CURRICULUM
FOR PRESCHOOL

Preschool Curriculum

Preface

The introduction of a Curriculum for Preschool to Class VIII is a pioneering endeavour undertaken by the Council to usher an exciting and dynamic dimension in the field of Education. The new Curriculum incorporates all elements of academic interests that cater to the challenging requirements of present day educational needs.

In order to allow for holistic and coherent planning and to provide greater flexibility and choice for schools and teachers, the Council has developed a Curriculum framework that aims at facilitating the teaching-learning process. It also serves to make learning purposeful and progressive while promoting the achievement of educational aims and objectives in a planned and positive manner. All efforts have been made to incorporate the latest trends in the field of Education, while ensuring that flexibility is provided to teachers to adapt the curriculum as per their requirements and contexts.

To prepare the future generation of learners to meet the challenges of an ever advancing knowledge-based society and a dynamically changing environment, it is imperative that children are equipped with a repertoire of skills and a positive attitude with a sensitized perspective to become global citizens.

The Curriculum caters to a varied and diverse range of individual differences, intelligences and abilities and provides a plethora of opportunities to enjoy the learning experience through integration of generic skills, values and attitude in key learning areas.

Development of Curriculum is an ongoing process, subject to continuous change and revision, and it is hoped that this Curriculum will bring about a uniformity in the teaching learning process in Council affiliated Schools. To ensure the successful implementation of this Curriculum, it is imperative that Schools maximize their participation in this endeavour to achieve academic excellence. In this context, we invite schools to send their comments, suggestions or contributions on the Curriculum.

I take this opportunity to acknowledge the contribution of subject experts from leading International and National educational institutions and subject teachers from schools affiliated to the Council. The RDCD team of the Council deserves special mention for diligently and meticulously developing this Curriculum.

November 2016

Gerry Arathoon
Chief Executive & Secretary

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INTRODUCTION

Overview

The Council for the Indian School Certificate Examinations (CISCE) is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

As a premier National Examination Board of the country, the Council conducts the Indian Certificate of Secondary Education Examination (ICSE – Class X), the Indian School Certificate Examination (ISC – Class XII) and the Certificate of Vocational Education Examination (CVE- Class XII). The Council has always strived to incorporate the very best in its prescribed syllabi at the secondary and senior secondary levels, with Council affiliated schools being the cornerstone in the achievement of many an educational milestone.

It is a well-known fact that a strong foundation in the lower classes plays a vital role in forging life-long learning competencies. The Curriculum developed by the Council for Preschool – Class VIII, has been designed so as to enable children to be well-prepared and future ready and to lead them in a progressive and phased manner to derive full advantage of the ICSE and the ISC syllabi. The curriculum has been planned and organized in a systematic and scientific manner,

Ethos of the Council

- Trust and Fair Play
- Minimum monitoring
- Allowing schools to evolve their own niche'
- Catering to the needs of the children
- Giving freedom to experiment with new ideas and practices – the school must continuously evolve
- Diversity and Plurality – the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of: Excellence - the Indian and Global experience; Values - Spiritual and Cultural, to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos' with strong roots in the national psyche and be sensitive to emerging national aspirations.

keeping in view the prevalent trends and requirements in the field of education. The curriculum aims to provide a holistic and broad based education, taking into ambit all aspects of child behaviour, so as to equip them to meet the challenges in life and to develop their potential for lifelong learning. All efforts have been made to incorporate components that are vitally and organically related to the child's life and his/ her immediate environment, interpreting for the child, its salient and significant features and permitting him/her to come in contact with some of its important activities.

Aims of the CISCE Curriculum

The curriculum aims to enable children to:

become successful learners who enjoy learning;

successfully apply core concepts learnt from various subjects;

understand texts of different subjects so as to communicate knowledge and ideas in ways specific to the subject;

articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts;

use technology to access and provide information and to communicate with others;

understand cross-curricular linkages- connect learning across subject areas;

become confident individuals who are able to live safe, healthy and fulfilling lives;

become responsible citizens who make a positive contribution to society;

understand and apply knowledge to real life experiences;

develop a sense of responsibility towards others;

function successfully in the local and world community;

respect diversity (in terms of religion, gender, regions, etc. and differences of opinions and beliefs);

exhibit sensitivity towards environmental issues;

learn to manage and utilise resources judiciously.

Process of Curriculum Development

The process of curriculum development was initiated in the year 2016, wherein the Council felt that there was a need to develop a comprehensive curriculum which had the potential to be contextualized by teachers as per their requirements. The development of the curriculum was a gradual process.

In order to gain a better understanding of the existing syllabi (Preschool – Class VIII) being followed in Council affiliated schools, a questionnaire was designed to elicit information from schools. The questionnaire sought information on the subjects being taught, the syllabus content for various subjects, innovative practices adopted, etc. The syllabi/ information received from schools was studied to understand the level at which various subjects are being transacted in different schools. This was a criterion that was constantly kept in mind while developing the syllabi for various subjects. A review was also done of the various National and International curricula, so as to understand the existing trends in school education.
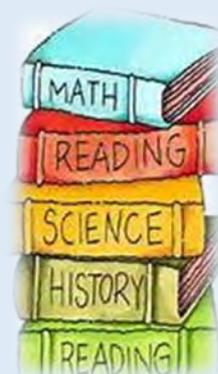
Another key aspect kept in mind while developing the content was the knowledge and the level of competency that would be required by children at the completion of Class VIII so as to prepare them to take up studies at the ICSE level. Accordingly, 'backward designing' was done for all subjects, with the ICSE syllabus being the reference point.

In order to ensure that the curriculum is relevant and in alignment with what is being transacted in the schools, all efforts were made to ensure that subject teachers, teaching at the levels of Preschool - Class VIII are involved in the process of development of the curriculum. In-depth discussions were held with subject teachers to identify the requirements so that a need based and process oriented curriculum could be developed.

The curriculum was developed through collaborative efforts of subject teachers from schools affiliated to the Council, as well as educationists and experts from leading national and international educational institutions.

Salient features of the Curriculum

■ The Curriculum is Theme based

The present curriculum follows a 'theme based' approach in all the curricular area rather than a 'topical approach'. Thus, it does not proceed with a list of topics while transacting the curriculum from different subjects. The theme facilitates in addressing the issues related to the area under study in a holistic manner.

■ The Curriculum is Child Centred

The approach of the curriculum is 'child centred'. The identified concepts, skills, issues and concerns are age-appropriate so that the understanding of the child develops gradually from self to the immediate surrounding and further to the wider environment. For example, information related to the child and his/her family members may be given before introducing him/her to the neighborhood. Thus, the child moves from simple to complex, concrete to abstract, informal to formal concepts in a logical and phased manner.

■ Focus on using a wide range of learning experiences

Recognising the fact that there are different learning styles and individual children learn in different ways, the curriculum suggests a range of transactional processes varying from classroom discussions, case studies, field visits, surveys, hands-on experiences, experimentation, model making, poster making, slogan writing, etc. The curriculum aims to ensure that learning is a joyful experience for all children and that children are able to understand not only what they learn, but also how this learning is relevant in their lives, both present and future.

■ Sequential arrangement of learning experiences (Spiralling)

An attempt has been made in this curriculum to design a sequential arrangement of learning experiences, that will provide a spiral of cumulative learning. As they progress through classes, children will revisit certain topics or themes several times, but the depth and complexity of the theme or topic/concept will increase with each revisit. The new knowledge gained will be put in the context of the pre-existing knowledge which will serve as a base or the foundation.

■ The Curriculum encourages an Integrated approach

The curriculum encourages an integrated approach to teaching-learning, so as to enable children to comprehend learning experiences as a unified whole, to help them see meaningful linkages within and across various subject areas. Instead of moving from one topic/subject area to another, learning information in a disconnected, compartmentalised manner, the curriculum aims to help children make sense of life's experiences by helping them connect and correlate knowledge and experiences across various topics within as well as across subject areas.

Including *ALL* Children

The suggested activities/ experiments/ project work and experiences need to be adapted keeping in view the individual differences among children and their innate potentials, as well as the children with special needs. The teaching-learning material, equipment, games, puzzles need to be adapted so that '*ALL*' children can be equally involved in the transactional process. Teachers must do away with the approach of labelling children which can cause them to be singled out and ridiculed - rather, they should be taken into the ambit of the teaching and learning process with other children by devising and designing appropriate learning strategies. In this process, *ALL* children will learn from each other. In order to create inclusive classrooms, teachers must develop their knowledge and skills and an understanding of key strategies to achieving success. However, work done in this area needs to be referred to by teachers who also need to be oriented.

* **Value *ALL* Children**
* **Respect individual differences**
* **Provide equal opportunities**
* **Meet learning needs of *ALL* Children**

■ **The Curriculum provides scope for Contextualization**

Within the framework of the curriculum, flexibility has been provided to schools to adapt and contextualize as per their own unique requirements and the needs of the children. Hence, while the key concepts/ areas have been spelt out for each subject theme in the curriculum, it is expected that the teachers will adapt and use appropriate transactional processes, based on the resources available, the interests and aptitude levels of the children, as well as their geographical locations and the socio-economic and cultural contexts.

■ **The Curriculum follows a Social Constructivist approach**

This approach lays emphasis on learning by doing (I do; I understand much better). Also, children learn better while interacting/discussing with elders/others. Thus this approach provides opportunities for children to construct their knowledge rather than placing them as recipients of information in the transactional process. The knowledge gained by them is thus an outcome of the children's own activity. Engaging/involving children in exploring, observing, inventing the world around them helps in the process of construction of knowledge. In this curriculum, ample scope has been created for children to construct their knowledge through the social interaction (social constructivism).

■ **The Curriculum encourages development of life skills**

The curricular approach encourages development of skills as well as life skills by using age appropriate identified themes. These skills and life skills are not to be developed in isolation and are not 'add on' activities, rather, these are to be developed in an integrated and infused manner. The age appropriate skills and life skills have been mentioned in the curriculum as a reference point for teachers.

The Curriculum Document

The Curriculum document comprises of three parts, Part 1, Preschool Curriculum (covering Preschool 1 and Preschool 2), Part 2, Curriculum for Primary Classes (I-V) and Part 3, Curriculum for Upper Primary Classes (VI-VIII).

Part - 1

Preschool

- PS -I
- PS -II

Part - 2

Primary

- English
- Hindi
- Mathematics
- Environmental Studies (I & II)
- Science (III - V)
- Social Studies (III-V)
- Computer Studies
- Arts Education

Part - 3

Upper Primary

- English
- Hindi
- Mathematics
- History & Civics
- Geography
- Physics
- Chemistry
- Biology
- Computer Studies
- Arts Education

Preschool Curriculum

Research and educational experiences underline the crucial importance of early years in the child's developmental experience. The rate of maturation and development and the pace of learning, is greater during these years than at any subsequent period in the child's life. The child's experience of learning in the early years, has a profound influence on later learning.

Young children enter preschool with a lot of curiosity, a sense of wonder and an eagerness to learn. They are attracted towards learning experiences that are engaging and pleasurable. Positive, concrete and hands-on experiences encourage young children to make choices, decisions, and explore their immediate environment. This helps them feel competent and confident.

The Preschool curriculum developed by CISCE, is meant for an early childhood setting where three to five-year-old children receive age and developmentally appropriate early education. The curriculum is divided into two sections, namely, Preschool-1 and Preschool-2. The curriculum follows a holistic approach where practitioners support and scaffold children's learning through enriched play experiences. The pedagogical and transactional processes / strategies suggested in the curriculum include engaging and enjoyable play activities and learning experiences that awaken / ignite children's thinking processes and help build their confidence. The activities and play based experiences connect young children's fascination with learning in every domain so that they can enjoy, learn and make the most of their time in preschool.

Curriculum for Primary Level (Classes I-V)

At the primary stage, subject areas dealt with are English, Hindi (Second Language), Mathematics, Environmental Studies (EVS), Science, Social Studies, Computer Studies and Arts Education.

English has been treated as the first language and presented in a manner which takes into account multilingualism as a learning resource. Hindi is one of the second languages upto the elementary stage (I - VIII). The teaching-learning of languages would provide language as a tool to structure thought processes and to explore different realms of knowledge and imagination.

Mathematics focusses on reasoning and conceptual at every stage. The approach of this subject would facilitate hands on experiences and enable children to link Mathematics with day to day life experiences.

The Environmental Studies (EVS) curriculum (Classes I-II) is presented as an integrated curricular area following the thematic approach. The focus is on learning *about* the environment, *through* the

environment and *for* the environment. In Classes III-V, Science and Social Studies have been identified as core areas. At the primary level, a multi-disciplinary approach of Science and Social Studies learning has been followed and the concepts and concerns have been addressed through various themes, identified from different discipline in these areas.

Computer Studies, another core area of this stage has been developed with the focus on use of technology in Education.

Last but not the least, the curriculum for Arts Education at the primary level has been developed as a core area and follows a theme-based approach. The learning of this subject would provide scope for creative expression, appreciation and working together.

Curriculum for the Upper Primary Level (Classes VI-VIII)

The curriculum for the Upper Primary Stage covers English, Hindi (Second Language), Mathematics, Physics, Chemistry, Biology (under Science), History & Civics, Geography (under the subject History, Civics & Geography), Computer Studies and Arts Education.

Being the medium of institution (first language) the focus of English language learning at this stage is on oral and written expression, in a creative manner. This would help develop a sense of appreciation and critical vision for different forms of literature among children. The emphasis of Second Language learning at this stage is to hone the skills and develop an interest in the language and literature.

The focus of Mathematics learning at this stage is to consolidate and expand the learning through problem solving techniques.

Science at this stage branches out into Physics, Chemistry and Biology, so as to help children understand the issues and concerns of these areas. In Social Studies, two core areas, History & Civics and Geography, have been identified. Computer Studies curriculum focuses on acquisition of knowledge and skills in ICT so as to enable students to use common software applications and technology to access and utilize information.

The emphasis of Arts Education at this stage is on development of creative expression and expression through visual art forms. Arts Education follows a theme based approach in this curriculum, wherein efforts have been made to provide suggestions for integration of Arts Education with other curriculum areas.

Subjects to be studied at the Primary level

Classes I-II

- English
- Second Language*
- Mathematics
- Environmental Studies (EVS)
- Computer Studies
- Arts Education

Classes III – V

- English
- Second Language*
- Mathematics
- Science
- Social Studies
- Computer Studies
- Arts Education

Subjects to be studied at the Upper Primary Level

Classes VI - VIII

- English
- Second Language*
- Mathematics
- Science (Physics, Chemistry, Biology)
- History, Civics & Geography (History & Civics, Geography)
- Computer Studies
- Arts Education

NOTE: In addition to the above, the following should also be taken up at the Primary and Upper Primary levels:

- Third Language** (at least Class V -VIII)
- Physical Education/ Yoga
- Education in Moral and Spiritual Values
- Socially Useful Productive Work and Community Service (SUPW) (VI -VIII)

*Note on the Second Language

One/two of the Languages listed below to be offered:

Ao Naga, Assamese, Bengali, Dzongkha, Garo, Gujarati, Hindi, Kannada, Khasi, Kashmiri, Kokborok, Lepcha, Malayalam, Marathi, Manipuri, Mizo, Nepali, Odia, Punjabi, Sanskrit, Tamil, Tangkhul, Telugu, Tenydie, Urdu or any other official Indian language.

OR

One of the Foreign Languages provided the school has the required infrastructure and experienced teachers/ resource persons.

**Note on the Third Language

The third language to be studied should be determined as under:

Subject to the State requirements, the schools are free to introduce suitable Third Languages, Indian or Foreign, for study from Class V to VIII provided the school has suitably qualified staff and necessary teaching aids that may be needed especially for the teaching of foreign languages as a Third Language.

However, students taking a particular Third Language, Indian or Foreign, cannot offer that Language as a Second Language.

Medium of Instruction

The medium of instruction in schools must be English. Special importance must be given to English (including oral and aural English, for which a high standard is required to be maintained

School Year

The beginning of the academic year in Schools affiliated to the Council shall be from the middle of March and the first week of June each year. However, the Hill schools may begin the academic year from February each year.

Academic Hours

Schools affiliated to the Council are required to put in, during an academic year, hours of instruction as follows:

- ☛ For Classes I to V 900 hours (each class)
- ☛ For Classes VI to VIII 1000 hours (each class)

Textbooks

The Council does not prescribe textbooks for Preschool – Class VIII. Schools, therefore, are free to choose the books, which they find suitable for the purpose of competent teaching and efficient learning. The Council reserves the right to declare a particular book or books unsuitable for use in Schools affiliated to it.

Presentation of the curriculum in the document

The subject areas in the curriculum have been organised in a matrix format. Each subject follows a theme based approach. For each theme, Learning Outcomes have been identified. These have been given in the beginning, after each theme description.
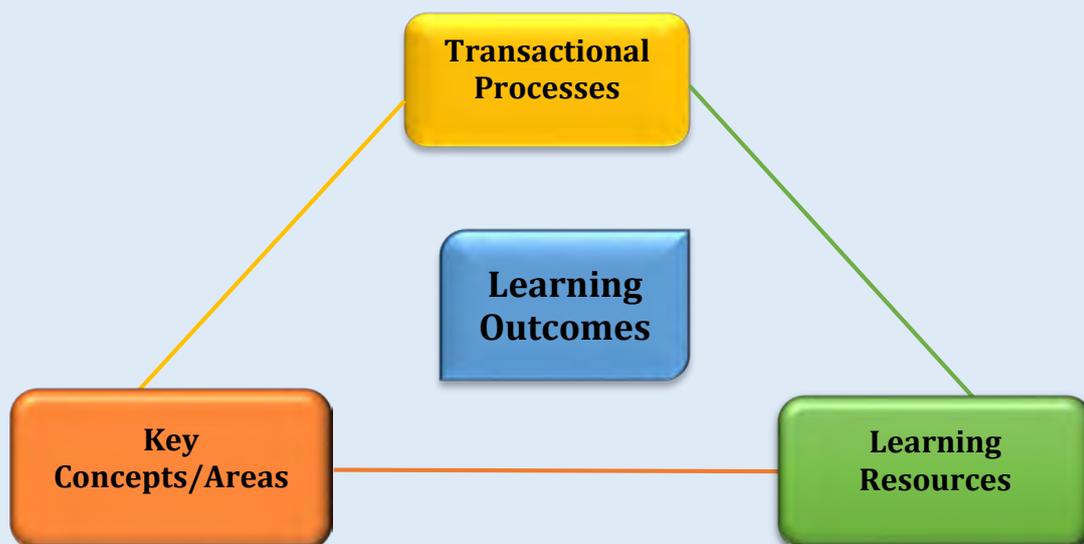
In order to attain these Learning Outcomes, necessary components of teaching learning processes i.e. Key Concepts/ Areas, Transactional Processes and Learning Resources have been discussed in the matrix for each theme as given below:

Key Concepts/ Areas	Suggested Transactional Processes	Suggested Learning Resources

Each theme has been dealt with as follows:

- The **need and significance** of the subject and its approach have been discussed for each subject area.

- **Learning Outcomes**: For each theme/ area, Learning Outcomes have been identified, which cover various aspects of the child's behaviour, i.e. knowledge, comprehension, skills and dispositions (attitudes, values). These have been given in the beginning, after each theme description.

- **Key Concepts/ Areas:** The key concepts/areas have been identified theme-wise. The concepts may be repeated as children learn in a spiral manner and therefore, the extent and depth of content increases progressively as the grades/ classes go up.

- **Suggested Transactional Processes:** The suggested transactional processes are based on the various ways in which children learn and construct their knowledge. These include learning from individual/small/large group activities, learning through observation, discussion, experimentation, classification, project work, written and oral work, etc. The transactional processes are suggestive rather than being prescriptive and can be adapted according to the child's needs and contexts.

- **Suggested Learning Resources:** Suggested learning resources have been given for each theme/area. The learning resources range from learning materials (concrete objects/used by children, teaching aids/ demonstration material used by the teachers, children's own work - their drawing, worksheets) to activities which provide opportunities for interaction. The learning resources are also suggestive, and can be expanded/ adapted as per children's needs and contexts.

- **Suggestions for Integration**: Wherever applicable, suggestions for integration have been provided for different themes across various curricular areas. These have been given at the end of each theme. During the teaching learning process, individual teachers may discover may more ways of helping children to see linkages across various curricular area.

- **Life Skills:** Life skills have been spelt out theme wise, wherever applicable. Strong emphasis is placed on developing the ability to question, to analyse, to investigate, to think critically, to solve problems, and to interact effectively with others.

Assessment and Evaluation

In school education, it is a common practice for the terms 'Assessment' and 'Evaluation' to be used interchangeably most of the time. It has also been observed that generally, teachers consider both processes to be external activities, which are to be performed separately after the completion of a lesson/topic/theme/unit in different subjects. Teachers are also seen to be engaged in compiling /recording assessment or evaluation data of children in their class at the cost of *opportunity time* for teaching- learning.

In this curriculum framework, assessment and evaluation are viewed as different processes that are both necessary, important and an integral part of the teaching learning process in all classrooms.

Assessment

Assessment during the teaching learning process is referred to as *Assessment for learning* or formative assessment. This provides teachers and children important information about children's learning gaps, strengths, weaknesses and difficulties so that timely action can be undertaken and corrective measures adopted by teachers. The value of assessment lies in ensuring that the process is continuous, comprehensive and not a one- time affair, so that it helps teachers plan better and in an ongoing manner for improving children's learning, performance and contributing to their holistic all round development. It also implies that the process should focus on collecting information on all aspects of the child's development and not be only subject or text-book based.

The purpose of assessment for learning is to:
- identify strengths, weaknesses /learning gaps and problems faced by children;
- provide timely, corrective teaching - learning inputs to children to ensure their better learning in the future;
- monitor the progress of each child with reference to his/her previous performance so as to develop every child to her/his full potential;
- improve/modify teaching learning practices and methods and use of materials by teachers based on each child's requirement and need;
- monitor children's learning and performance and
- provide data on children's learning to each child/ parents/ school.

Tools of Assessment

Assessment can be undertaken in multiple ways – it may include oral /written forms or teacher's observation or child centred classroom activities such as discussion /dialogue, project work, model making /posters/charts, experimentation, group and individual activities, games /quizzes and maintaining every child's portfolio, etc.

Evaluation

Evaluation is a process of collecting information- evidences regarding progress of the child. It focuses on the actual level attained by a child in a particular class after a certain period of time. It refers to judging the quality of a child's work on the basis of an established set of criteria (learning outcomes) and assigning value (i.e. grade or mark) to represent that quality. Evaluation is thus the process of finding out the extent to which a child has attained what he/she should have within a specified time period and against expected learning outcomes. It is therefore important that it is based on reliable and valid evidences so as to arrive at precise conclusions about children's achievement and performance.

The Council's Curriculum believes, advocates and focuses on each and every child's holistic development and not only his/her attainment/achievement in various subjects. Evaluation should also not only be based on knowledge/ information based questions, but extend much beyond this. In the curriculum, evaluation is thus to be necessarily viewed as broader and more comprehensive taking into account different aspects of the child's total behaviour i.e. knowledge, skills, interests, attitudes and values. It should therefore not be based only on written work but also include different forms of assessment keeping in view how children learn. These could be apart from written tests /exams based on other tasks such as, project work, experimentation, oral work, aural work, etc. Evaluation should thus provide a more complete picture of a child's accomplishments and should also be based on multiple sources/evidences.

Preschool Curriculum

Terms that are interchangeably used throughout this document

1. Early Childhood Education (ECE)/Preschool Education
2. Primary school/formal school
3. ECE teacher/preschool teacher
4. Practitioner/ teacher
5. Domains/learning areas
6. ECE centre/preschool
7. Interest Area/Activity area
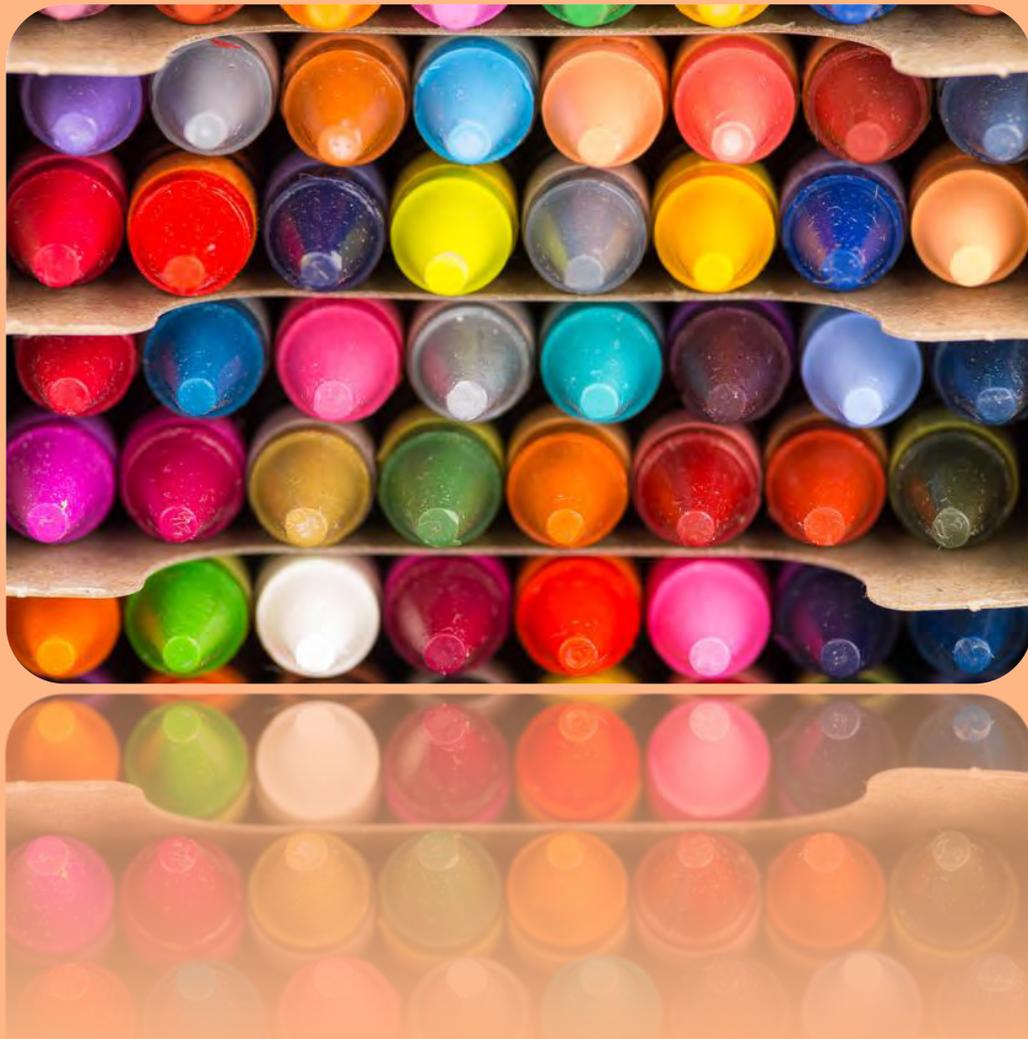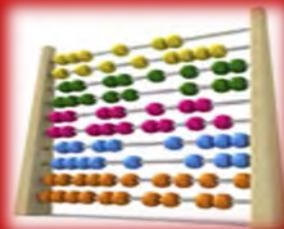
Introduction

Early Childhood Education (ECE) is the first step in the ladder of education and an important stage which lays the foundation for life-long learning and overall development. The preschool curriculum is the design of activities, games, and experiences planned and developed by teachers to help young children increase their competence. Young children coming to preschool bring with them a variety of knowledge, abilities, values, experiences and attitudes which have been constituted in the contexts of their families and social settings. A high quality ECE curriculum must provide opportunities for young children to examine these constructions in a developmentally appropriate way.

The present ECE curriculum has been developed specifically for educators and teachers dealing with young children aged 3-5 years, attending classes at preschool level, (preschool 1 and 2) under the Council for the Indian School Certificate Examinations (CISCE). This curriculum is divided into two levels - Preschool level-1 (PS-1) and preschool level-2 (PS-2).

Significance of Early Childhood Education

ECE is important for the overall development of the child. In order to develop to his or her full potential, a child, particularly in these years, needs a stimulating environment – an environment that not only provides the child opportunities for meaningful and enriching interaction with adults and others in the peer group, but also provides emotional security to *ALL* * children.

Findings from neuro science research on early learning and the brain provide concrete evidence of why ECE is important and how children learn best. The first five years of an individual's life are a critical phase for brain development and therefore, the best time for early learning. These first five years lay the foundation for life-long learning and overall development. Hence it is imperative that the ECE curriculum provides young children with high quality early experiences so as to facilitate a smooth transition to Class-I of primary school. Quality ECE helps to attain the goal of universalisation of elementary education. It does this by providing children with the basic conceptual, linguistic and social skills that prepare them for the demands of primary schooling, besides helping them adjust better to the formal school routine and attaining the necessary reading, writing and math readiness which will help them later in the learning of 3R's (reading, writing and mathematics).

ALL can be interpreted to include differently abled children; children belong to marginalised sections of the society.

Researchers suggest that children who come without preschool experiences or who come directly to class - I do not generally have this readiness and face problems coping with syllabus of primary school. High quality preschool education smoothens the transition to primary school.

Objectives of Preschool curriculum:

The objectives of preschool curriculum have been designed to strengthen all aspects of the child's development.

The broad objectives of ECE/or preschool programme, as described in the Report of the Education Commission (1964-1966) are:

- to develop in the child a good physique, adequate muscular coordination and basic motor skills;
- to develop in the child good health habits and to build up basic skills necessary for personal adjustment, such as dressing, eating, washing, cleaning etc.
- to develop desirable social attitudes and manners, to encourage healthy group participation and to make the child sensitive to rights and privileges of others;
- to develop emotional maturity by guiding the child to express, understand, accept and control her/his feelings and emotions;
- to encourage aesthetic appreciation;
- to stimulate intellectual curiosity and to help him/her understand the world in which she/he lives and to foster new interests by giving opportunities to explore, investigate and experiment;
- to encourage independence and creativity by providing the child with sufficient opportunities for self-expression;
- to develop the child's ability to express her/his thoughts and feelings in fluent, correct, clear speech.

Playful Learning in Early Years

Playful learning in preschools supports learning outcomes in all domains and also engage young children in developmentally appropriate activities. Playful learning supports young children's development. Play support positive associations with stress-free early learning that encourage young children to feel happy, successful, and life-long learners. The young brain is plastic and thus all the experiences need to be based on children's needs, age, development and abilities. Play provides a context for learning and development in early education and provides an authentic, and comfortable environment for young children to develop.

The play based early learning is based on high quality ECE curriculum and appropriate pedagogy, which requires:

- **A Quality Curriculum** (What children will learn in Preschool);
- **Well defined Learning Processes** (How children will learn);
- **Age appropriate Pedagogy and Transactional Processes** (How to teach and encourage children to learn a play way manner);
- **Appropriate Learning Environment** (How to create a learning environment)
- **Well-designed Assessment Strategies** (How to know that children are learning- what learning has happened and what curriculum adjustments are required).

All the above are interrelated and constitute a balanced quality preschool curriculum.

We need to understand the importance of ECE for young children and the manner in which it needs to be transacted.

Designing a Quality Curriculum

The preschool curriculum is based on the principles of early learning and age and developmentally appropriate practices.

Principles of Early Learning:

(Source: position paper in ECCE, NCERT)

The preschool teacher must be equipped with an understanding of the following basic principles:

- Play as the basis for learning
- Art as the basis for education
- Recognition of the special features of children's thinking
- Blend of the textual (basic literacy and numeracy) and the cultural
- Mix of formal and informal interaction
- Experience of both familiarity and challenge in everyday routines
- Primacy of experience rather than expertise
- Developmentally appropriate practice and flexibility
- Use of local materials, arts and knowledge
- Integration of health and well-being based on health habits

Teachers of young children need to have an understanding of developmental characteristics of young children and how do they learn. Understanding these will help them in planning their ECE programme, pedagogical processes and assessment of children's learning. Teachers must understand that assessment is a part of quality preschool education curriculum- "assessment is learning itself".

To implement the principles of early learning in the preschool, it would be appreciable for the practitioner to look into and understand the following:

- The different development areas or domains of development
- Age and developmental characteristics of young children
- The learning needs of young children (children as learners -How do young children learn?)

Areas/Domains of Development

- Personal, Social and Emotional Development
- Physical and Motor Development
- Cognitive Development
- Language and Literacy Development
- Arts and Creative Development
- Technology the new emerging area, i.e. Computer Play

Development takes place across domains: -

- Each of the above learning areas or domains are dependent on each other, influence each other and are inter related;
- Teachers need to plan activities, games and experiences for each of the above areas;
- Children's early learning does not occur in narrowly defined subjects; - development and early learning are antecedent.
- The development of various skills within each domain is a continuous process.

Learning Processes

Developmental characteristics of 3 to 6-year-old children:

Three-year-olds love to talk and listen but they also need activity and movement, with major emphasis on large-muscle activity. They enjoy dramatic play, wheel toys and climbers, puzzles and blocks, and opportunities to talk and listen to simple stories.

Four-year-olds enjoy a greater variety of experiences and more small-motor activities such as using a pair of scissors, doing art work, playing with manipulative objects like puzzles, and cooking. They are more able to concentrate and remember as well as recognise objects by shape, colour, or size. Four-year-olds are in the process of developing an understanding of basic mathematical concepts and problem-solving skills. At 3+ children like to play with two or three others; by 4+ they can readily participate and cooperate in activities involving five to eight children in a group and are also ready to manage and handle group play independently.

Some 4-year-olds and most 5-year-olds combine ideas into more complex relations (for example, number concepts such as one-to-one correspondence) and have growing memory capacity and fine motor physical skills. Some 4-year-olds and most 5-year-olds display a growing interest in the functional aspects of written language, such as recognising meaningful words and trying to write their own names. Activities designed solely to teach the alphabets, phonics, are much less appropriate for this age group than providing a print-rich environment that stimulates the development of language and literacy skills in a meaningful context. Most 4 and 5-year-olds can go beyond the child's immediate experience of self, home, and family.

Pedagogy

The learning needs of young children:

ALL children need an emotionally supportive learning environment where they have a freedom to –

- explore-listen
- investigate-express
- discover - cooperate and work with others
- experiment- empathise

Young children come to preschool with oodles of curiosity and a voracious capacity to learn. They have an immense interest in their immediate surroundings and they learn about their world by observing, exploring, discovering, experimenting and investigating how things works and why certain things happen in a particular manner. Each child is unique and has different strengths, interests and needs. They develop skills at varying pace and have different learning styles. Practitioners need to plan the lessons/ activities based on the children's natural curiosity and modify their teaching strategies and materials accordingly. The preschool curriculum should be focused on the strengths, needs and interests of *ALL* children. The practitioners in preschool programme must keenly observe how children are learning; they should encourage, motivate and support young children's in their learning skills.

Children need plenty of opportunities to play (both free and guided). Teachers need to know the unique needs of every child so that they can plan ECE programmes accordingly. Children are active learners who are curious to explore their environment. Young children learn best through concrete objects, hands-on experiences, sensory stimulation and developmentally appropriate activities. They are not able to learn beyond their ability, therefore all play experiences, activities and games should be age appropriate.

> **It is through Play-Based Developmentally Appropriate practices that children learn best.**

Pedagogical Processes

To achieve the ECE objectives the curriculum should be:

- age and developmentally appropriate, play and activity based on young children's need, interest and abilities.
- based on planned experiences and activities for all developmental areas/domains.
- flexible to suit the diverse needs and individual differences among children.
- linked with the curriculum of Classes I and II of primary school.
- enriched with teacher initiated group work and freely chosen play activities.
- designed in a manner to provide feedback, and reflect on children's work/performances during activities.
- designed to promote adult-child interactions that involve open-ended questioning to extend young children's thinking.
- designed to involve parents and families so that young children flourish in an ECE programme; Preschool teachers need to have an understanding of the family backgrounds of children and establish a quality partnership with parents.
- linked with positive learning outcomes for young children.

Promoting life skills and values in a preschool curriculum:

Life skills and values are essential components of ECE and need to be integrated in the preschool curriculum. The integration of life skills and values in a preschool programme help *all* children in becoming confident and independent. Life skills can be encouraged and nurtured in each of the developmental areas/ domains. Young children can be involved in self-help skills such as managing their own dressing, keeping materials/toys back in the storage area; organizational skills such as picking up toys, wiping the table in case water is spilt, etc; caring for the environment by being involved in activities such as watering plants, throwing litter in the bin, turning off the tap after use,; social skills-cooperating with others, caring for their classroom, following 3-4 instructions with minimal assistance; becoming independent- personal grooming and hygiene (washing hands etc.).

Life Skills and Values for early years

Co-operation
- Playing in a cooperative manner with others
- doing things independently or with others

Self-help skills
- doing daily tasks such as zipping their coat/ trouser, buttoning their shirt
- pouring water into a glass
- getting ready for lunch for eg., wearing apron, eating with a spoon
- turning pages of books
- self- protection for eg., awareness about risky/uncomfortable situations, and communicating with elders on the issue

Organisational skills
- picking up toys and putting them back in the storage area
- hanging water bottles on the hooks
- sorting items

Responsibility
- keeping the school bag ready for the next day
- zipping up the school bag and keeping the bag at the assigned place
- keeping the school diary in the bag
- keeping the classroom neat and clean

Pre-school Hygiene
- washing hands before meals and after using the toilet
- tucking in their shirts
- using handkerchief to blow their nose
- brushing of their teeth

ECE programme/curriculum should weave appropriate learning activities in different domains/learning areas to develop young children's basic skills and through these domains foster the development of life skills and values.

Most of the life skills need to be introduced through activities, games and planned experiences and these can be integrated in different developmental areas. Young children often need practice, reinforcement and guidance in the process of mastering the life skills.

Learning Environment

Setting up of a learning environment in Pre School

Children learn most when they initiate their own learning and have TIME to explore. For learning to happen, children need to be exposed to an environment that is both enabling and stimulating, where children can:

- directly work on and interact with objects and other people;
- reflect upon actions and relate them to past experiences;
- create, construct, invent and have freedom to solve problems.

To facilitate learning, the preschool classrooms should be equipped with an adequate and age-appropriate supply of equipment and materials to cater to all children. Practitioners need to provide relevant material and supplement what is provided, as well as modify the preschool setting in ways that will make it more useful, where all children can play and learn actively. Teachers must remember that *room arrangement matters for mainstreaming or inclusion*. The learning environment of preschool classroom should support the child's optimum development and be designed in such a way that it enables the child to fully participate at her/his own level in any activity. Teachers need to plan more small group activities to meet different needs of young children. This facilitates introduction of new concepts or new material to children; teaching of particular skills and life skills to children who require individual attention. It also becomes easy for the practitioner to focus observation on a particular group of children and document their learning. Parents and other stakeholders should be an integral part of the process of developing appropriate outcomes for the child. In the absence of an optimal environment in the homes, a quality ECE education serves to provide young children the necessary environment for their overall development.

Play Based, Age and Developmentally Appropriate Activities:
Play activities include:
Storytelling, rhymes, outdoors activities and games, indoor games for Language, emergent and early literacy, cognitive development, puppet play, dramatization, creative art activities, sand and water play, blocks play, etc. These can be given in small groups and by creating interest/activity areas such as dolls' area; math or manipulative area; language area; dramatics area; art area; water play area; sand play area, music & movement area.

Planning for Daily Schedule

Prior planning is required to achieve desired Learning outcomes.

Planning Preschool Programme involves:

- Arranging, creating, designing and equipping the indoor and outdoor areas for active learning.
- Maintaining a balanced daily schedule that: –
  - supports child initiated activities;
  - encourages interaction;
  - provides a flexible structure and routine;
  - encourages free play in interest or activity area with adequate supply of age and developmentally appropriate play material (at least for 45 minutes a day);
  - supports curriculum goals/developmental areas/domains;
  - provides rest time after lunch;
  - allows at least 45 minutes for outdoor play (both free and organised);
  - balance of indoor / outdoor activities; active / quiet activities; child- initiated and teacher; initiated activities; individual/ small group/ large group activities;

Adaptations for children with Special needs:

The preschool teacher needs to:

- plan programme/activities and experiences keeping in mind children with special needs;
- modify the space and teaching-learning material to ensure safety and easy accessibility; depending upon the need, make adaptations, for e.g.–use puzzles with knobs for children with visual or motor impairments;
- observe, review and reflect upon the room arrangement to see whether there is any need to change/adapt;
- encourage each child's full participation;
- use tactile materials for visually impaired children;
- ensure that a child with a hearing impairment sits away from a loud area/sounds;
- ensure that there is sufficient space in the classroom for a motor impaired child;
- provide ramps in every preschool.

> All the teaching learning material equipment and furniture in the classroom needs to be adapted so that All Children can be involved in all learning areas of Preschool.

Role of the Pre School Teacher

The needs, interests and abilities of the children, both individually and collectively, should be assessed by the teacher.

- The teacher must understand the developmental characteristics of young children.
- Only after pre-assessment i.e. when children enter preschool, teachers need to know the previous knowledge of children (how much they already know) only then the desired goals of teaching can be realised. This will help teachers plan and set up a learning environment suited to the developing child.
- The teacher must know the child's previous experiences and the ways in which children learn.
- Teachers need to use observation and other assessment techniques which will help them to know how each child is learning and progressing.
- It is important that the teacher works closely with parents and children with special needs.
- The teacher should ensure that the child's experiences are enriched by appropriate resources, stimulating and conducive settings and meaningful intervention.

Teachers must consider each child's:

- Language use at Home
- Interaction with other children and adults
- Health and physical well-being
- Socio-economic circumstances
- Cultural background
- Gender

Teachers ought to review and reflect upon the learning activities offered to young children as follows:

- Is there a comprehensive range of activities for *all* children in the Preschool/ECE centre?
- Is the ECE setting equipped with a range of materials/ equipment and activities which promote early learning?
- Are there sufficient opportunities for all domains including technology?
- Do *All* children understand basic concepts of health and hygiene?
- Do *All* children get enough opportunities for free play?

> **Safety guidelines need to be followed by Preschools to ensure the safety and security of children while conducting any activity be it with beads or any other learning material.**

Assessment in Early Years

General Recommendations for Assessment in Early Years

- Assessment in Early Years should take into consideration the age and development of young children. Assessment at this stage involves continuous observation of children while they are at a task (for example, preparing for reading, writing, working with blocks, puzzles, behaviour in small group and so on) and devising strategies to improve their learning so as to help them progress, leading to their overall development.

- Information about play based early learning, gathered through observation based assessment during the teaching-learning process can help preschool teachers determine children's strengths and learning gaps in the concerned learning areas, which can guide them in adapting the curriculum and the teaching-learning approaches/methods to suit each child's need. Timely intervention can be provided, especially where children are facing difficulties and if any special help is required. In addition to identifying learning gaps, information regarding how well a child has achieved the curricular expectations can also be gathered.

- Observation and assessment should be a continuous process in early childhood education instead of assessment being an activity conducted only after the completion of a theme or after a term/quarter/ semester. The preschool teacher/ educator needs to identify the objectives of the learning area/ theme and spell out the learning outcomes. He/ she needs to design age and developmentally appropriate activities based on expected learning. Play based activities need to be woven into the preschool curriculum according to children's age, development, and interests. Through continuous observation the preschool teacher would be able to assess not only the children but her own teaching strategies as well.

- The teacher as an observer receives impressions which can be recorded by writing in an observational notes register. Observations may include how the child is working with others in a group, how the child is colouring/drawing pictures, what and how the child is expressing while doing picture reading/ how the child is holding a crayon/ pencil etc. There are various ways and methods to record / document the information such as jotting down quick notes/ using checklists for each domain/ each concept/ clicking photos/ audio/ video documentation/ rating scale/writing unbiased and factual anecdotes.

- Each child's portfolio (file folder to keep the work samples of a child) may be maintained t0 keep a record of their progress. Comparisons of children's performances should not be reflected.

There are Six Learning areas or domains in the early childhood education that are essential for success in the early years.

These areas/domains are**:**

☺ **Personal, Social and Emotional development**

Personal Development is about how children develop confidence in who they are and what they can do and how they express themselves.

Social development generally refers to the development of ways of adapting to the society's rules of behavior or learning to behave in a socially desirable manner. Emotional development is related to children's overall development. Young children learn to adapt to the existence of emotions, e.g. joy, pain, anger through everyday experiences.

This learning area includes the development of self-concept, self-esteem, and meaningful interaction with others. The components of this learning area are the abilities to interact with adults and peers, express feelings and emotions without fear, develop self-awareness and demonstrate self-control, regulation, and coping strategies. It is one of the most important building blocks for success in life.

☺ **Physical well-being and Motor Development**

This learning area encompasses motor functioning that includes muscle control and body coordination. Gross and fine motor skills are key elements of this area. Young children who are provided with adequate environmental stimulation and ample opportunities to use their gross and fine motor skills acquire the capacity to control their bodily movements. Teachers need to track children's physical growth by measuring their height and weight.

☺ **Cognitive Development**

This learning area encompasses the development of all five senses and cognitive skills namely, observation, problem-solving, reasoning, sequencing, memory and ordering. Early Mathematics and Environmental Concepts/Studies (EVS) are key elements of this area which involve use of cognitive skills or processes. This will help children in becoming aware of how to gather and use information to solve problems and also to know their immediate environment.

☺ **Language and Literacy Development**

This learning area encompasses the development of language skills namely:
- Listening
- Speaking
- Reading Readiness
- Writing Readiness

As language is the basis for all learning, sharing experiences and talking with others is very important. Oral language is the basis for literacy, thinking and relating in the language.

☺ **Arts and Creative Development**

This learning area involves the ability to express freely and creatively through art and creative movement. This also helps children to appreciate beauty in the environment and develop sensitivity towards the environment around them.

☺ **Technology (Computer Play)**

This learning area includes activities for all the above five development domains and thus works as a support for all the above areas. It helps in making learning fun while exploring and investigating many things that computers do. Young children use computers to investigate their queries, solve problems and manipulate objects on screen.

The above mentioned learning areas are components of a quality preschool curriculum. They address developmental objectives for young children in different curricular domains, and provide a framework for reviewing different learning elements. They are designed for the construction of knowledge and to provide children with contexts for the development and application of basic skills, values and attitudes. Classification into different learning areas is used as a means for providing easy reference for teachers in curriculum planning and review, and to ensure a comprehensive and balanced implementation. The preschool curriculum is mainly an integrated curriculum where each domain is interdependent on the other and influences the other. It also allows teachers greater flexibility in devising learning and teaching strategies. This enhances the comprehensiveness, flexibility and diversity of children's learning.

Sub-area/domains

These are components of development within a learning area. For example, for the Language and Literacy area, sub areas include listening, speaking, reading and writing. (*In preschool context we term it as reading readiness and writing readiness*) **Young children are likely to achieve the desired learning outcomes by the end of Preschool I & II if their environment provides activities, experiences and games that support such development over time. Thus, the adults and all the care givers need to be sensitive to the developing needs of *all* young children.**

> ### Making use of Learning Resources:
>
> Learning and learning resources are an essential part of preschool curriculum. It generally refers to early childhood education kit, technology – software, variety of books (story books, information book), audio – visual materials, commercial materials/equipment available in the market, teacher-made learning and environmental material (flowers, leaves, birds, insects, trees, feathers etc.)
> Teachers should know how and when use these resources depending on children's learning needs.
> The learning and teaching resources need to be:
> - Age and Developmentally appropriate
> - Safe
> - Simulative (simulations engage children in active learning)
> - Learner/child friendly
> - Multipurpose and flexible
> - Compatible with preschool curriculum
> - Inclusive and gender neutral

Physical fitness, hygiene and cleanliness

Musical Movement

Language

Life skills and values

Learning Areas or Domains

1. Personal, Social & Emotional Development
2. Physical and Motor Development
3. Cognitive Development
4. Language and Literacy
5. Art and Creative Development
6. Technology

Early mathematics or math readiness

Computer play

Environmental Concepts

Arts

Early Science Experiences
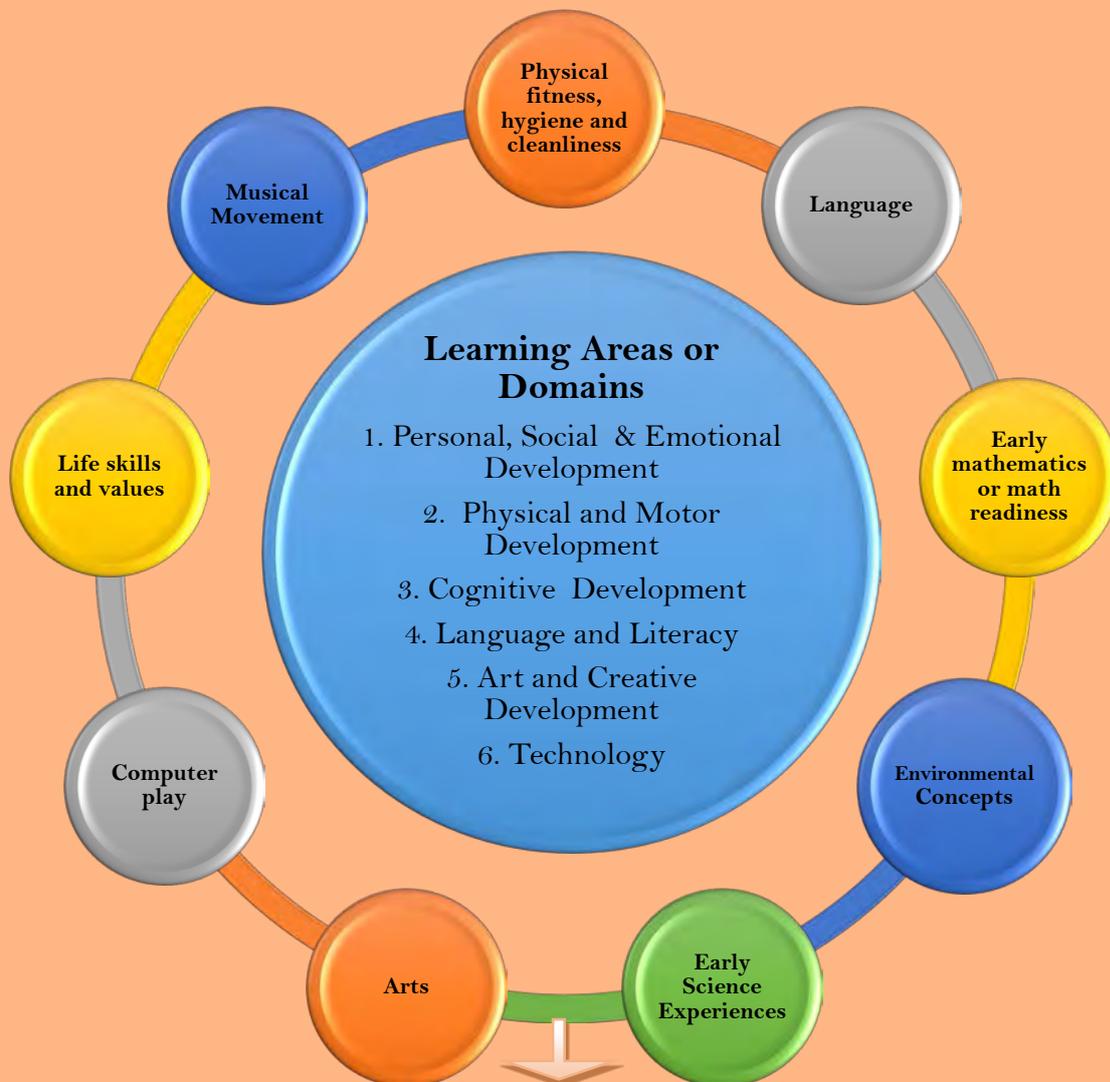
Principles of Early Learning

- Developmental Characteristics of Children
- Learning Needs of Young Children
- Pedagogical process and teaching

Setting the learning environment

Play based developmentally appropriate activities

All round development and stress free and effective learning

PRESCHOOL- I (3-4 Years)

Learning Area 1: Personal, Social and Emotional Development

Learning Outcomes:

In relation to Self (Adjustment to Preschool)

Children will be able to:

- ☑ demonstrate awareness of the preschool environment and its routine;
- ☑ demonstrate awareness of themselves and feel good about who they are and what they are;
- ☑ demonstrate good healthy habits;
- ☑ cooperate in group activities;
- ☑ recognize personal space;
- ☑ socialise and play with others;
- ☑ demonstrate confidence in group activities and follow instructions.

Personal, Social and Emotional Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
In relation to self (Adjustment to Preschool) ▶ Positive self- concept ▶ Self-awareness ▶ Self esteem ▶ Development of Good Personal Habits	**Providing Opportunities for:** ▶ Name game. ▶ Experiencing success through age and developmentally appropriate activities. ▶ Celebrating each child's birthday. ▶ Taking children around the premises of the preschool and interacting with others. ▶ Introducing the daily routine in the preschool. ▶ Allowing time for children to say "hello" and "goodbye"; ▶ Building a relationship with each child (observing how each child is learning and documenting the same). ▶ Helping children to make friends. ▶ Moving freely within set limits in the initial weeks, in preschool. ▶ Praising children liberally for their efforts. ▶ Adopting a positive and caring attitude towards children. ▶ Encouraging washing of hands before and after meals, after using toilet.	▶ Name cards with photos ▶ Big books ▶ Familiar picture story books ▶ Free talking time on daily routine and personal hygiene ▶ Puppet play on good habits ▶ Picture cards of good and bad habits ▶ Story telling ▶ Finger puppets ▶ Dolls & housekeeping materials ▶ Nature walk ▶ Child initiated and teacher initiated activities ▶ Inclusive activities and teaching learning material ▶ Prop boxes ▶ Lockers/cubbies for each child duly labeled with her/his name and photo ▶ Display of children's work at their eye level

Personal, Social and Emotional Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
	➤ Assigning age and developmentally appropriate responsibilities such as, "keep your toys back in the storage area". ➤ Taking a lead (by rotation) in singing or playing individually. ➤ Encouraging children to volunteer for any specific tasks, e.g., for telling a story, reciting a rhyme. ➤ Listening to others, waiting for one's turn; ➤ Coming down to the level of children both in interactions with them and expectations from them; integrating children with special needs with other children in preschool; ➤ Allotting time for doll's play, role play, choice time, etc. ➤ Creating a quiet area with a large pillow/bean bag to enjoy being quiet and alone.	➤ Display of children's picture with their families ➤ CD Player, tape recorders and computers for individual group listening

Learning Area 2: Physical and Motor Development

Learning Outcomes:

Children will be able to:

- ☑ demonstrate basic awareness of their own physical well-being;
- ☑ participate in daily physical activities (outdoor games/play; action songs);
- ☑ play actively and use gross motor skills (kicking, jumping, rolling);
- ☑ follow simple instructions during music and movement activities;
- ☑ respond to rhythm/beat with the adult leading;
- ☑ respond to variations in speed, though not in a well-coordinated manner;
- ☑ demonstrate eye-hand coordination and fine motor control to use age and developmentally appropriate tools;
- ☑ demonstrate dexterity and fine motor skills through scribbling, lacing, threading beads;
- ☑ reproduce or copy a horizontal, vertical line and a circle.

Physical and Motor Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
Health and Hygiene	**Providing opportunities for:** ➤ Discussing good habits; activities/games; ➤ Using pictures/words to retell a familiar experience such as washing hands, brushing teeth; ➤ Listening to a story on cleanliness/good habits ➤ Singing rhyme on hygiene e.g. *"brush –brush your teeth"* ➤ Role- play on "how to wash hands" etc.	➤ Finger puppets; flannel board, chalkboard ➤ Story books on good habits/cleanliness ➤ Display of pictures depicting cleanliness and good habits ➤ Read aloud stories ➤ Pictures and props ➤ Puppet play on cleanliness ➤ Bathing dolls
Development of Gross motor skills ⬥ walking, ⬥ balancing, ⬥ running, ⬥ jumping, ⬥ creeping-crawling-rolling, ⬥ swinging, ⬥ hopping, ⬥ climbing (ascending and descending), ⬥ rhythmic movement, skills with a ball or ring (throwing, catching, kicking))	➤ Providing opportunities for outdoor play time; active physical play both inside and outside the preschool; ➤ Ensuring all children get equal opportunity/chance to use the outdoor play equipment material; ➤ Selecting gross motor activities according to children's stage of development, interests and needs; ➤ Planning games/activities for all the gross motor skills such as walking, running, galloping etc, to move from one place to another *(e.g., across the carpet; across the playground).*	➤ Equipment for gross motor skills such as balls, drum, tyres of different sizes, balance beam, swings, slides, rope, climbers, blocks, sand play, jungle gym, swings, slides, wheel toys, etc.

Physical and Motor Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
	➤ Encouraging children to move themselves at various levels such as (high/low) and pathways (straight, curve, zigzag), for *e.g. stand and walk on a balance beam, or walk along a zigzag chalk line on the floor.*	
Music and Movement ⊞ Body awareness ⊞ **Spatial awareness**	➤ Planning activities and games that involves the use of the whole body such as moving body creatively to the sound of nursery rhymes, audio beats of, etc. ➤ Providing opportunities for: 　✦ Action songs 　✦ Dancing to the beats of popular music/rhythms 　✦ Creating body percussion sound 　✦ Developmentally appropriate music activities ➤ Opportunities to enjoy music as they sing, move, listen, and play musical instruments. ➤ Providing sufficient space for preschoolers to move around so that their responses are positive and creative. ➤ Responding to auditory patterns in poems and stories, songs *(e.g., clap out the patterns).* ➤ Moving bodies in space by following verbal instructions given by the teacher through an obstacle course (*e.g., crawl under the table, run around the jungle gym; jump over the box).* ➤ Play such activities and games such as *"follow the leader" and "Simon says" responding to directional and positional words (up- down, over-under, top-bottom, front-back,).* ➤ Moving to many different styles of instrumental music (*e.g., classical, country and western, rhythm etc.).* ➤ Play *"statues"* and *"freeze"* when the music stops.	➤ Tambourine ➤ Rhythmic instruments ➤ Drum, Music shakers; ➤ Sound producing objects like bells, *ghungroos,* etc. ➤ Visitor who can play any musical instrument ➤ Read books related to music, dance and play; ➤ Invite families to play musical instruments, sing songs, and teach simple dance steps; ➤ Design the classroom environment or activity room in a such a manner so that all children can move safely and freely; ✦ Beanbags ✦ Bells ✦ Chalks ✦ Masking tape

Physical and Motor Development		
Learning Areas	Suggested Transactional Processes	Suggested Learning Resources
	➤ Exploring such as stamping feet, clapping hands, moving softly *"like a feather floating and so on.*	
Fine motor skills ✦ Threading ✦ Tearing ✦ Pasting ✦ Scribbling ✦ Colouring ✦ Printing ✦ Modelling ✦ Folding	➤ Providing opportunities for: ✦ Moulding play dough, plasticine, clay, sand, paint, etc. ✦ turning the pages of a book (handling with care) ✦ tearing large pieces of paper such as scribbling on variety of papers/variety of surfaces; ✦ folding a handkerchief ✦ colouring in an enclosed space; ✦ modelling with clay, plasticine, homemade dough ✦ threading beans with large holes ➤ Planning games and activities for all the fine motor skills **(all fine motor and art activities are readiness** for **writing**).	➤ Beads with large holes ➤ Strings/thick wire ➤ Threading frame ➤ Paints/colours/powder colours ➤ Long brushes ➤ Thick crayons and felt pens ➤ Variety of papers ➤ Clay/plasticine/homemade dough ➤ Objects and gadgets for printing ➤ Handkerchief for folding ➤ Button frames ➤ Lacing card ➤ 2 piece puzzles (with knobs to hold) ➤ Texture painting

Learning Area 3: Cognitive Development

Learning Outcomes:

Children will be able to:

- recognize and demonstrate critical thinking and problem- solving;
- recognize similarities and differences;
- demonstrate understanding of symbols;
- identify basic shapes;
- match and make comparisons;
- demonstrate abilities to classify on the basis of any one-dimension shape or colour;
- follow or repeat a pattern involving three to four objects;
- demonstrate ability to understand part-whole relationship at a simple level;
- observe, remember and recall 3-4 objects shown to them at a time;
- identify a missing part of a picture of a familiar object;
- demonstrate the ability to sequence upto three pictures;
- count objects up to 9;
- compare and classify only one feature (colour or size);
- use words like – big- small-, more-less.

Cognitive Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
Development of the senses: ◈ Sense of sight ◈ Sense of hearing ◈ Sense of touch ◈ Sense of smell ◈ Sense of taste	❯ Providing opportunities for: ◈ Handling objects that can be manipulated *such as blocks, tinker toys, interlocking toys;* ◈ Comparing objects by feeling their surfaces and using appropriate vocabulary *e.g. 'hard', 'soft'* ◈ Sensory development activities for all the five senses ◈ Participating in visuallly perceptual activities. ◈ Listening to stories based on senses ◈ Nature walk to observe different things (as planned by the teacher); smell walk to smell pleasant and unpleasant odour; ◈ Tasting different food items, vegetables and fruits;	❯ Visual discrimination cards (*with textures and embossed*) ❯ Picture reading ❯ Picture cards for matching ❯ Sound box ❯ A range of Bells with different sounds ❯ Texture board without cutouts ❯ Feely Bag ❯ Taste tray ❯ Story books based on senses. ❯ Texture story book ❯ Kinetic dough, plasticine, home - made dough, potters clay *for developing sense of touch and also for strengthening fine motor skills*

Cognitive Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
		➤ Sand play with appropriate equipment ➤ Water play

Cognitive skills
⊞ Memory and observation
 	
⊞ Classification (grouping)
 	
⊞ Pattern making and Sequential thinking
 	
⊞ Problem-solving
 	
⊞ Reasoning
	➤ Providing opportunities for:
	   ⊹ replicating and drawing basic shapes like circles and squares
	   ⊹ using cognitive skills (*activities and games for each of the cognitive skills such as picture reading, odd man out activities, puzzles-2-3 pieces, maze, problem-solving questions simple grouping activities such as putting together blocks of same colour; size and shape (one attribute at a time)*
	Note: Younger preschool children should focus on a single attribute/ concept at a time.
	   ⊹ Following the pattern in the same sequence (eg*., copy the pattern)*
	   ⊹ Clapping hands and patting thighs in pattern (*e.g., clap, pat, clap, pat)*
	   ⊹ Describing patterns you see children creating *e.g. stringing beads of different colours*
	   ⊹ Recalling the day's activities or events in the correct sequence (*in their own words)*
	   ⊹ Completing simple puzzles (encouraging children to put the pieces together to form a meaningful complete picture)
	   ⊹ Making simple maze on the paper or on the floor for the children to solve;
	   ⊹ Posing "Cause and Effect" questions *e.g. what will happen if you do not keep your nails clean?, etc.*
	   ⊹ Posing simple problems-solving questions *e.g. what will you do if you want a toy that is kept on the top of cupboard?*
		➤ Observation and Memory cards
		➤ What is missing cards?
		➤ Picture reading posters
		➤ Visual coordination and discrimination cards/ worksheets;
		➤ Flash cards with embossed pictures, feely bag with objects to look at and feel and talk about it;
		➤ Block building props, e.g. stop sign, toy vehicles, etc.
		➤ Magnifying glass
		➤ Matching games
		➤ Picture cards and objects for simple classification;
		➤ Pattern making cards with cut outs to copy or follow the patterns;
		➤ Objects like colored bottle caps, flowers, leaves etc., for children to copy the pattern
		(*Teacher will create the pattern with these and ask children to copy or follow the pattern).*
		Life skill related story sequences
		➤ Material from the environment e.g. leaves, twigs, flowers
		➤ Pictures, puzzles, other materials that allow children to reflect on, and act on;
		➤ Maze drawn on worksheets for children to solve;

Cognitive Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
		⮞ Reasoning or self – corrective relationship cards such as kite and spool, cup and saucer, eye and specs etc;
Concept Formation: (All concept formation activities and experiences need to be given in following three steps:- ✦ Matching ✦ Identification ✦ Naming)	⮞ Providing opportunities for— ✦ Matching of colours, Identification of colours and Naming of colours; ✦ Participating in activities such as exploring colours in the classroom, nature walk, and talking about it; ✦ Listening to story based on primary colours e.g., "Rupa elephant", "colour kittens" etc; ✦ Singing rhymes / poems on colours;	⮞ Colour cards ⮞ Objects, pictures, and toys in different colours for matching ⮞ Coloured blocks ⮞ Colour Dominoes for matching ⮞ Colour tablets (Montessori *apparatus*)

1. Colour concept (*all primary colours only*)
2. **Shape concept**
   Circle
   Square
   Triangle
   Heart
   Star
3. **Pre-number concept**
   Big-small
   More-less
   Tall-short
4. **Space concept**
   In-out
   Top-Bottom
5. **Temperature concept**
   Hot-cold
6. **Number concept**
 	
Math Readiness
	⮞ Celebrating colour day/ week;
	⮞ Providing opportunities for:
	✦ Matching objects/ pictures having different shapes;
	✦ Observing and matching shapes on shape cards
	✦ Matching shapes using shape dominoes
	✦ Completing shape puzzles
	✦ Exploring shapes in the environment
	⮞ Describing spatial relationships, *you notice as children play: "you are putting the toy car inside the fence you made".*
	✦ Talking about geometric shapes as children use blocks or shape blocks
	✦ Playing with shapes (*cut outs, dominoes, etc.)*
	✦ Classifying objects on the basis of big-small, more-less and tall- short
	✦ encouraging children to use the active vocabulary i.e., big small etc., *for e.g., this is a big block and this is a small block;*
		⮞ Blocks
		⮞ Shape Dominoes
		⮞ Shape puzzles
		⮞ Shape stories
		⮞ Stories on pre-number and numbers
		⮞ Shape Chart for display
		⮞ Flash cards for pre-number depiction such as pictures of big- small house, tall tree-short tree, more-less candies;
		⮞ Number chart for display
		⮞ Empty boxes, tubes, containers;
		⮞ Music and movement activities for space concept;
		⮞ Toy vehicles
		⮞ Sand timer or kitchen timer
		⮞ Objects/pictures for matching and simple classification
		⮞ Objects for counting
		⮞ Objects for comparing

Cognitive Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
	♦ Going for Nature/ field walks and looking for shapes in the environment. ♦ Encouraging children to use mathematical vocabulary while playing in activity areas such as big-small, more-less, in-out, hot-cold etc., ♦ Providing musical and movement activities and experiences to explore space; ♦ Clapping and counting objects. ♦ Exploring and observing numerals in the environment ♦ Building blocks in the blocks area, joining interlocking blocks; ♦ Listening to stories on pre-numbers and numbers *such as "Three little pigs", Goldilocks and the three bears", and so on;* ♦ Singing rhymes / poems on pre-numbers and numbers; number songs such *as "1, 2, 3, 4, 5 once I caught a fish alive";* ♦ Touching and counting during daily activities (*e.g. the plates needed for each child*) ❯ Creating and constructing objects with empty boxes and containers. ❯ Encouraging children to compare e.g. This is big, that is small ❯ Using a sand timer to let children know that there are only five minutes left to clean up the block area ❯ Using words like, before, after, next, yesterday, today, tomorrow, e.g., *"Tomorrow is Ria's birthday"* ❯ Observing numbers in the immediate surroundings ❯ Playing and creating with number blocks ❯ Demonstrating give and take with concrete materials up to 5	❯ Leaves, shells, pebbles, buttons, bottle caps, etc. ❯ Stacking caps or blocks ❯ Counting book ❯ Simple self-corrective number puzzles ❯ Manipulative materials that can be manipulated *such as, Legos, tinker toys, puzzles, and interlocking blocks;* ❯ Sand/water play related materials and equipment ❯ Pan balance

Cognitive Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**

7. **Environmental Concepts /Studies:**
  (i)   Me, My Family, My Body
  (ii) Animals (Sub Theme: Birds, Pet and wild)
  (iii) Plants (Sub Theme: Vegetables and fruits)
  (iv) Transportation
  (v)   Water
	➤ *Detailed learning outcomes of preschool-I for each environmental theme, its pedagogy and transactional strategies and the Learning resources for each environmental concept/ theme are given below: - (SEE Page no.'s 25 to 31)*	

Cognitive Development: Environmental Concepts or Studies (EVS)

Theme (i): Me, My Family, My Body

Learning Outcomes:

Children will be able to:

- identify and name a few external parts of the human body;
- describe themselves verbally;
- name their family members;
- talk about their family members;
- demonstrate attentiveness;
- demonstrate awareness of self-care/body parts;
- solve and complete body/ face puzzle (2-3 pieces).

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
Me, My Family, My Body	➤ **Providing opportunities for:** 🔸 free conversation 🔸 theme based conversation 🔸 talking time to talk about their favourite toy 🔸 singing rhymes and songs on related theme 🔸 listening to a story 🔸 looking at and handling a picture book 🔸 creating an "All about me" book 🔸 colouring pictures of body parts, my family 🔸 individual and circle-time activities 🔸 activities and games related to all five senses	➤ Doll house with dolls ➤ Paper, crayons ➤ Picture books ➤ Body puzzle, face puzzle; ➤ Picture reading posters on "My five senses" "My Family', 'My Body' ➤ Photographs of children's family members ➤ Name card with photo (for each child) ➤ Weighing balance ➤ Height scale chart ➤ Colour dominoes ➤ Shape dominoes ➤ Creating "All about Me" ➤ Sensory games and activities ➤ Rhymes related to the theme ➤ Story books related to the theme

Theme (ii) : Animals

Learning Outcomes:

Children will be able to:

- ☑ recognize and name common animals and birds;
- ☑ differentiate between common animals and bird;
- ☑ recognize voices of common animals and birds and mime them.

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
➢ Animals and Birds (*common animals in the surroundings, sounds of animals, common birds, pet & wild*)	➢ Providing opportunities for ♦ Discussion on common animals and birds during circle time (free and stimulated conversations); ♦ listening to stories on animals and birds ♦ singing simple rhymes / poems ♦ Bringing pets to the classroom (parents can volunteer) ♦ Looking at picture book of animals, fishes and birds; ♦ Collecting pictures of animals, fishes, birds from old magazines/ story books for creating a animal scrap book ♦ Solving and completing two-piece puzzle on animals and birds ♦ Dramatizing on stories on animals; ♦ Solving simple riddles on animals ♦ Using animal stick puppet for demonstrating animal sounds and other characteristics; ♦ Moving body creatively like farm animals during music and movement ♦ Painting with feathers and feather collage ♦ Musical games about birds ♦ Outdoor games like animal race using animal masks; ♦ Creating paper plate lions ♦ Dramatic play ♦ Doing animal movements with and without music ♦ Creating a zoo book in small groups	➢ Animal flash cards for theme based conversation ➢ 2-3 piece animal and bird puzzles ➢ Picture reading poster on the animal theme e.g. 'zoo scene' ➢ Self-corrective number puzzles with animal pictures and numeral; Picture Dominoes ➢ Picture cards of animals and pictures; ➢ Animal and birds chart for display in the classroom ➢ Animal scrap book ➢ Animal stick puppet ➢ Clay for modelling ➢ Poster paint for finger painting ➢ Toy animals ➢ Display pictures of farm , pet and jungle animals ➢ Tape of animal and bird sounds ➢ Felt figures of animals and birds ➢ Slides of farm, pet and jungle animals; ➢ Collection of feathers ➢ Bird puppets ➢ Sandwiches cut with pet animal cookie cutters ➢ Animal face sandwiches ➢ Flannel board stories and animal and birds cut outs ➢ Animal masks

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources

	➤ **Opportunities to:**
	‌ ↓ Visiting a zoo, aquarium, etc.
	  ↓ planning for a visitor in the preschool such as someone to bring in a pet that is a farm animal, story teller to tell a story on animals;
	  ↓ colouring pictures of animals and bird
	  ↓ sorting pictures of animals and birds
	  ↓ explore and observe animals by creating a small zoo in the preschool with toy plastic animals, fishes and birds;
		➤ Paper plates for creating animal faces;
		➤ Animal and bird puzzles both with and without knobs
		➤ Animal stencils to be used with kinetic dough/ play dough

Theme (iii) : Plants

Sub theme: Vegetables and fruits

Learning Outcomes:

Children will be able to:

- ☑ identify and name some common fruits, flowers and grass;
- ☑ differentiate between trees, grass, flowers and fruits;
- ☑ identify and name some common fruits and vegetables;
- ☑ differentiate between fruits and vegetables;
- ☑ demonstrate awareness of washing vegetables and fruits before eating.

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
Plants ➤ Vegetables and Fruits	➤ Providing opportunities for: 　✦ Talking with children about respecting and taking care of plants 　✦ Encouraging children to read pictures in their environment 　✦ Preparing two columns BIG and SMALL on a chart and asking children to paste their pictures of plants ➤ Looking at real plants and pictures of plants ➤ Completing puzzles ➤ Pretending to be like a tree/leaves moving in story world ➤ Collecting leaves/flowers on a nature walk ➤ Using a variety of classification activities ➤ Collecting, comparing and counting leaves ➤ Providing opportunities for: 　✦ visiting a fruit and vegetable shop/market and flower shop; 　✦ talking /discussing on fruit/vegetables 　✦ observing and playing with clay fruits and vegetable 　✦ creating a collage with leaves, dried flowers, sticks, seeds, etc; 　✦ talking and tasting of fruits/vegetables 　✦ pasting pictures of flowers, leaves, trees, fruits etc, on a scrap book;	➤ Puppets of different fruits and vegetables; ➤ Picture cards on fruits and vegetables for picture reading and classification and also for sound discrimination (phonemic activities) ➤ Visual coordination and discrimination (odd one out) cards ➤ Tyre swing on a large tree ➤ Digital/phone camera to take photograph of big and small plants ➤ Picture of plants, swings and tree-homes; ➤ Fruit-puzzles/ Vegetables/plants puzzles ➤ Music CDs and Tambourine for planning creative movements ➤ Collection of leaves/flowers/seeds for collage ➤ Plant scrap book ➤ Paints, crayons, markers and glue for art work related to the theme ➤ Picture and outline drawing of a tree, leaf, fruit , vegetable for colouring; ➤ Twig for counting leaves;

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
	- listening to story related to plants/ fruits/ vegetables such as "the Big Turnip", "The Hungry caterpillar" etc; - colouring inside the drawn pictures of fruits/vegetables - Touching and counting leaves on a twig; - washing hands before and after meals; after using toilet; - washing fruits/ vegetables during circle time activities; - Shakers decorated with plant parts and filled with seeds; - Plan for a visitor in the classroom such as florist and let the person show flowers and talk about flowers. **Gardening is a great way to teach environmental awareness.**	- Fallen flowers and leaves for rubbing and colouring instead of brushes; - Seeds for shakers - Types of flowers, plants - Seed shakers
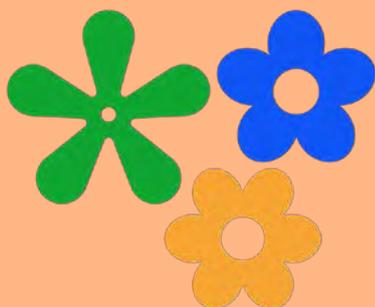
Theme (iv) : Transportation

Learning Outcomes:

Children will be able to:

- identify different types of vehicles;
- name their favourite mode of travelling;
- talk about ways we travel;
- talk about experience on a bus, car and other vehicles;
- identify different colours of vehicles seen.

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
Transportation ▷ Common vehicles in the surroundings ▷ Noises made by vehicles and differentiate common modes of transport used on land, water and sky	▷ Providing opportunities to: ♦ creating a scrap book on transportation (individual) ♦ talking on different types of vehicles children see around them ♦ expressing their creativity as they engage in role play ♦ identifying the different colours of vehicles seen ♦ identifying noises made by vehicles ♦ visiting a bus station ♦ using boxes/cartons to create vehicles ♦ imitating different sounds produced by vehicles ♦ creating a toy vehicle from discarded material or from blocks ♦ moving smoothly around obstacles (created by boxes and blocks) ♦ asking questions about vehicles ♦ Exploring rough, smooth, soft, hard, wheel (card board wheels with different textures in a feely bag) ♦ Observing and discussing picture reading poster;	▷ Toy automobiles (toy cars, trucks etc.) ▷ Collection of pictures of variety of transportation for collage ▷ Stories and rhymes on transportation ▷ Tape of sounds of vehicles ▷ Boxes/ cartons to create ▷ Outdoor games based on theme ▷ Clay / plasticine/ home - made dough to create, pound and express ▷ Pictures of automobiles ▷ Language games on transportation ▷ Create cardboard wheels and put them in the "Feely box / bag" ▷ Picture reading poster such as "railway station scene"' "airport scene", "road scene" etc.

Theme (v) : Water

Learning Outcomes:

Children will be able to:

- ☑ demonstrate awareness of common uses of water;
- ☑ demonstrate awareness of importance of water for the basic survival of living; beings, both plants as well as animals.

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
Water	▶ Opportunities and activities for: ✦ Splashing in water-play ✦ visiting to nearby pond/lake ✦ singing rhymes/songs ✦ giving simple experiments (age and developmentally appropriate) e.g. water is colourless ✦ mixing different colours in three different glasses of water ✦ painting with water colours ✦ Dramatizing and miming on the act of drinking water/bathing/ gardening etc.	▶ Water tub ▶ Toys / objects / leaves / flowers for floating and sinking ▶ Dolls to give a bath ▶ Dolls' clothes to wash ▶ Poster powder Paints to mix in water ▶ Picture reading posters or conversation charts

> **Teachers may add more themes according to the needs and context of young children.**

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Learning Area 4: Language and Literacy

Learning Outcomes:

Children will be able to:

- ☑ participate in everyday free talking time;
- ☑ participate in story telling activities and listen to a story for 5-10 minutes;
- ☑ follow one to two simple directions at a time;
- ☑ demonstrate awareness of simple vocabulary related to the body, home and immediate family environment;
- ☑ express an idea in words or simple, short stories;
- ☑ discriminate between variations in sound in the environment;
- ☑ locate direction with the help of a sound;
- ☑ match pictures/objects that are alike from a set of pictures/objects;
- ☑ demonstrate early attempts of making visual motor movements (still uncontrollable).

Language and Literacy		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
❯ **Listening Skills** ⚏ **Sound discrimination** ⚏ **Listening span** ⚏ **Listening** ⚏ **comprehension** ❯ **Speaking skills** **Development of vocabulary related to:** ⚏ **Body** ⚏ **Home** ⚏ **Environment** ❯ **Oral Expression** ⚏ **Conversation** ⚏ **Story telling** ⚏ **Dramatization and Puppet play** ⚏ **Picture reading** ❯ **Creative self-expression**	❯ Providing opportunities for: ♦ listening to simple short stories (the theme of stories should be familiar to children) ♦ using appropriate gesture, facial expressions, voice modulation while telling a story to retain the interest of young children ♦ listening to books and talking about new words in the story; ♦ asking the teacher to read a favourite book ♦ free talking during circle time ♦ conversing on theme based topics to increase the attention span ♦ asking and answering to questions posed. ♦ activities that increase the attention span ♦ solving simple one line riddles e.g. "who am I" ♦ action rhymes related to body, hygiene, family etc. ♦ picture reading ❯ interacting with other children and adults ❯ Dramatizating events / stories	❯ Activities with materials made by the teacher such as, picture dominoes, picture lotto, classification activities etc. ❯ Props for role play ❯ Dolls ❯ Puppets (finger puppets, glove puppet) ❯ Picture story books ❯ Picture reading poster ❯ Materials for language experience such as picture reading posters, conversation charts, flash cards, etc.

Language and Literacy		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
	⮞ Using props during story telling ⮞ Engaging in frequent one-to-one conversation with children ⮞ Providing many first-hand experiences (e.g., giving children words that describe what they are doing)	

⮞ **Reading Readiness**
  ▪ **Sound discrimination**
  ▪ **Visual coordination and discrimination**
	⮞ Providing opportunities for:
	  ➕ listening to different sounds in the environment (e.g. ask children to close their eyes and describe the sounds that they hear)
	  ➕ reciting/singing different simple rhymes involving animal sounds, transport sound, musical instruments sounds etc.
	  ➕ playing with sound boxes (matching the same sound
	  ➕ matching blocks of same colour/shape
	  ➕ sorting out beads of different colours
	  ➕ calling out words and letting children find the corresponding pictures/objects
		⮞ Print rich classroom (objects and toys duly labelled)
		⮞ Visual and tactile props
		⮞ Big books for reading aloud
		⮞ Books made by the child
		⮞ Alphabet chart at eye level
		⮞ Clothes for dressing up for make-belief dolls play
		⮞ Creating social situations
		⮞ Photographs of children reading and doing interesting things
		⮞ Low storage shelves with labels and print
		⮞ Alphabet puzzle
		⮞ Foam letters

⮞ **Writing Readiness**
  ▪ **Fine muscles development**
  ▪ **Eye-hand coordination**
	⮞ Providing opportunities for:
	  ➕ scribbling on a variety of papers
	  ➕ tearing and pasting (young children tear big pieces of paper)
	  ➕ easel painting with flat brushes
	⮞ plenty of concrete activities to strengthen eye-hand coordination and fine motor skills e.g. threading beads, colouring in an enclosed space)
		⮞ Visual perceptual activities
		⮞ Play in sand pit
		⮞ Finger painting
		⮞ Nuts and bolts
		⮞ Clay modelling
		⮞ Manipulative material
		⮞ Handkerchief folding
		⮞ TRIPOD activities (activities that make the child use three fingers—thumb, index and middle fingers);
		⮞ Letter stamps/ picture stamps

Learning Area 5: Arts and Creative Development

Learning Outcomes:

Children will be able to:

- express themselves through facial expressions and body movements;
- show sensitivity towards colour and beauty in the environment around;
- sing and recite simple poems/songs.

Arts and Creative Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
- **Self-expression** - **Art Activities**	- Creating a supportive climate where children feel free to express themselves. - Storytelling to children by using well illustrated picture- books - Providing opportunities to: - view films, film strips and other media - work in small groups - sing songs/ create rhymes - play games about specific topics - draw/scribble on a large piece of paper - appreciate wonders of nature, *e.g. budding flowers, growing seedlings, various coloured leaves, etc.* - Coordinating movement and rhythmic activities - Constructing and creating - Dramatising (creative drama) stories - Providing children with a variety of experiences which will form the basis for their creativity to blossom. - Appreciating each child's efforts. - Accepting and appreciating individual differences in children.	- Coloured chalk - Child friendly easel - Variety of paper - Crayons - Poster paint/ colours for art activities - Art materials - Markers - Melody and Rhythm instruments - Props for creative dramas - Brushes - Printing material like home gadgets—*fork, ladle for printing;* - environmental material for printing —*lady finger, potato, onion, lemon, lotus stem etc;* - child-made musical instruments like *drum made out of cookie box;*

> All the creative activities can be an integral part of each week's /month's theme.

Learning Area 6: Technology (Computer Play)

Learning Outcomes:

Children will be able to:

- ☑ recognise a desktop/laptop;
- ☑ use computer to play games;
- ☑ identify keyboard and mouse.

Technology (Computer Play)		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
❯ Computer as a tool to play and learn ❯ Types of computer (desktop, laptop)	❯ **Opportunities for:** 🔸 Engaging children in active learning through technology (e.g., using digital camera, i-pads, desktop, cordless phone, etc.) 🔸 Explaining technology by providing these items in the pretend play/dramatics area 🔸 Using a projector to share a story in a whole group/circle time 🔸 Clicking photographs (e.g., photos of animals/birds during the theme) and making their own book 🔸 Viewing/watching images of animals/birds/transport and adding on language component to the activity ❯ Integrating technology into the daily schedule/activities of any theme e.g. while talking to children about shapes-encourage a small group of children to explore shapes on the computer	❯ Desktop, laptop, i-pad ❯ Software for games, rhymes-E- stories, etc. ❯ Basket/box of old electronic items that children can explore and play with during free play time (can be kept in a dramatics area) ❯ Age appropriate CD's of activities, rhymes ❯ Software of (age appropriate) activities that promotes life skills and positive social values

Note (applicable for PRESCHOOL I & II):

- Use technology meaningfully in a play way manner, instead of just adding unnecessary screen time
- Remember, young children need variety of hands-on-materials/objects/activities than using electronic devices
- Select the right apps and software for the children
- Inform parents and families on the use of appropriate software
- Ask software publishers to develop non-violent programmes

PRESCHOOL-II (4-5 years)

Learning Area 1: Personal, Social and Emotional Development

Learning Outcomes:

Children will be able to:

- [✓] demonstrate skills necessary to manage personal belongings (e.g. hang his/ her bags/worksheets in designated place);
- [✓] demonstrate ability to dress self and fasten clothing closures (e.g. zip zippers, buttons, laces) in a well-coordinated manner;
- [✓] demonstrate awareness of connectedness to others;
- [✓] recognise their abilities and value themselves (identify self, their abilities – I am a girl, My name is --------; (Look what I did; I can do);
- [✓] accept responsibility for age-appropriate tasks (e.g. putting toys away);
- [✓] exercise appropriate control in independent and group activities;
- [✓] address challenges in using simple appropriate coping social skills;
- [✓] interact with peers and adults;
- [✓] demonstrate a sense of their own feelings.

Personal, Social and Emotional Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
In relation to self: Self-concept, self-awareness and self esteem	- Providing opportunities for exploring indoor and outdoor environment without being fearful - Accepting visitors in a classroom - Providing activities which give children a sense of success and achievement - Praising children for their efforts - Ensuring a positive attitude towards children - Opportunities for individual activities such as use of self-help skills - Following classroom routines, e.g. "putting away used material before starting another activity"	- Name cards with logos - Value/moral based stories and rhymes - Theme based conversation - Theme board on "Me and My family" - Mirror games and activities - Show and tell activities - Nature walk
Self-regulation	- Providing activities where children are encouraged to take turns/ share - Encouraging children to follow simple rules and routine - Providing transitional activities here they follow and change from one task to another (e.g. *put your toys back on the shelf and come for story-telling*)	- Display of simple classroom rules along with pictures at the eye level of children; - low shelves duly labelled along with pictures to help children keep back the material;

Personal, Social and Emotional Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
	❯ Opportunities for small group activities where they sit, share and work with other children ❯ Opportunities to work in small group activities or independent tasks to complete; joining activities with other children	
❯ **Cooperation**	❯ Providing opportunities to work and share with others and helping children in coping/dealing with others (*e.g. a child bothered by another child's behaviour tells her* p0litely *'please don't push me, or do not use all green colouring leaves')* ❯ Planning such activities which encourage children to respond politely ❯ Conducting activities where they make attempts to solve their simple day-to-day problems independently and seek adult assistance (e.g. Ma'am please zip my coat, I lost my hair clip, sharing toys and materials).	❯ Sand timer (stop watch) ❯ Sand table/trough with appropriate sand play-equipment ❯ Dresses/props for dramatic play ❯ Making collage/colouring activity in a group ❯ Dramatic play area with appropriate props ❯ Dolls area with dolls accessories
❯ **Social relationship**	❯ Opportunities for engaging in free and theme based conversations ❯ Helping children to make friends (some children with disabilities may need extra help developing friendships) ❯ Developing such classroom strategies that support friendships ❯ More small group activities where they establish relationship with peers (e.g. holding hands with other children when going to play outside, making the effort to sit by another child) ❯ Working in small groups in which they get opportunities to: 　⊹ cooperate and share material with other children. 　⊹ Take turns playing with toys/ objects 　⊹ adapt to new situations. 　⊹ engage in play with other children.	

Personal, Social and Emotional Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
> **Expression of feelings**	> Opportunities to: 　↓ Displaying and describing their feelings 　↓ Helping and offering assistance to others 　↓ Discussing feelings and their causes	> Emotions/feelings cards > Story books on feelings

Learning Area 2: Physical and Motor Development

Learning Outcomes:

Children will be able to:

- demonstrate hygiene and sanitation practices (e.g. washing hands before meals and after using toilet, blowing nose, tooth brushing, etc.);
- demonstrate healthy habits and safety awareness at school in home and outside places;
- demonstrate awareness of the need to take care for his / her body parts;
- demonstrate the ability to move freely in the environment for physical fitness and personal well-being;
- show awareness of self-protection;
- demonstrate increasing control of large control muscles (gross motor skills) in a variety of contexts;
- demonstrate increasing skills in body coordination, balance and agility in carrying out movements of upper and lower limbs;
- demonstrate increasing control in using fine motor skills;
- follow instructions during music and movement and outdoor games;
- respond to variations in speed and control speed more efficiently in walking;
- respond to the rhythm/beat with body movements like swaying, jumping, etc.
- demonstrate increased competency and control in eye-hand coordination e.g. colouring within enclosed space, joining dots, and using a pair of child-friendly scissors.

Physical and Motor Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
▶ **Health and Hygiene**	▶ Ensuring children are in good health, fit enough to do simple exercises, have no symptoms of infectious diseases and are fit for participating in group activities. ▶ Designing suitable activities for children to learn how to look after themselves and to acquire knowledge of self-care, hygiene, table manners, safety, etc. ▶ Developing activities and games for maintaining habits of good and healthy eating and good hygiene through daily routines such as washing hands before meals and after using toilet. ▶ Talking with parents to learn about children's habits at home and guiding children with patience, in accordance with their abilities.	▶ Story books and rhymes on good habits, cleanliness. ▶ Sequential thinking cards on hygienic practices. ▶ E-stories to view on computer screen ▶ Flash cards and charts on healthy habits and hygienic practices ▶ Activities and games on healthy habits.

Physical and Motor Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
‣ **Development of Gross motor skills** ⚔ Walking, ⚔ Balancing, ⚔ Running, ⚔ Jumping, ⚔ Creeping-crawling-rolling, ⚔ Swinging, ⚔ Hopping, ⚔ Climbing (ascending and descending), ⚔ Rhythmic movement, skills with a ball or ring (throwing, catching, kicking) ⚔ Coordination ⚔ Agility ⚔ Body awareness ⚔ Spatial awareness	‣ Planning more advanced games/activities for each of the gross motor skills ‣ Creating an awareness for self-protection through daily activities, (*such as discussion on 'good touch'/ 'bad touch', storytelling, so as to reduce or prevent child abuse or sexual abuse*). ‣ Providing opportunities to master the gross motor skills and concepts of basic body actions, including balancing, moving and body control. ‣ Adopting a variety of motor developmental activities to help children learn the right postures, develop co-ordination, flexibility, sensitivity, strength, sense of rhythm, imagination and co-ordinate their senses; ‣ Providing sufficient age and developmentally appropriate outdoor activities (both organized and un organised) to develop their gross and fine motor skills. ‣ Arranging gross motor activities that require the use of sensory functions to enable children to use their imagination and creativity in different activities with fun.	‣ Free play on outdoor equipment and organised teacher initiated gross motor activities/games for each gross motor skill such as climbing, running, walking, hopping, etc. ‣ Obstacle path play ‣ Movements for walking, running ‣ All age and developmentally appropriate playground activities, e.g. throwing, catching and kicking, jumping, marching, galloping etc.
‣ **Music and Movement**	‣ Providing opportunities for: ↓ singing action songs for development of gross motor skills and rhymes related to healthy habits; cleanliness; ↓ simple dance movements ↓ moving bodies to the music ↓ creating body percussion sounds ↓ dance-drama	‣ Music and movement activities such as moving to the beats of music; doing rhythmic movements ‣ Action songs; ‣ Drum ‣ Rhythmic instruments ‣ *Daphali*/tambourine ‣ Sound producing objects like bells, *ghungaroos*

Physical and Motor Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
Fine motor skills ⚑ Threading ⚑ Tearing-cutting-pasting ⚑ Drawing-colouring-painting ⚑ Printing (with objects/gadgets) ⚑ Paper folding ⚑ Clay work ⚑ Sorting-pattern-making ⚑ Using manipulative material ⚑ Pouring	❯ Planning games and activities for fine motor skills such as threading beads with small holes; tearing small pieces of paper and pasting on given drawing; folding with paper; extending the pattern; sorting leaves of different colour, using child friendly scissors, etc. ❯ Providing and arranging fine motor skills (e.g. stringing beads, completing puzzles, building with blocks, etc.) ❯ Using a keyboard, painting with paint brush, cutting paper, completing puzzles, lacing shoes. ❯ Providing age and developmentally appropriate writing, dressing doll with doll clothes (zips, buttons etc.), painting, drawing and colouring instruments; ❯ Facilities and arranging for using various types of art activities.	❯ Using child friendly scissors (with supervision) ❯ TRIPOD activities ❯ Peg Board ❯ Cloth Pegs ❯ Beads with small holes ❯ Threading frame ❯ All that age and developmentally appropriate material that allow children to develop gross and small muscle coordination

Learning Area 3: Cognitive Development

Learning Outcomes:

Children will be able to:

- ☑ talk about functions of the five senses i.e. sight, hearing, taste, smell and touch, and know more about their body;
- ☑ enjoy their sensory ability to explore and appreciate the immediate environment.

Cognitive Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
Development of the five senses: ➤ **sense of sight** ➤ **sense of hearing** ➤ **sense of touch** ➤ **sense of smell** ➤ **sense of taste**	➤ Activities involving the use of sensory functions through daily teaching activities, experiences and games; ➤ Designing activities which require the use of multiple sensory-perceptual abilities; ➤ providing opportunities for children to experience nature and observe things around them; ➤ Providing stimulation through various activities and situations to develop their sensory-perceptual ability.	➤ Sensory games ➤ Sensory letters ➤ Magnetic letters ➤ Touch cards ➤ Texture based ➤ Story Book ➤ Sensory stories ➤ Sand Play ➤ Water Play ➤ Sound Book ➤ Sound Boxes ➤ Feely Bag with objects to enhance sense of touch
➤ **Cognitive skills** ⊞ Memory and observation ⊞ Classification ⊞ Pattern making ⊞ Sequential thinking ⊞ Problem-solving ⊞ Rea**soning**	➤ Preparing an environment which will stimulate children to match, classify, seriate, sequence, solve, hypothesise and experiment. ➤ Giving opportunities to interact freely with objects and materials. ➤ Encouraging children to observe, explore and describe. ➤ Giving children time to reflect. ➤ Posing simple problem solving questions such as "*What will you do if you want to put a toy of the cupboard?*" ➤ Providing opportunities for learning about a concept through lots of hands-on-experiences. ➤ Participating in activities such as exploring colours in the classroom, nature walk, and talking about it; ➤ Listening to story based on secondary colours;	➤ Picture cards for classification ➤ Pattern making cards with cut-outs ➤ Excursions /nature walk ➤ Multiple classification cards ➤ Categories game ➤ Story cards ➤ Sequential thinking cards ➤ Puzzles of greater complexity ➤ Maze or worksheet to solve. ➤ Reasoning cards of more advance level ➤ Manipulative objects

Cognitive Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**

❯ **Concept formation**
 	
(All concept formation activities and experiences need to be given in following three steps:-
☺ Matching
☺ Identification
☺ Naming**)**
 	
� Colour concept
🔡 Shape concept
🔡 Pre number concept
🔡 Space concept
🔡 Time concept
🔡 Temperature concept
🔡 Number **concept**
	❯ Singing rhymes / poems on colours;
	❯ Celebrating colour day/ week;
	❯ Seriating primary and secondary colours from dark to light and vice-versa and using the vocabulary *e.g., this is darkest, this is lighter than this , and this is the lightest and so on;*
	❯ **Providing opportunities for**
	  ↓ Identifying and naming objects/ pictures having different shapes *(recapitulating what they have done in preschool -1 and introducing new shapes)*;
	  ↓ Observing, exploring and identify more shapes on shape cards, in the immediate environment
	  ↓ identifying and naming more shapes using shape dominoes, shape cards;
	  ↓ Completing more advance shape puzzles;
	  ↓ Talking about geometric shapes as children use blocks or shape blocks; block building
	  ↓ Playing with shapes (*cut outs, dominoes, puzzles, etc.)*
	  ↓ Conducting Nature/ field walks and looking for shapes in the environment
	  ↓ providing music and movement activities and experiences to explore space;
	
	Detailed Learning Outcomes for Early Mathematics, its pedagogy, transactional strategies and the Learning resources for each Cognitive Skill, Pre-Number concept and Number Concept at Preschool Level are given below:- *(SEE Page no.'s 45 to 47)*
		❯ Shape puzzles in three to four pieces;
		❯ Shapes for seriation/ ordering;
		❯ More advance shape cards;
		❯ Shape lacing card;
		❯ Blocks in different shapes and numbers printed on it;
		❯ loose shape cut outs for creating patterns and design;
		❯ shape templates and stencils for tracing;
		❯ stories, songs and rhymes on shapes;

Math readiness or Early Mathematics

Cognitive Development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
⟶ **Environmental concepts/ studies (EVS)** (i) Me, My Family, My Body (ii) Animals (Sub Theme: Birds, Pet and wild) (iii) Plants (Sub Theme: Vegetables and fruits) (iv) Transportation (v) Water	*Detailed learning outcomes for each environmental theme, its pedagogy, transactional strategies and the learning resources for each environmental concept/ theme are given below: - (SEE Page no.'s 48 to 54)*	

Cognitive Development: Early Mathematics

Learning Outcomes:

Children will be able to:

- observe, remember and recall 6-7- objects shown to them;
- compare and classify on the basis of two concepts or dimensions;
- demonstrate ability to understand part-whole relationship at a slightly more complex level;
- identify the properties of objects such as their colour, size, weight, shape, etc.,
  - recognize, recreate and extend simple patterns;
  - use mathematical language such as 'more', 'less', 'heavier', 'lighter';
- build up space and time concepts through a wide range of activities;
- say and use number names in order in familiar contexts;
- identify and use numbers related to order or position from 1 to 10;
- count and answers 'how many';
- says number names in order;
- counts objects upto 20;
- demonstrate knowledge for quantitative concepts, spatial relationships and sequencing;
- demonstrate the ability to combine previous experiences to form new ideas;
- demonstrate increased judgment of space and distance;
- represents numbers upto 9 by writing numerals.

Early mathematics		
Concept/Theme	**Suggested Transactional Processes**	**Suggested Learning Resources**
(All the cognitive skills form the basis for Early Mathematics) i) Classification (simple to Complex) ii) Pattern making(reproduce the pattern, making the pattern and extending the pattern and with cards) Sequential Thinking (Stories, rhymes, daily conversation) iii) Problem-solving (Jigsaw puzzles, Maze, problem **solving questions) and Reasoning** **Pre-number concept** (Introduce at PS-2)	➤ **Providing opportunities for:** ⬇ drawing different shapes ⬇ coloring in an enclosed given shape; ⬇ naming and describing shapes ⬇ planning lots of pre - number games and activities; ⬇ Classify objects/ pictures on the basis of *long-short, far-near, thick-thin*, top-down, in-out, over-under, front-back, open-close, her-there, beside-behind etc.; ⬇ (*encouraging children to use the active mathematical vocabulary i.e., for e.g., this is a longest pencil and this is a shortest pencil);* ⬇ playing memory games – *e.g. what is missing?* ⬇ playing the game of 'categorise' using any concept e.g. shape, vegetable etc.;	➤ Pictures cards of objects in different pre-positions ➤ Rhymes and songs ➤ Number clock ➤ Weighing balance ➤ Calendar numbers ➤ Dot Dominoes ➤ Picture-number Dominoes ➤ Number Dominoes ➤ Self-corrective number puzzles ➤ Sequential thinking cards ➤ Pre-number concept cards for ordering e.g. Biggest to smallest, tallest to shortest, largest to shortest

Early mathematics		
Concept/Theme	**Suggested Transactional Processes**	**Suggested Learning Resources**
(**Recap with previous ones**):-*Long-short, left-right, far-near, thick-thin, tall-short, high-low, full-empty* • Ordering/seriation of above pre-number concepts • Comparing • Ordering/Patterning • Counting (*rote counting, touch and count*) Spatial sense Tens and units (*Number 10-19*) One: one correspondence **Number Concept** -Associating quantity with written numerals -Missing Numbers -Write Numbers -Co-relate numbers with its representation and its drawing, 1 more, 1 less in between for 0-9 using number line	⁜ using classification cards involving two concepts; ⁜ retelling stories in the correct sequence; ⁜ completing the sequence of pattern-*e.g. flower, pebbles, flower, pebbles, etc.* ⁜ arranging sequential thinking cards *e.g. bathing sequence, germination, etc.* ⁜ dramatising space concepts (*actually act out the following situation*) ⁜ Placing/arranging objects/pictures in order (*from left and proceed towards the right*) ➤ **Opportunities and Activities for:** ⁜ Comparing objects and seriating them in order of size, height, distance, etc. ⁜ Using language related to position of objects *up-down, front-back), etc.* ⁜ Using measurement tools ⁜ One-to-one correspondence (*e.g. distributing one plate/toffee to each child; keeping matching pictures on top of each picture; making cards with a different number of dots in each and then asking a child to put a bead on each dot on the card;* ⁜ One-to – one correspondence: - "Touching and counting during daily activities (*e.g. the plates needed for each child*)"; ⁜ Asking children to take out a different number of beads/pebbles as they, are called out-3 beads/2beads/4beads and so on ⁜ Playing pre-number and concept games *e.g. "fire on the mountain, run, run, run"* ⁜ Singing pre-number and number songs	➤ Reasoning cards e.g. which will go with whom (lock-key) ➤ Picture cards made of a variety of objects (for classification on the basis of their feature/use etc.) ➤ Colour dominoes ➤ Shape Dominoes ➤ Shape puzzle ➤ Counting books ➤ Collections for touching &counting (bottle caps, beads, leaves, etc.) ➤ A b a c u s ➤ Maze worksheet (more advance than KG-1) ➤ Manipulatives for matching and one-to-one correspondence. ➤ ruler, eye-dropper, blocks, measuring cups

Early mathematics		
Concept/Theme	**Suggested Transactional Processes**	**Suggested Learning Resources**
	✦ Making self-corrective number puzzles in which one part has a digit and other has the same number of objects ✦ Completing picture puzzles with increase number of pieces ✦ Completing more complex nature maze ✦ All problem-solving activities with increasing complexity ✦ Touching and counting and using comparative language ✦ Ordering flash cards with numerals and magnetic numerals (1-10) ✦ continue touching and counting objects; ✦ Exploring, observing and tracing numerals; ✦ Building blocks in the blocks area, joining interlocking blocks; Playing and creating with number blocks; ✦ Singing more rhymes / poems on pre- numbers and numbers; number songs ✦ Creating and constructing with empty boxes, and containers ✦ Encouraging children to compare and seriate *e.g. This is biggest, this is small than this and this is the smallest;* ✦ Using a sand timer to let children know that there are only five minutes left to clean up the block area.	

Cognitive Development: Environmental Studies (EVS)

Knowledge and understanding of the World

- **All the teaching learning materials, activities and experiences planned by the Teachers must be age and developmentally appropriate.**
- **All the cognitive skills or processes are a part of teaching-learning of EVS**

Theme (i) : Me and Myself

Learning Outcomes:

Children will be able to:

- describe themselves verbally and graphically;
- engage confidently in cooperative play;
- continue to demonstrate more independence and sense of responsibility;
- greet others spontaneously;
- identify their feelings and describe a range of emotions (sad, happy, angry);
- recognize his / her name in print with logo, gradually without logo;
- demonstrate attentiveness (eye contact, facial expression);
- discuss and share personal experiences related to their family;
- use themes / concepts related vocabulary (e.g. my elbow, neck, knee);
- describe the characteristics and functions of different parts of the body;
- name family members and describe family roles and responsibilities;
- draw self-portrait;
- solve and complete body puzzle (5 to 6 pieces);
- say names and functions of external parts of the body;
- recognise familiar story books and names related to the topic;
- demonstrate an active role in self-care / body parts.

> *I am a person and I have a name;*
> *I have a body;*
> *I have different physical characteristics;*
> *I am growing, I have strengths, hobbies but I also have some weaknesses;*
> *My address, my favourite food, colour etc.*

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
Me and Myself ➤ **My family** (family types, members, names of members, family celebrities) ➤ **My Body** (names of external parts, hygiene and care, exercise, labelling body parts, my five senses)	➤ Activities for using senses to observe the immediate environment ➤ Activities for observing, collecting, describing and recording information through a variety of means ➤ Opportunities for sharing children's ideas/experiences ➤ Opportunities for individual, small group and circle- time activities. ➤ Talking time for children to talk about their favourite toy ➤ Creating a theme based environment ➤ Creating an "All about me" book	➤ Toys – shape and colour dominoes. ➤ Weighing balance ➤ Height scale chart ➤ Poster of "My body" duly labelled. ➤ Name cards for each child ➤ Name puzzle ➤ Conversation charts on related themes. ➤ Photos of children's family members. ➤ Word wall

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
	➤ Preparing *'name cards'* for each child along with her/his logo and doing activities with name cards ➤ Picture reading on each theme encouraging children to ask questions ➤ Encouraging children to collect and paste photos of their family members in a scrap book and creating a photo album.	

Theme (ii) : Animals, Birds and Insects

Learning Outcomes:

Children will be able to:

- name common birds, animals and insects (contextualised);
- identify and differentiate between animals, birds and insects;
- identify and differentiate between wild, domestic, pet and aquatic animals;
- identify characteristics of animals;
- participate in the discussion based on a theme;
- identifies main body parts of animals and birds and name them;
- recognise the voice of some animals, birds;
- show empathy and kindness for animals.

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources

Animals, Birds and Insects
 ❯ **Wild, Pet and Domestic**
     ⚐ **Land Animals**
     ⚐ **Birds and insects**
     ⚐ **Aquatic Animals**
 	
 ❯ **Habitat**
 ❯ **Food habits**
 ❯ **How animals help us?**
	❯ Creating a 'theme based classroom' environment that includes print and labelling;
	 ❯ Encouraging children to be kind towards animals through discussion, rhymes and stories
	 ❯ Involving parents in classroom learning e.g. ask parents to bring a pet to the classroom and let children observe it.
	 ❯ Opportunities for small group activities where children will be :
	    ♦ Sorting animal pictures on the basis of their habits, food habits
	    ♦ Sorting on the basis of sky, land and water.
	    ♦ Matching and counting animal pictures
	    ♦ Colouring inside the pictures of animals/birds
	 ❯ Discussing on animals/ birds/ insects (animal babies, how animal help us etc.,);
	 ❯ Observing different animals/ birds/ insects through nature-walk, visit to a nearby zoo, farm, home, park;
		❯ Flash Cards
		 ❯ Puzzles (4 – 6 pieces for animals, birds and insects)
		 ❯ Picture reading poster on 'Zoo', 'Jungle', 'Park'
		 ❯ Visit to a particular section of a zoo e.g. 'bird section
		 ❯ Visit to a poultry farm.
		 ❯ Picture cards at least 20 of each category – for classification.
		 ❯ Self-corrective pictures – number puzzle (1 – 10)
		 ❯ Magnifying glass
		 ❯ Educational dominoes for matching
		 ❯ Films on animals/ birds/ insects

Theme (iii) : Plants

Learning Outcomes:

Children will be able to:

- ☑ identify and name common fruits and vegetables;
- ☑ demonstrate awareness of how a plant grows;
- ☑ demonstrate an understanding of the importance of good habits;
- ☑ reflect concern for the care of the plants;
- ☑ draw a picture of a tree/fruit/vegetable;
- ☑ differentiate between trees, grass, flowers and fruits.

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources

Plants
‣ Common plants and trees in the surroundings
‣ Fruits/vegetables
‣ Flowers (locally available)
‣ Edible parts of plants
	‣ Providing opportunities to:
	  ✦ drawing and colouring a plant
	  ✦ singing songs on plants
	  ✦ looking at picture book about plants
	  ✦ feeling the texture of different parts of a plant / tree
	‣ Activities to understand new information such as:
	‣ Germination activity *(e.g. growing a plant from a seed and relating to plants and trees in the environment)*
	‣ Providing materials to children to create an art project where they understand organisation skills
	‣ Collecting leaves during nature walk
	‣ Completing puzzles on plants
	‣ Asking open- ended questions about experiments to help children to think critically
	‣ Counting leaves/seeds
	‣ Drawing pictures of leaves/flowers, etc.
	‣ Providing opportunities for simple experiments to show that plants need air, water and sunlight to live and grow;
	-Discussion on plants *(small and big plants, edible leaves, uses of plants, different types of plants);*
	‣ Observing, comparing plants in size, colour and smell;
	‣ Solving riddles on fruits, vegetables etc;
	‣ Sorting different leaves, twigs on the basis of colour, thickness, shape, etc.
		‣ Seeds for germination activities
		‣ Making a plant book *(with pictures and leaves)*
		‣ Different types of leaves for classification
		‣ Puzzles on fruits and plants
		‣ Potting soil and pot;
		‣ Rhymes and stories on plants;
		‣ Dried seeds to make musical instruments such as seed shaker;
		‣ Art material to make collage on Plants;
		‣ Phonic sound board based on theme;
		‣ Pictures of tree houses, swings for display in the classroom; support material for teaching plants;
		‣ Clean envelopes for collecting leaf samples;
		‣ Real plant samples to show and give hands-on-experiences including edible plants and leaves;
		‣ Chart and picture reading poster on plants, fruits and vegetables;
		‣ Sorting tray;
		‣ Flowers, twigs, seeds, leaves, etc. for creating patterns and sorting.

Theme (iv) : Transportation

Learning Outcomes:

Children will be able to:

- identify more different modes of transport available in the surroundings;
- draws pictures of vehicles;
- name some animals used for transportation;
- explain traffic related safety rules in their own words;
- demonstrate how to walk safely along the road;
- use of 'please' and 'Thank you'(during role play) when buying tickets;
- recognize and identify emergency vehicles (fire trucks, ambulance, police car);
- identify and talk about colours/signs of different emergency vehicles.

| Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
Transportation • Different kinds of vehicles (land, water, air) • Noises made by vehicles • Uses of transport • Safety on roads	▶ Providing opportunities to: 　♦ observe pictures, listen to stories, rhymes and discussion about animals used for transportation 　♦ create animal masks and pretend to be different animal 　♦ role play on transportation and making noises of different vehicles; 　♦ talk about importance of caring for our animals used for transportation; 　♦ talking about traffic/safety rules; 　♦ talking about traffic signals (red, yellow and green) 　♦ expressing themselves using more complex sentence structure such as use of conjunctions *e.g. and, but and so on* 　♦ participating in a group work to create a "Big Book" on 'Transportation' 　♦ solving puzzles (4-6 pieces) 　♦ working in groups 　♦ pretend/role playing on traffic and safety rules 　♦ singing rhymes on transportation 　♦ matching and counting toy vehicles 　♦ visiting a local bus station/fire station/car garage/ service centre 　♦ responding to number problems involving passengers getting on/off the bus; counting wheels of cycle/car/truck seats ▶ Identifying and speaking the initial sounds of theme related vocabulary and making more words with that sound e.g. 'Bus'-B (Bike, Boat, etc.)	▶ DVDs/TV shows about different animals used for transportation ▶ Material for mask making ▶ Displays , pictures, story books, magazines with pictures of animals used to transport people/goods ▶ Large carton boxes for pretend play ▶ Plastic/magnetic letters related to theme ▶ Animal/transport puzzles up to 6-7 pieces ▶ Labels with names for vehicles e.g. truck, car, bus, jeep etc. ▶ Various horns ▶ Make bus tickets, play money, bus numbers signs to facilitate role play ▶ Pictures of road safety items e.g. helmets, traffic lights, seat belts etc. ▶ Role play on 'bus station'- create a bus station in the classroom/preschool

Theme (v): Water

Children will be able to:

- demonstrate awareness of common sources of water;
- observe different phenomena associated with water e.g. some things float, other do not; some things dissolve, other do not, water vapour when we heat (through water play);
- become aware of the importance of clean drinking;
- show concern towards wastage of water.

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources
Water ▸ Uses of water ▸ Sources of water ▸ Avoiding wastage of water	▸ Providing opportunities for: • water playing games • theme based discussion with the help of pictures • visiting to nearby lake/place under supervision • singing rhymes/songs on water • simple experiments on water e.g. observing that some objects float and some sink; making paper boats • dramatising on saving water such as closing the faucet/ tap; • discussing on avoiding wastage of water by modelling in every day behaviour;	▸ Small tub ▸ Containers of different shapes and sizes ▸ Related story books ▸ Pictures reading posters on sources of water etc.; ▸ Sponges ▸ Colours ▸ Objects like marbles stones, feathers etc. ▸ Brushes for painting with water;
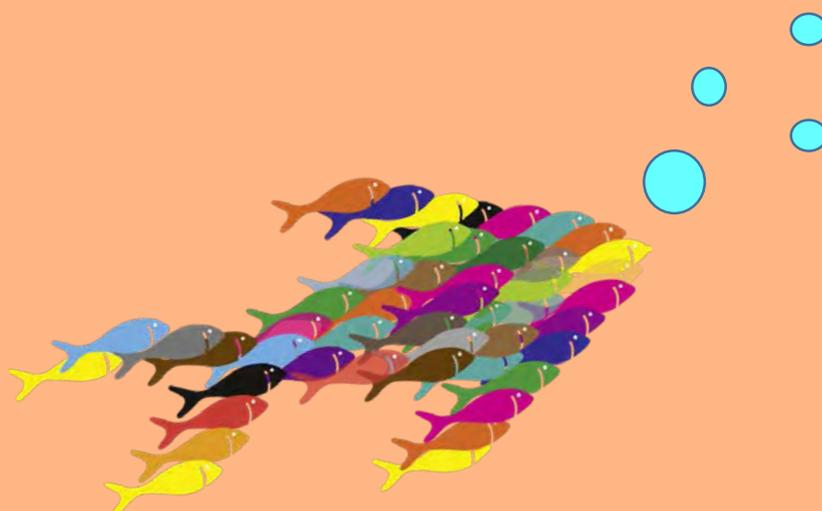
Theme (vi) : Air

Children will be able to:

- [ ] demonstrate awareness of importance of air for all living things;
- [ ] demonstrate awareness of presence of air through its impact on the environments
- [ ] observe phenomena indicating simple properties of air like air has weight etc.

Concepts/Theme	Suggested Transactional Processes	Suggested Learning Resources

Air
➤ Need of air
➤ Use of air in daily life (filling air in a balloon, tyre etc.)
	➤ Providing opportunities, activities and experiments for:
	  ✦ observing how air blows away light object like paper, leaf
	  ✦ experiencing air by asking children to blow over hands
	  ✦ observing the effects of switching on a fan;
	  ✦ Filling air in balloon
	  ✦ Flying kite
		➤ Candles
		➤ Match box
		➤ Balloons
		➤ Water
		➤ Thin cardboard
		➤ Kite
		➤ Cycle (*show a deflated tyre and again fill air to show inflated tyre*)
		➤ air pump

Teachers may add more themes according to the needs and context of the children

Learning Area 4: Language and Literacy

Learning Outcomes:

Children will be able to:

- participate in everyday conversations and stories which enrich their everyday vocabulary;
- follow two to three simple directions at a time;
- speak in complete sentences about an idea/experience/object;
- enjoys storytelling and recall the story in some detail and sequence;
- ask and answer questions, make simple inferences;
- predict the climax/end of story /events;
- speak politely, clearly and fluently in dialogues with peers and others;
- share their everyday experiences with others;
- demonstrate awareness of more extended vocabulary related to the body, home, family and environment;
- demonstrate the ability to understand and comprehend communication.
- demonstrate literacy skills such as letter recognition and phonological awareness;
- demonstrate story comprehension;
- remember pictures from a printed page;
- identify a familiar object from its sound;
- identify the sound of a word and make another word with the same word.
- enjoy and use drawing, scribbling, making symbols to communicate ideas and information;
- demonstrate the skills of making controlled visual motor movements e.g., by tracing around given shapes;
- demonstrate the use of writing materials (ex. Pretends to sign/write a note);
- draws a circle, a square and a triangle;
- represent ideas in drawings;
- show curiosity about what is written on the board;
- demonstrate an awareness that writing has some meaning;
- demonstrate an interest in writing (choose a variety of writing books etc.);
- demonstrate control in fine motor skills e.g. join dots in sequence to form pictures, letters, numbers, numerals etc.

Language and Literacy

Learning Areas	Suggested Transactional Processes	Suggested Learning Resources
Listening Skills 　◈ Sound discrimination 　◈ Listening span 　◈ Listening comprehension **Speaking skills** Development of vocabulary related to:	◈ Using everyday experiences/ objects and encouraging children to listen, describe, ask questions and express opinions; ◈ Planning and initiating free conversations with children at appropriate moments such as during morning assembly, circle time, small group time, snack time and	◈ Conversation charts ◈ Circle Time Activities ◈ Free conversation (CHILD INITIATED) ◈ Guided conversation on themes covered under EVS (TEACHER INITIATED) ◈ Picture- reading ◈ Storytelling, story making during circle time

Language and Literacy		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
▟ Body ▟ Home ▟ Environment ❯ **Oral Expression** ▟ Conversation ▟ Story telling ▟ Dramatization and Puppet play ▟ Picture reading ▟ Creative self-expression	encouraging children to engage in conversation with others. ❯ Introducing new words during story time (by using various strategies - explaining, pointing to pictures; using expression, etc. ❯ using words and sentences easily understood by children; ❯ Listening to children with patience; ❯ Allowing sufficient time to think; ❯ Conversing in a relaxed and emotionally supportive atmosphere; ❯ allowing children to express their views and feelings during talking time ❯ demonstrating the correct pronunciation or correct sentence structure in a friendly manner during conversation with the children; ❯ Encouraging children to raise questions to promote discussion and critical thinking skills; ❯ Providing a print-rich classroom display that stimulates children to talk about it ❯ Creating a listening centre in the classroom ❯ **Opportunities and activities for:** ♣ Listening and following simple directions e.g., Go and bring the ball to me, get the ball and throw it in the tub; ❯ Story telling (listening and responding) ❯ Retelling the stories in a series of pictures (individually and in groups) ❯ Showing and telling; Free and theme EVS (refer to EVS) based conversation. ❯ Answering and asking questions. ❯ Using vocabulary e.g. small/large before/after, open/close, etc.) ❯ Encouraging children to express ideas, opinions. ❯ Using an extensive vocabulary that consists of words familiar to their experiences and cultural background.	❯ Simple poems/rhymes ❯ Circle time ❯ Play telephones ❯ CD's/cassettes of rhymes/stories/sounds ❯ Modified teacher made musical instruments ❯ Listening to sounds of nature ❯ A doll house, puppets and a place to dramatize 'made-up stories' ❯ Show and Tell ❯ Rhyming words ❯ Solving simple riddles ❯ Listening area/ centre ❯ Puppets (glove, stick)

Language and Literacy

Learning Areas	Suggested Transactional Processes	Suggested Learning Resources
	› Using simple and complex sentences throughout conversation interchanges with children. › Maintaining eye contact and a friendly gesture when talking to children. › Leading children in singing songs; › Talking about words and sounds during daily activities › Creating situations for role play; › Solving two to four line riddles › Picture reading	

Reading Readiness
› **Au**ditory/ sound discrimination
› Visual coordination
› Visual discrimination
› Auditory/visual association.
› Left to right directionality.
	› **Planning activities, games and opportunities for:**
	  ✚ Rhyming word game;
	  ✚ telling simple stories;
	› Asking children to recognize the cover of the story book;
	› Asking open ended questions while telling the story to understand whether children comprehend the story: "What do you think will happen next?" "How would you feel if that had happened to you?"
	› Whether they are recognising the beginning, middle and end of the story.
	› Encouraging early attempts of reading and writing
	› Matching objects that begin with the same sound, e.g. chalk- chair, blocks- box, etc.
	› Playing phonetic awareness games, e.g. how many words can you think begin with 'm' sound? (moon, monkey, mat)
	› Facilities for age and developmentally appropriate books, storytelling, read aloud, looking at books, handling books, turning pages, holding book.
	› Asking children to describe the character of the story, events in the story.
	› Displaying alphabet books in the classroom and allowing children to look at and handle books (age and developmentally appropriate)
		› Print rich classroom
		› Display boards at eye level of children;
		› Sand paper/textured letters
		› Magnetic letters
		› Word wall
		› Sight words and signs
		› Graded picture story books
		› Flash cards
		› Alphabet blocks
		› Display story books, information books
		› Magazines on a rack in a reading corner
		› Making an alphabet book
		› Rhyming games
		› Sound boxes
		› Sequence story card
		› Reading street signs, traffic signs, store fronts, etc.
		› Labels on confectionaries
		› Name card with logos
		› Lotto game (matching games with letters, sounds and words)
		› Name games
		› Game of matching letters, words
		› Playing ' I Spy' games
		› Sound Dominoes
		› Picture Dominoes
		› Picture-letter Dominoes

Language and Literacy

Learning Areas	Suggested Transactional Processes	Suggested Learning Resources
	➤ Preparing name cards for all children	➤ Picture-word dominoes
		➤ Picture dictionary
	<u>Having a print rich environment in the classroom:</u>	➤ Visual discrimination flash cards such as:
	➤ Arranging the language and literacy area attractively and providing age-appropriate literature and soft, comfortable furniture	T T L T
	➤ Drawing children's attention towards print labels, signs and sight words, as they come up in everyday activities	man mug man
	➤ Explaining to children how print is read explaining how letters make particular sounds.	➤ Self-corrective puzzles with pictures on one side and corresponding letters on the other
	➤ Having a word wall at eye level of children (words they saw, heard in story telling).	➤ Reading Readiness worksheets
	➤ Asking children to sequence the story cards in order.	➤ Books (age appropriate) in all interest areas on topics that are relevant.
	➤ Preparing an early literacy album which includes early name writing attempts, special scribble messages, such as letters, lists, drawings with dictated stories;	
	Avoid pushing children who are not ready for the experience	

	➤ Providing opportunities for:
	  ✦ Spotting rhyming words in rhymes and poems. Thinking of new words that also rhyme
	  ✦ Visual coordination (matching) such as matching of shapes, figures, letters and words
	  ✦ Playing with dominoes (pictures, sound, colour, dots)
	  ✦ Collecting pictures from old magazines and sorting them into different categories, then matching and sorting upper case (capital) and lower case (small) letters, e.g. all 'A'a in one box, all 'D'd in one box	

Language and Literacy		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
	⬥ Making strips for the odd one out and asking children to spot a different letter or word ⬥ Playing 'I spy' games for visual auditory association such as 'I spy' pictures/objects in the classroom that starts with the initial sound 'D'. ⬥ Preparing activity sheets after giving concrete and hands-on experiences related to reading and writing readiness, e.g., 'colour the pictures that begin with the sound 't'. ⬥ Discriminating phonemic sounds while reading or speaking. ⬥ Picture book handling and flipping through the pages in right direction ⬥ Working with dominoes, story cards	
Writing Readiness ➤ Fine muscles development ➤ Eye-hand coordination	➤ Providing opportunities to use writing tools (age and developmentally appropriate). ➤ Encouraging early attempts to write by provide developmentally appropriate writing tools (e.g., thicker pencil). ➤ Providing stress free writing readiness activities in a emotionally supportive environment ➤ Encouraging children to notice similarities and differences ➤ Opportunities for colouring, drawing lines in various forms and shapes and tracing along the given line ➤ Encouraging children to create advertisements for a book week ➤ Opportunities for creating letters out of sand paper, foil, pipe cleaners to strengthen fine motor skills ➤ Encouraging children to use different writing tools;(e.g. a child writes/signs at the language area/entry to classroom) ➤ experimenting with a variety of simple writing forms (listing names)	➤ Running black/white board at children's eye level ➤ Variety of paper-lined, unlined, etc. ➤ Coloured chalks, crayons, coloured pencils, felt pens, slates, etc. ➤ Note pad to scribble/ write on ➤ Setting up a small writing area/center in the classroom ➤ Photographs of children/ adult writing ➤ Making greeting cards; invitations ➤ Book week ➤ Chalk-talk stories ➤ Various letter games and activities ➤ Making collage of letters (cut from magazines) ➤ Writing tools/props at dramatic play areas

Language and Literacy		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
	❯ Opportunities for joining dots, tracing the letters numerals etc. ❯ Writing their own names	❯ Labels; stamps ❯ Coloured paper ❯ Making lists ❯ Creating appointments cards for the doctor's office ❯ Daily opportunities to write (without stress) ❯ Other materials that promote writing, such as typewriter, magnetic letters, wooden letters, and blocks with letters

Learning Area 5 : Arts/Creative Development

Learning Outcomes:

Children will be able to:

- ☑ demonstrate expression through art and design;
- ☑ explain colour, texture, shape, form and space in two and three dimensions;
- ☑ sing simple songs;
- ☑ recognise repeated sounds;
- ☑ express and communicate ideas;
- ☑ express through body movements in response to music and words;
- ☑ demonstrate sensitivity towards and appreciate beauty in the environment.

Arts/Creative development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
❯ **Representation** ❯ **Interpretation** ❯ **Awareness of Colour and Design** ❯ **Creating** ❯ **Constructing** ❯ **Appreciating** (Dance, music, theatre or dramatic play in preschool, and visual arts)	❯ **Opportunities for:** ♦ Drawing ♦ Colouring ♦ Painting ♦ Printing ♦ Clay modelling al art activities ♦ Collage making ♦ Free play ♦ Open-ended questions (what would happen if you get wings and fly? And so on) ♦ Action movements ♦ Rhythmic movements ♦ Creative dramas	❯ Scarves and paper streamers to move to music ❯ CD'S of rhymes and musical instruments ❯ Simple musical instruments ❯ Props for dramatic play ❯ Puppets ❯ Full length mirror ❯ Display of children's work prominently in the classroom ❯ Computer area (with supervision) ❯ Magnifying glass ❯ Binoculars to explore and investigate ❯ Collage materials ❯ Glove sticks ❯ Child-friendly scissors ❯ Assorted papers for drawing and paining ❯ Coloured pencils, marker, crayons.
❯ Introduce musical terms/ words such as rhythm, beat, fast, slow, hard, soft, etc. ❯ Make different sounds with musical instruments ❯ Play musical games ❯ Create a song while pounding and play with clay ❯ Talking about illustration in books ❯ Provide materials in the art area for children to experiment	❯ **Providing opportunities to:** ♦ Singing melodic or familiar tunes ♦ Moving themselves to the rhythm of music they hear ♦ Playing with language as they play with toys ♦ Practicing movement skills such as bouncing, catching, hopping, jumping, twisting, etc. ♦ Acting out 'drama/story' such as "Goldielocks and the Three Bears" ♦ Setting up an area where children can explore musical instruments	

Arts/Creative development		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
▷ Clap rhythmic patterns to music ▷ Encourage children's pretend play ▷ Act out story using puppets and props ▷ Adding mirrors in the classroom	▷ Exploring, inventing and responding (with paint, blocks, shape, objects out of clay, or work with other materials) ⤷ Opportunities exploring computers and technology tools, e.g., creating a paint programme ⤷ Taking videos of children while they dance, play and replay them ⤷ Encouraging creative growth of children by integrating creative activities into the Pre-school curriculum ⤷ Planning such activities that support creativity in art, music and movement experiences	

Learning Area 6: Technology (Computer Play)

Learning Outcomes:

Children will be able to:

- demonstrate independence, confidence and self-direction;
- cooperates with others to solve problems;
- coordinate the curser with the movement of the mouse;
- demonstrate increased competency and control in eye-hand coordination;
- discover solutions to simple problems as they work on a screen;
- observes objects and events with curiosity;
- create art, arrange big to small (pre-number), patterns and explore and experiment with computer graphics;
- classifies objects on a screen;
- identify and use computer related technical vocabulary;
- identify the letters of the alphabet on the keyboard and in other reading readiness software programme;
- identify the sound of the word and make another work (by using readiness software);
- participate in software activities and uses emerging readiness skills;
- identifies tools for writing and drawing;
- draw on computer screen.\

Technology (Computer Play)		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
– **Computer as a support to different developmental domain** **Note:** - Provide concrete, and hands – on learning with manipulatives – only after then provides computers for extended learning. This will help them to learn and grasp better on a screen what they have already learnt through hands on and real objects.	**Using Computers :** ↓ for making enquiries ↓ for solving simple problems ↓ to exploring new topics of children's interest. (child's level) ↓ Moving objects on a computer screen ↓ Operating through a software programme **Opportunities to:** ↓ working with other children on a programme ↓ strengthening further the motor skills (as they handle mouse, keyboard and coordinate the curser) ↓ working on a computer that involves fine-motor development and eye-hand coordination. ↓ Exploring and investigating on the internet sit marked by a teacher.	The Computer should be in a separate enclosure / activity area where children have freedom to operate the computer. ❯ Child-friendly programme (age and developmentally appropriate software) ❯ E-story books ❯ Action songs for reinforcement ❯ Reading and math readiness software and extended learning and reinforcement. ❯ Age appropriate software programme for different concepts. ❯ Adequate adaptive devices for children for special needs;

Technology (Computer Play)		
Learning Areas	**Suggested Transactional Processes**	**Suggested Learning Resources**
	◆ **Opportunities to:** ♦ Using the touch screen e.g. putting all the red apples in the red basket, green apples in a green basket. ♦ Using one-to-one correspondence-matching activities e.g. 'finding one pair of trouser for each person'. ◆ **Opportunities to:** ♦ Exploring language and literacy related software (Both teacher initiated and child initiated) ♦ Listening and watching movies based on fairy tales/ stories. ♦ Using computer related terms such and cursor, mouse, CD-ROM, USP ♦ Using keyboard (clicking on keyboard and typing letters) ♦ Using language and literacy related software (that can extend vocabulary, read and highlight spoken text). ♦ Using reading readiness and math readiness software where they make connections between speech and print. ◆ **Opportunities for:** ♦ Using paint brush tool while drawing /painting ♦ Moving cursor onto a picture of a box and clicks ♦ Using mouse to move the cursor on the screen ◆ **Allowing children to:** ♦ Create musical tunes; ♦ Printing favourite picture and creating a book.	◆ Computer related accessories such as speakers, digital cameras, blanks CD's etc. ◆ Printer ◆ Paper for printing. ◆ Drawing and painting software ◆ Rhymes and stories ◆ In expensive cameras attached to the computer ◆ Printable worksheets for children.

Create an appropriate environment where young children can use computer:

- Keep the keyboard at a child's elbow level
- Organise with pictures and words
- Make children sit no closer than 18″ from the screen (child size table)
- Ensure that there is proper lighting so that it will not cause any glare on computer screen.

Ensuring a Smooth Transition to Primary School

There needs to be a smooth transition from Preschool to Primary school where young children need to cope with the formal settings, changes and challenges of Class I. School readiness activities and experiences lay a strong foundation for Class I learning.

There needs to be a strong linkage between the Preschool and Class I and teachers of these classes should communicate with each other well in advance. The environment, classroom settings and the curriculum of Preschool is different from that of Class I of primary school. Thus, the learning experiences of Preschool should be planned in such a manner that will help young children adjust better in the primary school and develop an interest in Class I learning. At the same time, Class I teachers of primary school should also be familiar with the Preschool curriculum in order to build a strong linkage and transition programme catering to the children's needs.

Parents should also be involved in the transition programme so that children can adjust better and adapt smoothly and comfortably in primary school.