

# Yangon Academy Early Childhood Center



## **EARLY CHILDHOOD CURRICULUM**

**Nursery**

**Pre-KG**

## INTRODUCTION

### **INTRODUCTION:**

Early childhood education is not mandated by the United States Department of Education. Elementary and secondary education is all that is legally required for students, though early childhood education is doubtlessly an important and fundamental stage of learning. This document is a consolidated and well-formulated set of curriculum guidelines for Nursery and Pre-Kindergarten which is based on existing American, British and International curriculum documents, research and best practice.

### **PURPOSE:**

These curriculum guidelines do not provide an exhaustive list of everything that a child should know or be able to do by the end of the Early Childhood Development side of learning. It is intended as a guide for Yangon Academy's teachers. The main purpose of this document is to provide a reference to assist in facilitating consistency in terms of expectations and curriculum covered in the various grades.

### **LEARNING AREAS:**

For the purposes of simplicity and clarity, the curriculum guidelines are divided into seven(eight) distinct areas of learning. Within the classroom there will be overlap and integration of all these areas. A fully integrated programme is strongly supported.

Seven (Eight) Areas of Learning:

- |                                  |   |
|----------------------------------|---|
| 1. Personal and Social Education | (Social and Emotional Development)              |
| 2. Language                      | (Language and Literacy)                         |
| 3. Mathematics                   | (Numeracy)                                      |
| 4. Science and Technology        | (Discovery)                                     |
| 5. Social Studies                | (Cognitive and Perceptual Development)          |
| 6. Physical Education            | (Physical Development)                          |
| 7. Art and Music                 | (Creative Arts)                                 |
| 8. Myanmar Language              | (Introduced 2 <sup>nd</sup> semester of Pre-KG) |

*“Play is the Highest form of research.”*

- Albert Einstein

Updated 21 October 2016

**PERSONAL AND SOCIAL EDUCATION (Social and Emotional Development)**

This area of learning focuses on assisting the child to mature emotionally, developing a sense of self and self worth. The child will learn to be more independent and able to take responsibility for him or herself. He or she will develop an understanding of social interaction and relationships, as well as develop appropriate social behaviours and skills.

GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>PERSONAL AND SOCIAL EDUCATION</b> (Social and Emotional Development)	<b>SOCIAL INTERACTION</b>	<ul style="list-style-type: none"> <li>• Demonstrates basic manners</li> <li>• Verbalises needs</li> <li>• Interacts with peers in shared activities</li> <li>• Participates in cooperative play</li> <li>• Takes turns and shares</li> <li>• Takes part in fantasy play</li> <li>• Use a variety of simple strategies to solve social problems (seek assistance, talk about solutions)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic manners</li> <li>• Verbalises needs</li> <li>• Interacts with peers in shared activities and occasional cooperative efforts</li> <li>• Engages in play and begins to demonstrate an understanding of group rules and roles</li> <li>• Show initiative and chose appropriate activities independently</li> <li>• Takes turns and shares</li> <li>• Co-operates and demonstrates eagerness to please</li> <li>• Handles conflict situations (discover ways to resolve conflict)</li> </ul>
	<b>RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• Seeks security and support less often from primary family figures</li> <li>• Chooses to play with one or two special friends</li> <li>• Forms strong bond with primary teacher for comfort and security</li> </ul>	<ul style="list-style-type: none"> <li>• Grows in independence and is able to be away from parents for longer periods of time</li> <li>• Forms small friendships – demonstrates making choices according to interests</li> <li>• Forms bond with primary teacher but ventures away and seeks assistance from others</li> <li>• Understand need and nature of friendships</li> </ul>

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>PERSONAL AND SOCIAL EDUCATION</b> (Social and Emotional Development)	<b>SELF-REGULATION</b>	<ul style="list-style-type: none"> <li>• Separates from parents without distress</li> <li>• Needs adult guidance in managing impulses and feelings</li> <li>• Recognises basic feelings and emotions</li> <li>• Seeks and accepts comfort and guidance from adults without temper outbursts</li> <li>• Participates willingly in activities and attempts new challenges with adult guidance</li> <li>• Adapts to rules and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Separates from parents without distress</li> <li>• Demonstrates more self-control over impulses and feelings although adult guidance is still sometimes necessary</li> <li>• Recognises, labels and express feelings and emotions freely and safely</li> <li>• Accepts comfort and guidance from adults without temper outbursts</li> <li>• Participates willingly in activities and accepts a challenge with less adult guidance</li> <li>• Adapts to rules and routines and understand basic rules to maintain physical health and well being</li> </ul>
	<b>EMPATHY &amp; CARING</b>	<ul style="list-style-type: none"> <li>• Shows progress in expressing feelings without harming self or others</li> <li>• Demonstrates concern for the needs of other children</li> <li>• Shows interest in other people</li> <li>• Treats living things, property and environment with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Shows progress in expressing feelings without harming self or others</li> <li>• Demonstrates concern for the needs of other children and younger siblings</li> <li>• Shows interest in other people – notes similarities and differences</li> <li>• Treats living things, property and environment with respect</li> </ul>

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>PERSONAL AND SOCIAL EDUCATION</b> (Soci-al and Emotional Development)	<b>SELF</b>	<ul style="list-style-type: none"> <li>• Demonstrates independence in selecting activities, personal hygiene and dressing</li> <li>• Responsible</li> <li>• Respectful</li> <li>• Confident</li> <li>• Demonstrates gender</li> <li>• Awareness</li> <li>• Remove and put on shoes, clothes and back pack independently</li> <li>• Identify nutritious food</li> <li>• Eat and serve food without assistance</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates independence in selecting activities, personal hygiene and dressing</li> <li>• Responsible</li> <li>• Respectful</li> <li>• Confident</li> <li>• Demonstrates gender</li> <li>• Awareness</li> <li>• Show comfort and confidence with themselves</li> </ul>
	<b>WORK ETHIC</b>	<ul style="list-style-type: none"> <li>• Explore a variety of classroom activities</li> <li>• Participates in activities</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in activities</li> <li>• Demonstrates growing ability to concentrate and focus on task at hand</li> <li>• Works independently</li> <li>• Works as part of a group</li> <li>• Aware of class routines</li> <li>• Eagerness to learn</li> <li>• Develop attention span</li> <li>• Use material purposefully</li> </ul>
	<b>SOCIAL AWARENESS</b>	<ul style="list-style-type: none"> <li>• Starting to be tolerant towards others</li> <li>• Demonstrates consideration for others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of religious, social and cultural differences</li> <li>• Demonstrates tolerance</li> <li>• Demonstrates awareness of constitutional and human rights</li> <li>• Begin to share and co-operate with peers</li> </ul>

## **LANGUAGE & LITERACY (First/Home Language)**

This learning area focuses on the development of language and literacy skills. As part of language development the child needs to cultivate strong communication skills, which includes listening and speaking skills. Pre-reading and reading skills develop progressively across the different grades. A child will also develop drawing and writing skills alongside reading skills.

These curriculum guidelines highlight the general foundation skills and principles that should be developed within each grade. Language and literacy development extends to the acquisition of additional languages. It must be remembered that some of the learners are not English 1<sup>st</sup> Language speakers and therefore provision needs to be made for the acquisition of the additional language. (See in *Italics: for 2<sup>nd</sup> Language Acquisition Skills*).

The stages of 2<sup>nd</sup> Language Acquisition in young children are:

### **Stage I: Home Language Use**

*For the first few days, children may persist in using their first or native language even if others do not understand them.*

### **Stage II: Silent Period**

*After children realize their first language is not working, they enter a silent period in which they barely speak and rely heavily on non-verbal means to communicate with others. The younger the child, the longer the silent period may last.*

### **Stage III: Telegraphic & Formulaic Speech**

*Children will start to speak in the new or 2<sup>nd</sup> language. In this stage, they will only speak in small utterances (e.g., Me Down) or by repeating the words of others.*

### **Stage IV: Productive Language**

*Children are now ready to express their own thoughts and construct their own sentences. In the beginning, these sentences may be very basic or grammatically incorrect; however, this improves over time.*

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GRADE	Nursery (Gr 000)	Pre-KG (Gr 00)
AGE	3 - 4	4 - 5
<p style="text-align: center;"><b>LANGUAGE EDUCATION</b> (Language and Literacy)</p>	<p style="text-align: center;"><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listens attentively and responds appropriately</li> <li>• Understands and follows 2-step instructions</li> <li>• Answers basic questions</li> <li>• Asks “why” and “how” questions</li> <li>• Listens to and repeats rhythmic patterns</li> <li>• Listens with enjoyment to oral text, songs, rhymes and stories</li> <li>• Listens to a message and conveys it correctly</li> <li>• Speaks clearly enough to be understood, pronouncing most sounds correctly</li> <li>• Speaks in sentences</li> <li>• Speaks about personal experiences and feelings</li> <li>• Provides descriptions of objects, pictures etc.</li> <li>• Participates in class discussions</li> <li>• Uses enriched vocabulary and words correctly</li> </ul> <p><b>2<sup>nd</sup> Language:</b></p> <ul style="list-style-type: none"> <li>• <i>Begins to build oral vocabulary (e.g. my body)</i></li> <li>• <i>Use verbal and non-verbal communication to express needs and wants</i></li> <li>• <i>Show familiarity with theme vocabulary and builds some conceptual vocabulary (e.g. colours, numbers)</i></li> <li>• <i>Name body parts and talk about their function</i></li> <li>• <i>Responds to simple greetings and farewells</i></li> <li>• <i>Sings simple songs and rhymes</i></li> <li>• <i>Uses some formulaic language (e.g. please, thank you)</i></li> <li>• <i>Ask and answer questions during group reading</i></li> </ul>	<ul style="list-style-type: none"> <li>• Listens attentively and responds appropriately</li> <li>• Understands and follows 3-step instructions</li> <li>• Answers basic questions</li> <li>• Asks “why”, “what”, “where” and “how” questions</li> <li>• Listens to and repeats rhythmic patterns, and copies correctly</li> <li>• Listens with enjoyment to oral text, songs, rhymes and stories</li> <li>• Listens to a message and conveys it correctly</li> <li>• Speaks clearly enough to be understood, pronouncing most sounds correctly</li> <li>• Speaks in sentences</li> <li>• Speaks about personal experiences, feelings, thoughts and observations</li> <li>• Provide descriptions of objects, pictures etc.</li> <li>• Speaks confidently in front of others</li> <li>• Participates in class discussions</li> <li>• Uses enriched vocabulary and words correctly</li> </ul> <p><b>2<sup>nd</sup> Language:</b></p> <ul style="list-style-type: none"> <li>• <i>Begins to build oral vocabulary (e.g. my body)</i></li> <li>• <i>Builds some conceptual vocabulary (e.g. colours, numbers)</i></li> <li>• <i>Responds to simple greetings and farewells</i></li> <li>• <i>Follows simple classroom instructions</i></li> <li>• <i>Listens to stories</i></li> <li>• <i>Understands and responds to basic questions</i></li> <li>• <i>Names familiar objects</i></li> <li>• <i>Sings simple songs and rhymes</i></li> <li>• <i>Plays simple language games</i></li> <li>• <i>Uses some formulaic language (e.g. please, thank you)</i></li> </ul>

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GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>LANGUAGE EDUCATION</b>	<b>PHONICS</b>	<ul style="list-style-type: none"> <li>• Identify all letters of English Alphabet</li> <li>• Starts to recognise beginning sound of his or her own name</li> <li>• Recognize the written form of one’s first name</li> <li>• Separates words into syllables (2 syllables) by clapping them</li> <li>• Recognises a few rhyming words</li> <li>• Recognize the written form of one’s first name</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes different sounds - beginning and end sounds (Beginning Phonics)</li> <li>• Separate names or spoken words into syllables by clapping them</li> <li>• Recognises rhyming words or odd one out</li> <li>• May recognise some letters and their sounds</li> <li>• Sing the “Alphabet Song.”</li> </ul>



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GRADE			Nursery (Gr 000)	Pre-KG (Gr 00)
AGE			3 - 4	4 - 5
<b>LANGUAGE EDUCATION</b> (Language and Literacy)	<b>READING &amp; REVIEWING</b>	<b>Emergent Literacy</b>	<ul style="list-style-type: none"> <li>• Interested in books, rhymes and stories</li> <li>• Recognises and points out common objects in pictures</li> <li>• Recognises difference between print and picture</li> <li>• Uses visual cues to make meaning of text</li> <li>• Acts out parts of a story, song or rhyme</li> <li>• “Reads” menus, signs, magazines etc. independently.</li> <li>• “Read”/tell a story using a wordless picture book.</li> <li>• Identifies some features of books and other written material</li> <li>• Dictate a caption for a drawing or photograph.</li> <li>• Collect objects using an illustrated list (pictures labelled with words).</li> <li>• Use a simplified schedule of daily activities</li> <li>• Describe the order of events for the day, i.e., which are the first and last activities. Using pictures and words, to describe</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in books, rhymes and stories</li> <li>• Recognises and points out common objects in pictures</li> <li>• Arranges a set of pictures in such a way that they form a story</li> <li>• Recognises difference between print and picture</li> <li>• Uses visual cues to make meaning of text</li> <li>• Interprets pictures</li> <li>• Acts out parts of a story, song or rhyme</li> <li>• Holds the book the right way up and turns the pages correctly</li> <li>• Recognises and reads his or her own name</li> <li>• Read the first names of other classmates or family members</li> <li>• Demonstrates growing understanding of print</li> <li>• “Reads” menus, signs, magazines etc.</li> <li>• Associate letter sound and symbol</li> <li>• Associate spoken and written language by matching written word labels with spoken words.</li> <li>• Point to words as distinct units on a page of print.</li> </ul>

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GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)	
AGE		3 - 4	4 - 5	
<b>LANGUAGE EDUCATION</b> (Language and Literacy)	<b>READING &amp; REVIEWING</b>	<b>Shared Reading</b>	<ul style="list-style-type: none"> <li>• Listens to stories and understands basic story line</li> <li>• Enjoys familiar stories</li> <li>• Demonstrate understanding of story by making predictions</li> <li>• Attend and listen to illustrated picture books with simple story lines.</li> <li>• Hold a book correctly, turning the pages in accordance with the story being read aloud, from beginning to end.</li> <li>• Find the illustration, or object within the illustration of a book, that is being described.</li> <li>• Answer who, what and where questions about a read- aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories and understands story line</li> <li>• Describes characters in stories</li> <li>• Predicts what will happen in a story through the pictures</li> <li>• Sequences events</li> <li>• Answers basic questions based on the story read</li> <li>• Draws pictures capturing main ideas of the stories</li> <li>• Uses visual cues to make meaning of text</li> <li>• Interprets pictures</li> <li>• Acts out parts of a story, song or rhyme</li> <li>• Makes up own stories</li> <li>• Holds the book the right way up and turns the pages correctly</li> <li>• Pretends to read and adopts a “reading” voice</li> </ul>
		<b>Independent / Paired</b>	(Not applicable)	(Not applicable)
		<b>Group Reading</b>	(Not applicable)	(Not applicable)

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>LANGUAGE</b> (Language and Literacy)	<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>• Strengthens back, shoulder and arm muscles through gross motor activities (posture)</li> <li>• Develops small muscle and wrists through finger play</li> <li>• Develops fine motor control using scissors to attempt to cut on bold straight lines</li> <li>• Develops eye-hand co-ordination by playing games</li> <li>• Develops midline crossing through appropriate activities</li> <li>• Plays tracking games for eye development</li> <li>• Traces simple outlines of pictures and patterns with his or her finger</li> <li>• Uses wide range of thick writing tools</li> <li>• Produce written marks on both horizontal and vertical surfaces</li> <li>• Tear, fold and paste/glue paper</li> <li>• Colour a simple drawing, staying within the lines</li> <li>• Draw and use as motifs:                             <ul style="list-style-type: none"> <li>- horizontal line between 2 end points</li> <li>- vertical line between 2 end points</li> <li>- point</li> <li>- spiral</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strengthens back, shoulder and arm muscles through gross motor activities (posture)</li> <li>• Develops small muscle and wrists through finger play</li> <li>• Develops fine motor control using scissors to cut bold outlined pictures and shapes</li> <li>• Develops eye-hand co-ordination by playing games</li> <li>• Develops midline crossing through appropriate activities</li> <li>• Plays tracking games for eye development</li> <li>• Traces simple outlines of pictures, patterns and letters in own name</li> <li>• Forms patterns using finger painting, paint brushes and wax crayons</li> <li>• Copies patterns and pictures</li> <li>• Uses wide range of t writing tools</li> <li>• Write one's first name, using uppercase and l lowercase letters appropriately</li> <li>• Draw and use as motifs:                             <ul style="list-style-type: none"> <li>- horizontal, vertical, diagonal and zig zag line</li> <li>- point</li> <li>- cross and star</li> <li>- spiral, circle, moon, bowl and bridge</li> <li>- cane, hook and wave</li> </ul> </li> <li>• Hold a writing instrument correctly using tripod grip (between the thumb and index finger, resting it against the middle finger)</li> </ul>

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GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>LANGUAGE</b> (Language and Literacy)	<b>WRITING / DRAWING</b>	<ul style="list-style-type: none"> <li>• Draws or paints a picture to convey a message</li> <li>• Draws basic body image</li> <li>• Draws random patterns</li> <li>• Follows pattern from left to right</li> <li>• Practices “writing” skills using writing tools on boards/paper</li> <li>• Trace most English Alphabet letters</li> <li>• Use drawing as an expression of thoughts</li> <li>• Show interest in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Draws or paints a picture to convey a message</li> <li>• Draws more detailed body image</li> <li>• Begins forming letters by making squiggles, lines etc.</li> <li>• Works/follows from left to right and top to bottom</li> <li>• Practises “writing” skills using writing tools on boards/paper</li> <li>• Begins forming letters by tracing and copying</li> <li>• Demonstrates strong, controlled pencil grip</li> </ul>

**MATHEMATICS (Numeracy)**

Numeracy focuses on the development of the understanding of number and mathematical concepts. It incorporates patterns, functions and later algebra; as well as space and shape (geometry). A child will also develop an understanding of measurement and data handling.

GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>MATHEMATICS</b> (Numeracy)	<b>NUMBER CONCEPT DEVELOPMENT</b>	<b>COUNTING</b>	<ul style="list-style-type: none"> <li>• Estimates and counts to at least 5 everyday objects reliably</li> <li>• Counts forwards in 1's from 0 to 10</li> <li>• Counts a wide range of different objects in different formations</li> <li>• Uses number rhymes and songs</li> </ul>
		<b>NUMBER SYMBOLS &amp; NAMES</b>	<ul style="list-style-type: none"> <li>• Recognises, identifies and reads number symbols 1- 10</li> </ul>
		<b>DESCRIBE, COMPARE &amp; ORDER NUMBERS</b>	<ul style="list-style-type: none"> <li>• Compares objects in terms of big, small, bigger, smaller, the same</li> <li>• Orders objects in terms of size</li> <li>• Sorts objects according to size and colour</li> <li>• Match similar objects</li> </ul>
			<ul style="list-style-type: none"> <li>• Estimates and counts to at least 10 everyday objects reliably</li> <li>• Counts forwards and backwards in 1's from 1 to 10</li> <li>• Counts forwards in 1's from 0 to 50</li> <li>• Counts on from any number between 0 and 10</li> <li>• Uses number rhymes and songs</li> </ul>
			<ul style="list-style-type: none"> <li>• Recognises, identifies and reads number symbols 1- 10 and match appropriate quantities</li> </ul>
			<ul style="list-style-type: none"> <li>• Describes whole numbers up to 10</li> <li>• Compares which of two given collections of objects is big, small, bigger, smaller, most, least, the same</li> <li>• Sorts and orders objects according to size, shape, colour and/or texture</li> </ul>

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GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>MATHEMATICS</b> (Numeracy)	<b>NUMBER CONCEPT DEVELOPMENT</b>	<b>PLACE VALUE</b>	Not applicable
		<b>PROBLEM SOLVING</b>	<ul style="list-style-type: none"> <li>• Experiments with using counting apparatus to solve problems</li> <li>• Attempts to solve basic word problems to the value of 5</li> </ul>
		<b>MONEY</b>	<ul style="list-style-type: none"> <li>• Develops awareness of use of money</li> </ul>
		<b>CONTEXT-FREE CALCULATIONS</b>	Not applicable
			<ul style="list-style-type: none"> <li>• Uses counting apparatus to solve problems</li> <li>• Solves word problems in context and explains own answer to problems involving addition and subtraction with answers up to 5</li> </ul>
			<ul style="list-style-type: none"> <li>• Demonstrates awareness of what money is used for</li> </ul>
			<ul style="list-style-type: none"> <li>• Solves verbally stated addition and subtraction problems with solutions up to 5</li> </ul>

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GRADE		Nursery (Gr 000)		Pre-KG (Gr 00)	
AGE		3 - 4		4 - 5	
<b>MATHEMATICS</b> (Numeracy)	<b>NUMBER CONCEPT DEVELOPMENT</b>	<b>MENTAL MATHS</b>	<ul style="list-style-type: none"> <li>• Orders a given set of selected numbers (1-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Names the number before and after a given number (1-10)</li> <li>• Names the number between two numbers (1-10)</li> <li>• Orders a given set of selected numbers (1-10)</li> </ul>	
		<b>FRACTIONS</b>	Not applicable	<ul style="list-style-type: none"> <li>• Introduce fractions in cooking activities</li> <li>• Demonstrates concrete understanding of whole and half</li> </ul>	
	<b>PATTERNS, FUNCTIONS &amp; ALGEBRA</b>	<b>Geometric patterns</b>	<ul style="list-style-type: none"> <li>• Copies and extends very basic patterns made with shapes, colours and sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies, copies, extends simple patterns made with physical objects, colours and shapes (2 or more)</li> <li>• Creates own geometric pattern with physical objects or shapes</li> <li>• Identifies and copies patterns in nature and everyday life</li> </ul>	
		<b>NUMBER PATTERNS</b>	Not applicable	<ul style="list-style-type: none"> <li>• Understand simple patterns and create own patterns</li> </ul>	

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AGE		3 - 4	4 - 5	
<b>MATHEMATICS</b> (Numeracy)	<b>SPACE &amp; SHAPE (GEOMETRY)</b>	<b>POSITION, ORIENTATION &amp; VIEWS</b>	<ul style="list-style-type: none"> <li>• Describes the position of one object in relation to another</li> <li>• Follows directions to move around the classroom</li> <li>• Use language to describe spatial relationships:                             <ul style="list-style-type: none"> <li>- near / far</li> <li>- above / below</li> <li>- in /out</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes the position of one object in relation to another</li> <li>• Follows directions to move around the classroom</li> <li>• Introduce mathematical language and discover following concepts:                             <ul style="list-style-type: none"> <li>- big / small</li> <li>- short / tall</li> <li>- more / less</li> <li>- empty / full</li> </ul> </li> <li>• Make estimations and predictions</li> </ul>
		<b>2-D SHAPES</b>	<ul style="list-style-type: none"> <li>• Recognises and names shapes:                             <ul style="list-style-type: none"> <li>- Circles, triangles, squares, heart and rectangles</li> </ul> </li> <li>• Recognises shapes within the Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and names shapes:                             <ul style="list-style-type: none"> <li>- Circles, triangles, squares, rectangles, diamonds and stars</li> </ul> </li> <li>• Recognises shapes within the environment</li> <li>• Sorts and compares 2-D shapes in terms of size, shape and colour</li> </ul>
		<b>3-D OBJECTS</b>	(Not applicable)	<ul style="list-style-type: none"> <li>• Introduced to 3D objects</li> </ul>
		<b>SYMMETRY</b>	(Not applicable)	(Not applicable)



YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE		Nursery (Gr 000)		Pre-KG (Gr 00)	
AGE		3 - 4		4 - 5	
<b>MATHEMATICS</b> (Numeracy)	<b>MEASUREMENT</b>	<b>TIME</b>	<ul style="list-style-type: none"> <li>• Talks about the passing of time</li> <li>• Distinguishes between day and night</li> <li>• Recognise calendar time: - Days, month, seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about the passing of time</li> <li>• Distinguishes between day and night</li> <li>• Names days of the week</li> <li>• Sequences events that happen during the day</li> <li>• Telling time to the hour</li> </ul>	
		<b>LENGTH</b>	<ul style="list-style-type: none"> <li>• Understands comparative language e.g. longer, shorter, taller</li> </ul>	<ul style="list-style-type: none"> <li>• Informal measuring</li> <li>• Compares and orders length, height and width of two or more objects by placing them next to each other</li> <li>• Uses comparative language e.g. longer, shorter, taller</li> </ul>	
		<b>MASS</b>	<ul style="list-style-type: none"> <li>• Understands comparative language e.g. light, heavy</li> </ul>	<ul style="list-style-type: none"> <li>• Informal measuring</li> <li>• Compares and orders mass of two or more objects by feeling them or using a balancing scale</li> <li>• Uses comparative language e.g. light, heavy</li> </ul>	
		<b>CAPACITY / VOLUME</b>	<ul style="list-style-type: none"> <li>• Participates in water and sand play with various sized containers</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in water and sand play with various sized containers</li> <li>• Uses comparative language e.g. Empty, full</li> </ul>	

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)	
AGE		3 - 4	4 - 5	
<b>MATHEMATICS</b> (Numeracy)	<b>DATA HANDLING</b>	<b>COLLECT &amp; SORT</b>	<ul style="list-style-type: none"> <li>• Collects everyday physical objects</li> <li>• Sorts objects according to size and colour</li> </ul>	<ul style="list-style-type: none"> <li>• Collects everyday physical objects and describes properties</li> <li>• Sorts objects according to size and colour</li> </ul>
		<b>REPRESENT SORTED OBJECTS</b>	<ul style="list-style-type: none"> <li>• Match similar objects</li> </ul>	<ul style="list-style-type: none"> <li>• Sort and categorize objects by colour, shape and size</li> </ul>
		<b>DISCUSS &amp; REPORT</b>	(Not applicable)	(Not applicable)
		<b>REPRESENT DATA</b>	<ul style="list-style-type: none"> <li>• Exposed to simple graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Exposed to simple graphs</li> <li>• Graph real-life objects and compare quantities</li> </ul>
		<b>ANALYSE &amp; INTERPRET DATA</b>	(Not applicable)	(Not applicable)
		<b>COLLECT &amp; ORGANISE DATA</b>	(Not applicable)	(Not applicable)

### **SCIENCE AND TECHNOLOGY (Discovery)**

This learning area encompasses a range of topics and learning experiences. The purpose of this learning area is to broaden a child’s knowledge of self and the world he or she lives in and to develop appropriate life skills.

GRADE	Nursery (Gr 000)		Pre-KG (Gr 00)
AGE	3 - 4		4 - 5
<b>SCIENCE &amp; TECHNOLOGY</b> (Discovery)	<b>BASIC LIFE SKILLS / KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Knows full name</li> <li>• Takes care of personal hygiene</li> <li>• Toilet trained with little assistance</li> <li>• Dresses and undresses self with assistance - buttons, zippers</li> </ul>	<ul style="list-style-type: none"> <li>• Knows full name and birthday</li> <li>• Takes care of personal hygiene</li> <li>• Toilet trained with no assistance</li> <li>• Dresses and undresses self - buttons and zippers</li> <li>• Pack own school bag</li> <li>• Learn about their own personal history and family</li> </ul>
	<b>GENERAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Demonstrates interest in new areas of learning and topics</li> <li>• Demonstrates growing general knowledge</li> <li>• Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc.</li> <li>• Familiar with local customs and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates interest in new areas of learning and topics</li> <li>• Demonstrates growing general knowledge</li> <li>• Demonstrates knowledge and understanding of content covered under various themes e.g. seasons, insects, occupations etc.</li> <li>• Ask questions? Why? How?</li> <li>• Discover similarities and differences of different cultural celebrations</li> </ul>
	<b>HEALTH &amp; SAFETY</b>	<ul style="list-style-type: none"> <li>• Demonstrate awareness that certain foods can help bodies to grow and be healthy</li> <li>• Indicates awareness that bodies need exercise and rest</li> <li>• Recognises everyday dangers at home and school</li> <li>• Knows safety rules and procedures</li> <li>• Knows when to call adult for assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness that certain foods can help bodies to grow and be healthy</li> <li>• Indicates awareness that bodies need exercise and rest</li> <li>• Recognises everyday dangers at home and school</li> <li>• Knows safety rules and procedures</li> <li>• Knows when to call adult for assistance</li> </ul>

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE	Nursery (Gr 000)		Pre-KG (Gr 00)	
AGE	3 - 4		4 - 5	
<b>SCIENCE &amp; TECHNOLOGY</b> (Discovery)	<b>SCIENCE, GEOGRAPHY &amp; TECHNOLOGY</b>	<b>Discover y Areas</b>	<ul style="list-style-type: none"> <li>• Explores areas related to:-                             <ul style="list-style-type: none"> <li>- Nature and living creatures</li> <li>- Energy and change</li> <li>- Planet earth and beyond</li> <li>- Matter and materials</li> </ul> </li> <li>• Observe how plants grow and change</li> <li>• Seasonal changes in weather</li> <li>• Observe using 5 senses</li> </ul>	<ul style="list-style-type: none"> <li>• Explores areas related to:-                             <ul style="list-style-type: none"> <li>- Nature and living creatures</li> <li>- Energy and change</li> <li>- Planet earth and beyond</li> <li>- Matter and materials</li> </ul> </li> <li>• Use senses to gather information</li> <li>• Aware of what living needs</li> <li>• Respect all living things and environment</li> </ul>
		<b>Plans</b>	<ul style="list-style-type: none"> <li>• Make a specific plan and carry out the plan</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to planning an investigation activity</li> <li>• Asks and answers questions about investigation</li> </ul>
		<b>Does</b>	<ul style="list-style-type: none"> <li>• Follows simple instructions with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple instructions with assistance</li> <li>• Explains what is being done</li> </ul>
		<b>Reviews</b>	<ul style="list-style-type: none"> <li>• Talks about what has been done</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks and talks about what has been done</li> <li>• Compare yesterday and today</li> </ul>
		<b>Technology</b>	<ul style="list-style-type: none"> <li>• Uses technology in play and to learn and discover e.g. computer, iPad</li> </ul>	<ul style="list-style-type: none"> <li>• Uses technology in play and to learn and discover e.g. computer, iPad</li> </ul>
		<b>Process Skills</b>	<ul style="list-style-type: none"> <li>• Investigates</li> <li>• Designs</li> <li>• Makes</li> <li>• Evaluates</li> </ul>	<ul style="list-style-type: none"> <li>• Investigates</li> <li>• Designs</li> <li>• Makes</li> <li>• Evaluates</li> </ul>

**SOCIAL STUDIES (Cognitive and Perceptual Development)**

Cognitive and perceptual development is integrated and demonstrated across all the other areas of learning. It is important that it is not viewed in isolation. As the child progresses from one grade to another his or her skills will increase in sophistication and maturity. The child will develop visual and auditory perceptual skills, as well as the ability to think and problem solve using a variety of strategies.

GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>SOCIAL STUDIES EDUCATION</b> (Cognitive and Perceptual Development)	<b>VISUAL SKILLS</b>	<ul style="list-style-type: none"> <li>• Acquires and interprets information visually (visual perception)</li> <li>• Recognize special places and buildings within community and describe their function</li> <li>• Sees similarities, differences and detail of objects accurately (visual discrimination)</li> <li>• Remembers what the eyes have seen and the correct sequence in which things have been perceived (visual memory)</li> </ul>	<ul style="list-style-type: none"> <li>• Acquires and interprets information visually (visual perception)</li> <li>• Sees similarities, differences and detail of objects accurately (visual discrimination)</li> <li>• Remembers what the eyes have seen and the correct sequence in which things have been perceived (visual memory)</li> </ul>
	<b>AUDITORY SKILLS</b>	<ul style="list-style-type: none"> <li>• Acquires and interprets information aurally (auditory perception)</li> <li>• Hears similarities and differences in sounds (auditory discrimination)</li> <li>• Remembers what the ears have heard and correct sequence in which sounds are perceived (auditory memory)</li> </ul>	<ul style="list-style-type: none"> <li>• Acquires and interprets information aurally (auditory perception)</li> <li>• Hears similarities and differences in sounds (auditory discrimination)</li> <li>• Remembers what the ears have heard and correct sequence in which sounds are perceived (auditory memory)</li> </ul>

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE		Nursery (Gr 000)	Pre-KG (Gr 00)
AGE		3 - 4	4 - 5
<b>SOCIAL STUDIES EDUCATION</b> (Cognitive and Perceptual Development)	<b>FIGURE GROUND</b>	<ul style="list-style-type: none"> <li>• Focuses attention on specific object or aspect while ignoring all other stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses attention on specific object or aspect while ignoring all other stimuli</li> </ul>
	<b>FORM</b>	<ul style="list-style-type: none"> <li>• Recognises forms, shapes, symbols regardless of position, size, background</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises forms, shapes, symbols regardless of position, size, background</li> <li>• Learn positional language (up/down, under/above)</li> </ul>
	<b>SPATIAL ORIENTATION</b>	<ul style="list-style-type: none"> <li>• Understands space around the body or relationship between object and the observer</li> </ul>	<ul style="list-style-type: none"> <li>• Understands space around the body or relationship between object and the observer</li> </ul>
	<b>TASK MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Plans and organises thoughts and actions in logical manner</li> <li>• Initiates and completes tasks</li> <li>• Completes tasks within the appropriate time frame</li> <li>• Attempt new tasks willingly</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and organises thoughts and actions in logical manner</li> <li>• Initiates and completes tasks</li> <li>• Completes tasks within the appropriate time frame</li> </ul>
	<b>THINKING SKILLS</b>	<ul style="list-style-type: none"> <li>• Uses various and appropriate thinking skills to complete tasks and solve problems</li> <li>• Demonstrate self-control by following classroom rules and routines in different contexts in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Uses various and appropriate thinking skills to complete tasks and solve problems</li> <li>• Recognise and understand social rules</li> </ul>

**PHYSICAL EDUCATION (Physical Development)**

This learning area is divided into two components: fine motor and gross motor development.

**Gross motor development** refers to the activities that stimulate and strengthen the development of large muscles to facilitate balance, coordination, locomotion and builds core strength.

**Fine motor development** focuses on the small muscles required for manipulating small objects and tools.

However, attention is also given to aspects of physical development that affect both gross and fine motor development, such as laterality, dominance, core strength and crossing the midline.

GRADE		Nursery (Gr 000)	Pre-Kindergarden (Gr 00)
AGE		3 - 4	4 - 5
<b>PHYSICAL EDUCATION</b> (Physical Development)	<b>GROSS MOTOR</b>	<b>GENERAL HEALTH AND VITALITY</b> <ul style="list-style-type: none"> <li>• Demonstrates general health</li> <li>• Introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general health</li> <li>• Introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall well-being</li> </ul>
		<b>LOCOMOTION</b> <ul style="list-style-type: none"> <li>• Moves in loco-motor ways without falling: run, walk and crawl</li> <li>• Jumps up and down landing on both feet</li> <li>• Climbs stairs alternating feet</li> <li>• Active during outside and inside playtime</li> </ul>	<ul style="list-style-type: none"> <li>• Moves in loco-motor ways without falling: run, walk, gallop, hop, skip</li> <li>• Jumps over 10cm object landing on both feet</li> <li>• Climbs stairs alternating feet</li> <li>• Climbs climbing net or wall</li> <li>• <b>Moves across at least 3 monkey bars</b></li> </ul>
		<b>NON-LOCOMOTION ANCHORED MOVEMENTS</b> <ul style="list-style-type: none"> <li>• Stand, twists, bends, swings arms</li> </ul>	<ul style="list-style-type: none"> <li>• Stands, bends, swings arms, rocks forwards and backwards</li> </ul>
		<b>BALANCE</b> <ul style="list-style-type: none"> <li>• Stands and moves without falling</li> <li>• Balances on one foot for 3 seconds</li> <li>• Crosses broad balance beam</li> </ul>	<ul style="list-style-type: none"> <li>• Stand and moves without falling</li> <li>• Balances on one foot for 5 seconds</li> <li>• Crosses broad balance beam</li> </ul>

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE		Nursery (Gr 000)	Pre-Kindergarten (Gr 00)	
AGE		3 - 4	4 - 5	
<b>PHYSICAL EDUCATION</b> (Physical Development)	<b>GROSS MOTOR</b>	<b>EYE-FOOT CO- ORDINATION</b>	<ul style="list-style-type: none"> <li>• Kicks a large ball without losing balance from standing position</li> <li>• Can run, climb and jump</li> </ul>	<ul style="list-style-type: none"> <li>• Runs and kicks soccer ball without losing the ball</li> <li>• Kicks a ball towards a target</li> <li>• Variety of ball games</li> </ul>
		<b>EYE-HAND CO- ORDINATION</b>	<ul style="list-style-type: none"> <li>• Throws a large ball over head</li> <li>• Catches bean bag or ball against the chest</li> <li>• Throws into a large target from 1m</li> <li>• Uses a big racket to hit a ball</li> <li>• Can catch and throw</li> </ul>	<ul style="list-style-type: none"> <li>• Throws medium sized ball with both hands</li> <li>• Catches with arms flexed</li> <li>• Throws into a large target from 2m</li> <li>• Uses a variety of apparatus to catch/hit balls</li> </ul>
	<b>FINE MOTOR</b>	<b>MANIPULATIVES</b>	<ul style="list-style-type: none"> <li>• Builds a tower with 5-8 blocks</li> <li>• Builds a simple construction using blocks/duplo</li> <li>• Places large pegs into pegboards</li> <li>• Squeezes, rolls, pinches playdough</li> <li>• Threads large beads</li> <li>• Threads around card</li> <li>• Crumples paper into balls</li> <li>• Tears paper into big pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Builds a tower with smaller blocks</li> <li>• Builds a construction using blocks/duplo</li> <li>• Places small pegs into pegboards</li> <li>• Squeezes, rolls, pinches playdough</li> <li>• Threads smaller beads</li> <li>• Threads around card</li> <li>• Crumples paper into smaller balls</li> <li>• Tears paper into smaller pieces and strips</li> </ul>



YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE		Nursery (Gr 000)	Pre-Kindergarten (Gr 00)	
AGE		3 - 4	4 - 5	
<b>PHYSICAL EDUCATION</b> (Physical Development)	<b>FINE MOTOR</b>	<b>USE OF DRAWING, WRITING AND PAINTING TOOLS</b>	<ul style="list-style-type: none"> <li>• Paints with variety of media</li> <li>• Uses thick paint brush</li> <li>• Draws with variety of thick media</li> <li>• Uses large surfaces or paper</li> <li>• Tripod grip developing</li> <li>• Demonstrates strength and control of media</li> </ul>	<ul style="list-style-type: none"> <li>• Paints with variety of media</li> <li>• Uses thinner paint brush</li> <li>• Draws with variety thick and thinner media</li> <li>• Demonstrates tripod grip</li> <li>• Demonstrates strength and control of media</li> </ul>
		<b>CUTTING</b>	<ul style="list-style-type: none"> <li>• Demonstrates correct grip, growing control and accuracy when using scissors</li> <li>• Attempts to cut on a straight line</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates correct grip, control and accuracy when cutting on straight and curved lines with scissors</li> </ul>
	<b>GENERAL</b>	<b>CORE STRENGTH</b>	<ul style="list-style-type: none"> <li>• Demonstrates good core strength</li> <li>• Demonstrates good posture</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates good core strength</li> <li>• Sits upright on the floor</li> <li>• Demonstrates good posture</li> </ul>
		<b>BODY IMAGE</b>	<ul style="list-style-type: none"> <li>• Demonstrates growing awareness of own body i.e. how it moves and functions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates complete awareness of own body i.e. how it moves and functions</li> </ul>

YANGON ACADEMY EARLY CHILDHOOD CURRICULUM

GRADE		Nursery (Gr 000)	Pre-Kindergarden (Gr 00)
AGE		3 - 4	4 - 5
<b>PHYSICAL EDUCATION</b> (Physical Development)	<b>GENERAL</b>	<b>BODY ORIENTATION</b> <ul style="list-style-type: none"> <li>• Moves forwards, backwards and sideways</li> </ul>	<ul style="list-style-type: none"> <li>• Moves forwards, backwards and sideways</li> <li>• Moves body in relation to other objects</li> </ul>
		<b>LATERALITY AND CROSSING THE MIDLINE</b> <ul style="list-style-type: none"> <li>• Demonstrates growing awareness of each side of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of each side of the body</li> <li>• Crosses the vertical and horizontal midlines of the body</li> </ul>
		<b>DOMINANCE</b> <ul style="list-style-type: none"> <li>• Beginning to show preference to one hand or side of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Hand and foot dominance established</li> </ul>

**MUSIC & ART (Creative Arts)**

This learning area encompasses the performing arts, such as music, movement and drama as well as the visual arts. A child is encouraged to participate in a variety of activities that promote creativity, imagination and originality.

GRADE	Nursery (Gr 000)	Pre-KG (Gr 00)	
AGE	3 - 4	4 - 5	
<b>MUSIC &amp; ART</b> (Creative Arts)	<b>PERFORMING ARTS</b>	<ul style="list-style-type: none"> <li>• Participates enthusiastically in songs and activities</li> <li>• Knows songs and rhymes</li> <li>• Demonstrates rhythmic ability</li> <li>• Participates imaginatively in movement, dancing and drama</li> <li>• Understand difference between:                             <ul style="list-style-type: none"> <li>- loud / quiet</li> <li>- slowly / quickly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participates enthusiastically in songs and activities</li> <li>• Knows a number of songs and rhymes</li> <li>• Demonstrates rhythmic ability</li> <li>• Participates imaginatively in movement, dancing and drama</li> <li>• Distinguish between speaking and singing voice</li> <li>• Participate in group singing</li> <li>• Simple percussion instruments</li> <li>• Keep a simple beat</li> <li>• Different types of sound:                             <ul style="list-style-type: none"> <li>- high / low</li> <li>- loud / soft</li> </ul> </li> </ul>
	<b>VISUAL ARTS</b>	<ul style="list-style-type: none"> <li>• Participates enthusiastically</li> <li>• Explores variety of media and techniques</li> <li>• Creates in 2-D and 3-D</li> <li>• Mix paint to create new colours and textures</li> <li>• Use art to communicate ideas</li> <li>• Do well in skills of:                             <ul style="list-style-type: none"> <li>- drawing</li> <li>- painting</li> <li>- pasting</li> <li>- cutting</li> <li>- threading beads</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participates enthusiastically</li> <li>• Explores variety of media and techniques</li> <li>• Creates in 2-D</li> <li>• Models and constructs in 3-D</li> <li>• Uses art to express self</li> <li>• Use a variety of tools (crayons, pencils, paint, glue, scissors, paper, clay and dough)</li> <li>• Introduce primary and secondary colours, shade and light</li> <li>• Introduce different textures</li> </ul>

**MYANMAR**

This learning area encompasses the teaching of basic spoken Myanmar and introducing the child to Myanmar script symbols, culture, customs and festivals.

GRADE	Nursery (Gr 000)		Pre-KG (Gr 00)
AGE	3 - 4		4 - 5
<b>Myanmar Language</b>	<b>AUDITORY</b>	(Not applicable)	<ul style="list-style-type: none"> <li>• Be exposed to spoken Myanmar through classroom commands, songs and games</li> <li>• Learn numbers 1- 10</li> <li>• Introduced to:                             <ul style="list-style-type: none"> <li>- classroom objects</li> <li>- color</li> <li>- body parts</li> <li>- animals</li> <li>- fruits</li> <li>- items of daily living</li> </ul> </li> <li>• Be introduced to greeting, thank you and apologize to others in a Myanmar manner</li> <li>• Beginning to learn Myanmar script symbols and the associated sounds</li> <li>• Introduced to aspects of Myanmar culture, customs and festivals</li> <li>• Learn simple Myanmar songs</li> </ul>