (teacher guide)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - place play and utilizable materials in order and sing a song “a variety of games” (page 87)				
4	Pre-mathematics: measurement “recipe” stage 1 (page 234)	Prewriting: know letter “O”	Pre-mathematics: measurement “recipe” stage 2 (page 234)	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of matching a pair of alphabets”	Pre-mathematics: measurement “recipe” stage 3 (page 234)
5	Break				
6	Structured activity: “tear and paste a piece of paper to make a paper omelet”	Observation: “pictures of three groups of food”	Drawing: “a picture of a pot or a bowl”	Structured activity: “fold a piece of paper to make a paper fish”	Observation: “classify food into groups or types” (meat, vegetable, fruit)
7	Song: “papaya tree” shift 2 (page 91)	Game: “domino” (teacher guide)	Poem: “my grandfather’s banana orchard” shift 2 (page 30)	Folktale: “arms, legs and mouth feel jealous of the stomach” (teacher guide)	Song: “fishing” shift 1 (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

February (19 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Current movement: “climb up and down” climb up and down the rope ladder at the height of 2 meters”	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “Bos Angkunh” (page 70)	Basic movement: “climb up and down” climb up and down the rope ladder to get an object	Doing exercise along with the song: “physical education” shift 2 (teacher guide)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - place play and utilizable materials in order and sing a song “a variety of games” (page 87)				
4	Prewriting: observing exercise “find a different picture” (page 32)	Pre-mathematics: quantity and number “tree game” stage 1 (page 132)	Prewriting: know letter “P”	Pre-mathematics: quantity and number “tree game” stage 2 (page 132)	Prewriting: listening exercise “a game of whispering”
5	Break				
6	Drawing: “fish”	Observation: “pictures of safe and unsafe food”	Experiment: “fruit taste” (sour, acerbic, sweet and bitter)	Drawing: “color a picture of fish”	Structured activity: “ thread following the shape of a duck”
7	Game: “Bai Khom” (teacher guide)	Poem: “three groups of food” shift 1 (teacher guide)	Folktale: “Samlei, a white cub” (teacher guide)	Song: “fishing” shift 2 (teacher guide)	Game: “guess friends’ names” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

February (19 days)

Sessions	Day 11	Day 12	Day 13	Day 14	Day 15
1	Children gather together and salute the national anthem				
2	Current movement: “climb up, climb down, jump, crawl, walk and run” go up and down the stairs → jump into the rings → crawl in a zigzag path → walk on bricks → run to the goal	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “ride a horse, throwing a ball” (page 99)	Basic movement: “climb up and down” climb up and down the rope	Doing exercise along with the song: “physical education” part 2 and 3 (teacher guide)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - place play and utilizable materials in order and sing a song “a variety of games” (page 87)				
4	Pre-mathematics: quantity and number “a painting presenting numbers” stage 1 and 2 (page 123)	Prewriting: “match words with the picture of three groups of food”	Pre-mathematics: quantity and number “a painting presenting numbers” stage 3 and 4 (page 123)	Prewriting: know letter “Q”	Pre-mathematics: quantity and number “a painting presenting numbers” stage 5 (page 123)
5	Break				
6	Drawing: “vegetable for Korko soup”	Drawing: “embroider the fringe of handkerchief” (picture)	Structured activity: “watch” (made of coconut, sugar palm, banana leaves...)	Experiment: “the taste of food” (sour, salty, sweet, spicy and bitter)	Drawing: “letter tracing” (picture)
7	Poem: “three groups of food” shift 2 (teacher guide)	Folktale: “5 friends” (teacher guide)	Song: “diarrhea” shift 1 (page 92)	Game: “lotto of pictures and words” (vegetable and fruit)	Poem: “sugar palm tree” shift 1 (page 28)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

February (19 days)

Sessions	Day 16	Day 17	Day 18	Day 19
1	Children gather together and salute the national anthem			
2	Current movement: “climb up, climb down, walk, jump, run and throw” go up and down the stairs → walk forward → jump by stretching arms up and clapping hands → crawl forward → run to throw a ball into the basket	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “house sparrow and cat” (page 86)	Basic movement: “walk, push, pull, crawl and walk” march like the soldiers → push an object by using feet → pull an object by using two fingers → crawl between the two objects → walk on the chair or coconut shell
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - place play and utilizable materials in order and sing a song “various games” (page 87)			
4	Prewriting: observing exercise “match the same words or phrases”	Pre-mathematics: quantity and number “a painting presenting numbers” stage 6 and 7 (page 123)	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of walking on the alphabets”	Pre-mathematics: quantity and number “match numbers with figures from 1 to 25 by following number 5”
5	Break			
6	Structured activity: “paste a piece of color paper on a picture of fish”	Experiment: “soluble and insoluble things” (sugar, salt, monosodium glutamate and rice)	Drawing: “optional”	Structured activities: “sprinkle and pasted sawdust or sesame on the picture of orange”
7	Story reading: (based on teacher’s choice)	Song: “diarrhea” shift 2 (page 92)	Game: “remember” (teacher guide)	Poem: “sugar palm tree” shift 2 (page 28)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children/card for clever children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home			

Topic: “Animals”

March (22 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	Doing exercise along with the song: “pat-a-cake” (teacher guide)	Basic movement: “throw” throw a ball to a hung object	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “Bos Angkunh” (page 62)	Basic movement: “throw” throw a ball to a circle drawn on the wall or white board
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - brush the teeth before/after sleeping and after having meal and sing a song “always clean” (page 85)				
4	Prewriting: know letter “R”	Pre-mathematics: reasoning “Hey, animal. What do you eat?” stage 1 (page 51)	Prewriting: “a game of animal family tree”	Pre-mathematics: reasoning “Hey, animal. What do you eat?” stage 2 (page 51)	Prewriting: “find the different points in these pictures” (picture)
5	Break				
6	Notice: “animal farming” (in the village or family)	Drawing: “animal” (the favorite animal)	Structured activity: “fold a piece of paper to make a paper head of rabbit”	Observation: “a picture of chicken”	Drawing: “chicken”
7	Folktale: “rabbit and snail” (teacher guide)	Song: “fishing” shift 1 (page 93)	Game: “groups of animals” (teacher guide)	Poem: “what do you know, friend?” shift 1 (page 23)	Folktale: “a pair of butterflies” Maketh (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

March (22 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Doing exercise along with the song: “When it is happy,” clap hands and tap on the shoulders (page 94)	Basic movement: “throw” throw rings onto the neck of bottle	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “Bos Angkunh” (page 56)	Basic movement: “throw” throw a ball into a basket at the distance of 3 meters
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - brush the teeth before/after sleeping and after having meal and sing a song “always clean” (page 85)				
4	Pre-mathematics: reasoning “Hey, animal. What do you eat?” stage 3 (page 51)	Prewriting: “know letter “S”	Pre-mathematics: quantity and number “arrange the numbers in order from 1 to 10	Prewriting: “circle alphabets which have similar shapes” (B, P, R)	Pre-mathematics: reasoning “a worried snake” stage 1 (page 57)
5	Break				
6	Structured activity: “fold a piece of paper to make a paper head of cat or dog”	Notice: “cow”	Drawing: “color a picture of cow”	Structured activity: “mould a shape of cow”	Observation: “pictures presenting chicken and cow evolution”
7	Song: “fishing” shift 2 (page 93)	Game: “in water, on land and in the air” (teacher guide)	Poem: “what do you know, friend?” shift 2 (page 23)	Folktale: “a cow does not have upper teeth”	Song: “deworming ” shift 1 (page 92)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

March (22 days)

Sessions	Day 11	Day 12	Day 13	Day 14	Day 15
1	Children gather together and show salute the national anthem				
2	Doing exercise along with the song: “When it is happy,” tap on the tights (page 94)	Basic movement: “pass/catch” pass/catch a ball between the legs from the first child to last one and vice versa	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “walk on piece of cloth” (page 78)	Basic movement: “hand/catch” put a ball on the head and hand/catch from the first child to the last one and vice versa
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - brush the teeth before/after sleeping and after having meal and sing a song “always clean” (page 85)				
4	Prewriting: observing exercise “charades”	Pre-mathematics: reasoning “a worried snake” stage 2 (page 57)	Prewriting: know letter “T”	Pre-mathematics: strengthen the concept of above, under, left, right and center “outdoor game”	Prewriting: observing exercise “help a mouse to find a way home by avoiding from a cat” (page 57)
5	Break				
6	Drawing: “optional, but showing cooperative behavior”	Structured activity: “paste cereals following a picture of a cow”	Observation: “duck”	Drawing: “duck”	Structured activity: “paste tree leaves to make a picture of a chicken”
7	Game: “Simon says”	Poem: “Labor and animal raising are needed.” shift 1 (page 23)	Folktale: “wolf” (teacher guide)	Song: “deworming ” shift 2 (page 92)	Game: “construction” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

March (22 days)

Sessions	Day 16	Day 17	Day 18	Day 19	Day 20
1	Children gather together and salute the national anthem				
2	Doing exercise along with the song: “When it is happy,” tap the feet (page 94)	Basic movement: “walk, crawl, throw and run” walk forward → crawl with an object on the back → throw a ball into a basket → run to the goal	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “Chab Kon Kleng” (teacher guide)	Basic movement: “pass/catch” pass/catch a ball to left, to right forward and backward
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - brush the teeth before/after sleeping and after having meal and sing a song “always clean” (page 85)				
4	Pre-mathematics: reasoning “wolf and shrimp” stage 1 and 2 (page 59)	Prewriting: “match the words with pictures of animals”	Pre-mathematics: reasoning “wolf and shrimp” stage 3 (page 59)	Prewriting: know letter “U”	Pre-mathematics: reasoning “wolf and shrimp” stage 4 (page 59)
5	Break				
6	Observation: “pictures of animals and food”	Drawing: “letter tracing” (picture)	Structured activity: “mould a shape of chicken”	Experiment: “absorb quickly and slowly” (chicken or duck’s feather and cotton with water)	Drawing: “rat”
7	Poem: “Labor and animal raising are needed.” shift 2 (page 23)	Folktale: “lion and rabbit” (teacher guide)	Song: “observing lesson” shift 1 (page 90)	Game: “catch” <i>the red stop, the yellow walk and the blue run</i> (teacher guide)	Poem: “elephant riddles” shift 1 (page 25)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

March (22 days)

Sessions	Day 21	Day 22
1	Children gather together and salute the national anthem	
2	Doing exercise along with the song: “When it is happy,” clap hands, tap on the shoulders, thighs and feet. (page 94)	Moving game: “throw a ball” (page 76)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - brush the teeth before/after sleeping and after having meal and sing a song “always clean” (page 85)	
4	Prewriting: strengthen the understanding of alphabets which have been learned already. “a game of walking on the alphabets”	Pre-mathematics: quantity and number “match numbers with figure from 1 to 30 by following number 6 ”
5	Break	
6	Structured activity: “sew a piece of cloth following the picture of an elephant”	Experiment: “drop quickly and slowly” (tree leaves, paper, drinking water bottle, wooden block)
7	Story reading: (based on teacher’s choice)	Song: “observing lesson” shift 2 (page 90)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children/card for clever children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home	

Topic: “Seasons”

April (11 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	Basic movement: “roll” roll the body to left and right	Doing exercise based on folktale: “blackbird bending its body” (page 78)	Basic movement: “rotate” have a ring on the arm and rotate to left and to right	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “draw with chalk on a ball” (page 80)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - love, unify, help and listen to friends and sing a song “we maintain our unity” (page 88)				
4	Prewriting: strengthen the understanding of alphabets which have been learned already. “word or phrase puzzles”	Pre-mathematics: time “calendar” stage 1 (page 201)	Prewriting: know letter “V”	Pre-mathematics: time “calendar” stage 2 (page 201)	Prewriting: observing exercise “complete the missing parts of the picture” (page 91)
5	Break				
6	Drawing: cloud and raindrop”	Structured activity: fold a piece of paper to make a paper hat”	Observation: “pictures of dry and rainy seasons”	Drawing: “picture of umbrella”	Structured activity: “sprinkle and paste cereals on the picture of an umbrella”
7	Folktale: “raining” (teacher guide)	Poem: “elephant riddles” shift 2 (page 28)	Folktale: “the brother of cloud” (teacher guide)	Song: “farming” shift 1 (page 81)	Game: “optional” (reading book, drawing, construction, folding a piece of paper to make.... based on what children like)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

April (11 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Basic movement: “roll” have a ring on the waist and rotate to left and right	Doing exercise based on folktale: “blackbird bending its body” (page 78)	Current movement: “walk, roll, jump and rotate” walk forward → roll the body → jump into the circle → rotate the rings on both arms and walk to the goal	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “a game of Leng Ou” (page 101)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - love, unify, help and listen to friends and sing a song “we maintain our unity” (page 88)				
4	Pre-mathematics: time “calendar” stage 3 (page 201)	Prewriting: “a game of rotation”	Pre-mathematics: “match the numbers with the figures”	Prewriting: know letter “W”	Pre-mathematics: quantity and number “match the numbers with the figures from 1 to 31 by following number 7”
5	Break				
6	Observation: “the picture presenting the evolution of cereals” (mango seed/bean/jack seed...)	Drawing: “picture of a hat”	Structured activity: “fold a piece of paper to make a paper shirt”	Experiment: “shadow” (the changes of things and time)	Drawing: “color a picture of raincoat”
7	Poem: “harvest season” shift 1 (page 32)	Folktale: “Khmer New Year” (teacher guide)	Song: “farming” shift 2 (page 81)	Game: “pair” (teacher guide)	Poem: “harvest season” shift 2 (page 32)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

April (11 days)

Sessions	Day 11
1	Children gather together and salute the national anthem
2	Basic movement: “rotate” - have a ring on the right arm and rotate - have a ring on the left arm and rotate
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - love, unify, help and listen to friends and sing a song “we maintain our unity” (page 88)
4	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of walking on alphabets”
5	Break
6	Structured activity: “tear and paste a piece of paper to make a paper cloud”
7	Story reading: (based on teacher’s choice)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children/card for clever children/red flower card) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home

Topic: “Village”

May (18 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	Doing exercise along with song: “butterflies go to school” (page 77)	Current movement: “walk, crawl and jump” walk in a zigzag line → crawl with an object on the back → jump over the barrier → walk on the knee → walk circularly with three rounds	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “a game of OrbTralach”	Basic movement: “pull” pull each other with one or two hands (stand up or sit down)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - help parents, teachers and friends in their work and sing a song “Kantop, my daughter” (page 82)				
4	Pre-mathematics: space and time “a road” stage 1 (page 220)	Prewriting: strengthen the understanding of alphabets which have been learned already “charades” (3 or 4 pairs of alphabets)	Pre-mathematics: space and time “a road” stage 2 A (page 220)	Prewriting: know letter “X”	Pre-mathematics: space and time “a road” stage 2 B (page 220)
5	Break				
6	Notice: “my village”	Drawing: “my favorite place”	Structured activity: “fold a piece of paper to make a paper tree”	Experiment: “wind” (breath, leaves, balloon and fan)	Drawing: “decorate my village”
7	Song: “a nice village” shift 1 (page 83)	Game: “a competition of moving forward by whistling a leaf” (page 48)	Poem: “the beauty of my village” shift 1 (teacher guide)	Folktale: “the living standard in my village” (teacher guide)	Song: “a nice village” shift 2 (page 83)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

May (18 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Doing exercise along with song: “walk or sleep”	Current movement: “throw, rotate, run, jump and fling” throw a ball into a basket → rotate a ring around the waist → run in a zigzag path → jump and clap hands → fling a can to make it fall	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “tug of war”	Basic movement: “pull” using one hand to pull a hung object to fall down
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - help parents, teachers and friends in their work and sing a song “Kantop, my daughter” (page 82)				
4	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of matching pair of alphabets”	Pre-mathematics: measurement “we play with sand, water and different sizes of containers” (page 229)	Prewriting: “clap hands based on the number of syllables” (e.g. egret = 2 syllables, elephant = 3 syllables...)	Pre-mathematics: quantity and number “the first, next and last numbers” (e.g. 21, 22, 23)	Prewriting: know letter “Y”
5	Break				
6	Structured activity: “sprinkle and paste cereals on a picture of a tree”	Observation: “pictures of mountain, forest, valley and river”	Experiment: “size and weight” (wooden block, cotton and iron...)	Structured activity: “cut and paste a piece of paper to make a paper mountain”	Observation: arrange the pictures of animal and plant evolution in order”
7	Game: “cops and robbers” (game book page 49)	Poem: “the beauty of my village” shift 2 (teacher guide)	Folktale: “the advantages of a house” (teacher guide)	Song: “I love my homeland” shift 1 (page 87)	Game: “cops and robbers” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

May (18 days)

Sessions	Day 11	Day 12	Day 13	Day 14	Day 15
1	Children gather together and show salute the national anthem				
2	Doing exercise along with song: “when it is happy” (review)	Current movement: “push” sit face to face by outstretching feet against each other and push each other and sit back to back and push each other	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “a game of Bei Dork Muoy”	Basic movement: “push” stand face to face and put both hands on each other’s shoulders and pull each other and stand by keeping the shoulders at the same levels and pull each other
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - help parents, teachers and friends in their work and sing a song “Kantop, my daughter” (page 82)				
4	Pre-mathematics: quantity and time “crap” stage 1, 2, 3 and 4 (page 135)	Prewriting: strengthen the understanding of words or phrases which have been learned already “word or phrase puzzles”	Pre-mathematics: quantity and time “crap” stage 5 (page 135)	Prewriting: strengthen the understanding of alphabets which have been learned already “magic bag” (look at the alphabets and combine them into words	Pre-mathematics: quantity and number “ finger play”
5	Break				
6	Drawing: “copy the shape of leaf by using carbon paper”	Experiment: “jumping movement” (objects made of plastic or rubber)	Observation: “pictures of king and prime minister”	Drawing: “decorate the spaces of each circle” (picture)	Structured activity: “paste matches to make the fence of the house”
7	Poem: “pests are needed to be killed.” shift 1 (teacher guide)	Folktale: “a tree can speak” (teacher guide)	Song: “I love my homeland.” shift 2 (page 87)	Game: “remember” (teacher guide)	Poem: “pests are needed to be killed.” shift 2 (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

May (18 days)

Sessions	Day 16	Day 17	Day 18
1	Children gather together and show salute the national anthem		
2	Doing exercise along with song: “A blackbird bends its body”	Current movement: “push, rotate, pull and throw” push an object with one foot → rotate a ring forward → pull a hung object → throw a ball into a basket	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - help parents, teachers and friends in their work and sing a song “Kantop, my daughter” (page 82)		
4	Prewriting: know letter “Z”	Pre-mathematics: quantity and number “match numbers with figures from 1 to 31 by following number 8”	Prewriting: strengthen the understanding alphabets which have been learned already” “a game of walking on the alphabets”
5	Break		
6	Observation: “pictures of living and nonliving things” (human being, animal, plants and materials)	Drawing: “copy various shapes by using carbon paper and color them” (Midrib of banana leaves, lotus rhizome, finger...)	Structured activity: “weaving mat”
7	Story reading: (based on the teacher’s choice)	Song: “Happy the 1 th June” shift 1 (page 87)	Game: “whispers” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home		

Topic: “Occupations”

June (21 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	Moving game: “knocking pestles” (page 66)	Basic movement: “walking movement” (review)	Doing exercise along with a song: “train”	Current movement: “exercise A, section I” (page 11)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - love, unify, help and listen to friends and sing a song “we maintain our unity” (page 88)				
4	Pre-mathematics: numbers and figures “We combine craps together.” stage 1 (page 143)	Prewriting: observing exercise “complete the missing numbers” (page 19)	Pre-mathematics: numbers and figures “We combine craps together.” stage 2 (page 143)	Prewriting: know letter “AA”	Pre-mathematics: numbers and figures “We combine craps together.” stage 3 (page 143)
5	Break				
6	Observation: “pictures of the International Labor Day- the 1 st June”	Drawing: “many balloons”	Structured activity: “cut and pastes a piece of paper to make a sign of a hospital”	Observation: “a picture of market”	Drawing: “a picture of razor cut”
7	Poem: “a paddy field” (teacher guide)	Folktale: “a good child and a white egret”	Song: “Happy the 1 th June” shift 2 (page 87)	Game: “pretend as a doctor”	Poem: “our teacher” shift 1 (page 24)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

June (21 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Moving game: “hop on one foot to chase others in a circle”	Basic movement: “running movement” (review)	Doing exercise along with a song: “The Sun rises.”	Current movement: “exercise B, section I” (page 11)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - love, unify, help and listen to friends and sing a song “we maintain our unity” (page 88)				
4	Prewriting: “a game of imitating the sounds or languages of animals by starting with alphabets C, M, Q” (e.g. Q = quack C = cock-a-doodle-doo M = meow)	Pre-mathematics: space and time “objects and shapes” shift 1, stage 1 and 2 (page 209)	Prewriting: strengthen the understanding of words or phrases which have been learned already “word or phrase puzzles”	Pre-mathematics: space and time “objects and shapes” shift 1, stage 3 and 4 (page 209)	Prewriting: know letter “AB”
5	Break				
6	Structured activity: “fold a piece of paper to make a paper fan”	Experiment: “mix deep colors to become light” Yellow + white = light yellow Red + white = light red	Drawing: “color each shape” (using different colors) (picture)	Structured activity: “cut and paste a piece of paper to make a paper bag”	Notice: “a hairdresser”
7	Folktale: “Chao Chak Smok”	Song: “brick manufacturing” shift 1 (page 86)	Game: “pretend as a seller”	Poem: “our teacher” shift 2 (page 24)	Folktale: “two otters find food together.”
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

June (21 days)

Sessions	Day 11	Day 12	Day 13	Day 14	Day 15
1	Children gather together and salute the national anthem				
2	Moving game: “jump rope by holding the two ends of ropes with both hands”	Basic movement: “jumping movement”	Doing exercise along with a song: “Let’s dance.”	Current movement: “exercise C, section I” (page 11)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - love, unify, help and listen to friends and sing a song “we maintain our unity” (page 88)				
4	Pre-mathematics: space and time “objects and shapes” shift 2, stage 1 and 2 (page 212)	Prewriting: “arrange the alphabets in order from A to O ”	Pre-mathematics: space and time “objects and shapes” shift 2, stage 3 and 4 (page 212)	Prewriting: “a game of putting words together to make phrases” (e.g. my + mother +)	Pre-mathematics: space and time “a picture divided into two parts” stage 1 (page 196)
5	Break				
6	Drawing: “optional”	Structured activity: “mould optional shapes”	Notice: “bicycle repairer”	Drawing: “drum”	Structured activity: “twist a string together to make a bracelet”
7	Song: “brick manufacturing” shift 2 (page 86)	Game: “pretend as a teacher”	Poem: “labor is a must.” shift 1 (page 25)	Folktale: “a smart crow”	Song: “a workman” shift 1 (page 82)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

June (21 days)

Sessions	Day 16	Day 17	Day 18	Day 19	Day 20
1	Children gather together and salute the national anthem				
2	Moving game: “hide and seek”	Basic movement: “creeping movement”	Doing exercise along with a song: “walk or sleep”	Current movement: “exercise D, section I” (page 11)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - love, unify, help and listen to friends and sing a song “we maintain our unity” (page 88)				
4	Prewriting: know letter “AC”	Pre-mathematics: space and time “a picture divided into two parts” stage 2 (page 196)	Prewriting: “circle alphabets which have similar shapes” (U, V, W)	Pre-mathematics: quantity and numbers “complete the missing number”	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of walking on alphabets”
5	Break				
6	Experiment: “grow morning glory seeds” (shift 1)	Drawing: “bubble to make various pictures”	Structured activity: “fold a piece of paper to make paper boxes” (picture)	Experiment: “grow morning glory seeds” (shift 2)	Drawing: “decorate each space” (picture)
7	Game: “jigsaw” (teacher guide)	Poem: “labor is a must.” shift 2 (page 25)	Folktale: (based on the teacher’s choice)	Song: “a workman” shift 2 (page 82)	Game: “construction” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

Sessions	Day 21
1	Children gather together and salute the national anthem
2	Moving game: “pretend to a blind person” (page 52)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - love, unify, help and listen to friends and sing a song “we maintain our unity” (page 88)
4	Pre-mathematics: quantity and numbers “match the numbers with the figures from 1 to 31 by following number 9”
5	Break
6	Structured activity: “tear and paste a piece of paper to make a paper knife”
7	Poem: “furniture craft” Shift 1 (page 28)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children/card for clever children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home

Topic: “Transportation”

July (22 days)

Sessions	Day 1	Day 2	Day 3	Day 4	Day 5
1	Children gather together and salute the national anthem				
2	Basic movement: “up/down movement”	Doing exercise along with a song: “happy time”	Current movement: “exercise E, section I” (page 12)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “blind man’s buff”
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - show politeness to the guests or the hosts and sing a song “a polite child” (page 84)				
4	Prewriting: know letter “AD”	Pre-mathematics: measurement “Which is the longest road? And which is the shortest?” stage 1 (page 239)	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of family tree (transportation)”	Pre-mathematics: measurement “Which is the longest road? And which is the shortest?” stage 2 (page 239)	Prewriting: “paste words with the correct pictures” (pictures and word cards)
5	Break				
6	Observation: “pictures of transportation”	Drawing: “transportation”	Structured activity: “tear and paste a piece of paper to make a paper car”	Experiment: “objects which can store a few things and ones which can store many things”	Drawing: “decorate a picture of road”
7	Folktale: “rat and elephant” (teacher guide)	Song: “my bicycle” Shift 1 (environmental document)	Game: “a pilot”	Poem: “traveling” shift 2 (page42)	Folktale: “Sao realizes his mistakes and changes his behavior” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

July (22 days)

Sessions	Day 6	Day 7	Day 8	Day 9	Day 10
1	Children gather together and salute the national anthem				
2	Basic movement: “throwing movement”	Doing exercise along with a song: “The Sun rises.”	Current movement: “exercise F, section I” (page 12)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “try to ge leaves”
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - show politeness to the guests or the hosts and sing a song “a polite child” (page 84)				
4	Pre-mathematics: measurement “Which is the longest road? And which is the shortest?” stage 3 (page 239)	Prewriting: know letter “AE”	Pre-mathematics: quantity and numbers “finger play”	Prewriting: “remembering game” (page 32)	Pre-mathematics: space and time “arrange craps in the table as appropriate to the pictures and colors”
5	Break				
6	Structured activity: “fold a piece of paper to make a paper airplane” (style 1)	Notice: “ox cart”	Drawing: “wheels of ox cart”	Structured activity: “fold a piece of paper to make a paper car”	Experiment: “waterproof and non-waterproof” (Leaves, paper, plastic....)
7	Song: “my bicycle” Shift 2 (environmental document)	Game: “gap filling” (teacher guide)	Poem: “twelve months” Shift 1 (page 29)	Folktale: “A smart monkey king” (teacher guide)	Song: “furniture craft” Shift 1 (page 86)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

July (22 days)

Sessions	Day 11	Day 12	Day 13	Day 14	Day 15
1	Children gather together and salute the national anthem				
2	Basic movement: “rotating, pulling and pushing movement”	Doing exercise along with a song: “Left and right”	Current movement: “exercise A, section III” (page 13)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “hold daughter-in-law’s hand to visit mother-in-law”
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - show politeness to the guests or the hosts and sing a song “a polite child” (page 84)				
4	Prewriting: “clap hands by following the number of syllables” (e.g. egret = 2 syllable, elephant = 3 syllables)	Pre-mathematics: reasoning “a game of showing gestures in consistent with the rhythm of the song” Stage 3 (page 49)	Prewriting: know letter “AF”	Pre-mathematics: time “I change the place on my way” (page 119)	Prewriting: “arrange the alphabets in order from A to AA”
5	Break				
6	Drawing: “train”	Structured activity: “fold a piece of paper to make a paper airplane” (style 2)	Experiment: “water” (water change its shape depended on the shapes of objects, bottles, bowl, cup and glass)	Drawing: “motorboat or ship”	Structured activity: “mould a shape of boat”
7	Game: “optional” (reading books, drawing, constructing, folding a piece of paper to make a picture... based on what children like)	Poem: “twelve months” Shift 2 (page 29)	Story reading: based on teacher’s choice	Song: “furniture craft” Shift 2 (page 86)	Game: “domino” (teacher guide)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

July (22 days)

Sessions	Day 16	Day 17	Day 18	Day 19	Day 20
1	Children gather together and salute the national anthem				
2	Basic movement: “rotating, pulling and pushing movement”	Doing exercise along with a song: “walk or sleep”	Current movement: “exercise B, section III” (page 13)	Doing exercise based on folktale: (create any stories relating to movement that has been learned already)	Moving game: “musical chairs”
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - show politeness to the guests or the hosts and sing a song “a polite child” (page 84)				
4	Pre-mathematics: quantity and numbers “quantity game” stage 2 (page 127)	Prewriting: observing exercise “find a way out” (page 58)	Pre-mathematics: space and time “a road” stage 2A and 2B (page 220)	Prewriting: know letter “AG”	Pre-mathematics: “a game of hiding”
5	Break				
6	Observation: “pictures of traffic signs”	Drawing: “letter tracing” (picture)	Structured activity: “fold a piece of paper to make a paper airplane” (style 2)	Observation: “garden”	Drawing: “optional”
7	Poem: “twelve months of lunar calendar” shift 1 (page 30)	Folktale: “10 chicks”	Song: “break” Shift 1 (page 89)	Game: “jigsaw” (teacher guide)	Poem: “twelve months of lunar calendar” shift 2 (page 30)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home				

July (22 days)

Sessions	Day 21	Day 22
1	Children gather together and salute the national anthem	
2	Doing exercise along with a song: “pat-a-cake”	Moving game: “a home sparrow and a cat” (page 86)
3	➤ Daily activities: - check children’s attendance and present the date (day-month-year) ➤ Good practices: - good practices (show politeness to the guests or the hosts) and sing a song “a polite child” (page 84)	
4	Prewriting: strengthen the understanding of alphabets which have been learned already “a game of walking on alphabets”	Pre-mathematics: quantity and numbers “copy number from 1 to 9 ”
5	Break	
6	Structured activity: “tear and paste a piece of paper to make a paper boat”	Observation: “pictures of city and countryside”
7	Folktale: “a wolf and a heron”	Song: “break” Shift 2 (page 89)
8	- Review daily activities - Evaluate children’s learning performance (flag/card for modest children/card for clever children/red flower card) - Give advice about face, mouth, hand, leg and hair hygiene and message for going home	