



Government of Sindh
School Education and Literacy Department
Karachi, dated: October, 15 2018

Notification

NO: SO (G.III) SELD/ECCE/03-940/18: In compliance to Sindh School Education Standards and Curriculum Act No. IX of 2015, the School Education and Literacy Department Government of Sindh is pleased to approve “Early Childhood Care & Education Standards and Curriculum (2018)” developed by the School Education and Literacy Department with the technical support of UNICEF, Pakistan.

(-QAZI SHAHID PARVAIZ-)
SECRETARY TO GOVERNMENT OF SINDH

NO: SO (G.III) SELD/ECCE/03-940/18:

Karachi, dated: 15 October, 2018

A copy is forward for information & necessary action to:-

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The Special Secretary, School Education Department, Govt. of Sindh, Karachi
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SINDH EDUCATION &
LITERACY DEPARTMENT




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Sindh Curriculum for
Early Childhood Care and
Education 2017



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INTRODUCTION

The province of Sindh has a rich history that goes back from many centuries. Located in the south east region of Pakistan. It is the second largest province of Pakistan. Sindh comprises of five regions, twenty nine districts and 121 talukas (towns). Sindh is the first province to have formulated a policy in Early Childhood Care and Education.

After devolution of powers to the province, significant progress has occurred in the area of Early Childhood Care and Education. The Sindh Education Sector Plan (2014-2018) recognizes the need of this critical stage of life acknowledging that investment in the early years can “help children and families engage early in child survival, protection, development and transition from pre- school to primary and post primary education”.

The vision of the first provincial policy in ECCE (2015) ensured:

“The provision of responsive, high-quality, accessible and inclusive early childhood care and education for all children and families living in Sindh with trained and qualified early childhood personnel in a developmentally appropriate environment.”

Several policy goals and objectives were also formulated to guide the realization of this vision. Recognizing the importance of the early years and endorsing that every child should have the opportunity to grow in an environment that values children, provide conditions for a safe and secure environment, and respects diversity. The Sindh Government broadened its scope to include children from the age of 0-8 years.

The policy reiterates that the province of Sindh would work beyond Early Childhood Education and the element of ‘care’ would have a place of centrality. ECCE would therefore encompass ‘synergy between health, nutrition, safety, learning, culture, creativity, artistry, musical appreciation and technology for children and their families.

The current ECCE curriculum for Sindh province is based on the National Curriculum for Early Childhood Education (2007). It is also nested within the policy guidelines as stipulated in the Policy for Early Childhood Care and Education Sindh.

The Curriculum is aligned with the Aims of Education :

To educate Pakistanis to be:

- Seekers of truth and knowledge who can apply both for the progress of society;
- Creative, constructive, communicative, and reflective individuals;
- Disciplined, productive, moderate and enlightened citizens;
- Capable of effectively participating in the highly competitive global, knowledge-based economy and the information age; citizens committed to creating a just civil society that respects diversity of views, beliefs and faiths.

It also builds on International evidence that early childhood is a vital period in children’s learning and development.

Significance of Early Childhood Care and Education

Educational research suggests that early experiences of a child has a profound effect on attainment at later stages in life. Therefore, it is important to invest in children’s education to provide positive and enabling experiences right from an early age. Quality early childhood programs not only help in brain development but also contribute to the physical, emotional and social development of a child.

The effects of what happens during the pre-natal period and during the earliest months and years of a child’s life can last a lifetime. This is because the kind of early care a child receives from parents, pre-school teachers and caregivers determines how a child learns and is related to school and life in general. It is during early care that a child develops all the key elements of emotional intelligence, namely confidence, curiosity, purposefulness, self-control, connectedness, the capacity to communicate and co-operativeness.

Emotional Intelligence is also crucial for educational success. Children who have higher levels of emotional intelligence are more likely to remain in education, whereas, those with emotional difficulties tend to drop out.

The early years are also critical for the acquisition of concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perception-motor skills required for learning to read and write and basic numeracy concepts and skills.

Intervention in the earliest years helps to reduce the social and economic disparities and ethnic and gender inequalities that divide our society. While all children benefit tremendously from early intervention; children from disadvantaged and underprivileged rural and urban communities urgently need investment in early childhood care and education programmes. It is only through the provision of quality early childhood programmes that inter-generational cycles of poverty, disease, violence and discrimination will end.

Research indicates that over 90% of a child's brain development happens before a child starts formal education. Therefore ,experiences and interactions during these first five years, when the

brain is most "flexible", can influence a child's health, behaviour and learning skills for a lifetime. A three-year old child has twice as many connections as an adult. A ten year old child has nearly the same brain as the average adult (Kolb & Fantie, 2009).

It is evident that the early years when experience is shaping the brain is crucial. It is during these formative years that the foundations of learning are also set. A person's ability to learn and the attitude towards learning stem from experiences during the early years. A stimulating and receptive context can set a young child on the path of discovery, openness to the outside world and the capacity to integrate information. The brain is never as elastic again as it is in childhood, in terms of receptivity and vulnerability. Adults are capable of assimilating new knowledge, but can never rival the child's brain in mastering of new skills and its discovery of learning. Early childhood experiences are the building blocks of this development and the child is the architect of her/his own brain, piecing together the puzzle and reacting to the outside world.



Care and nurturing in the formative years:

Care and nurturing in the formative years is very crucial. It is scientifically proven that period 0 to age 3 is a sensitive period for brain development, providing care in children's initial period of birth will impact in their positive well-being. This period is considered 'Critical period of formative years' which lay down critical elements of child's health, well-being and productivity, which will last throughout his/her childhood, adolescence and adulthood. A new-born baby's brain contains almost all the neurons it will ever have. By age 2, massive numbers of neuronal connections have been made in response to interactions with the environment, and especially interactions with caregivers.

Scientific findings from neuroscience and developmental psychology show that these caregiver-child interactions are highly beneficial for early childhood development, and have long-lasting effects. Starting from the first months, quality time with the baby – including smiling, touching, talking, storytelling, listening to music, sharing and reading books, and engaging in play – builds neural connections that strengthen the child's brain. Hence, the Sustainable Development Goals (SDGs) have special concentration on young children's development, because it is an important key to the transformation that the world seeks to achieve by 2030.

Play and children's development:

Play is an essential and integral part of children's development which contributes in the holistic development of children i.e. social, emotional, cognitive, psychical growth and language development. Children become aware of their own as well as others' feelings. They get an opportunity to understand others' perspective and feelings of win and loss, rather play teaches them how to cope with the pain and fear of failure.

Through play, children develop many skills such as problem solving skills, language skills, creativity and imagination. They learn to distinguish between appearance and reality and get opportunity to practice different kinds of thinking.

Play encourages children to interact with others and acquire social skills to develop rapport with others. They learn to understand others' perspectives and multiple perspectives. They get the opportunity to solve social problems and suggest alternatives to diverse problems.

Play is instrumental in teaching children how to develop control of their bodies. It develops in them a sense of physical confidence and positive self concept. Children develop eye-hand coordination and learn to judge distance.

Assessment of children's development:

Assessment is a tool to gather information and provide these to parents and families, to educators about children's holistic development and growth. The assessment of young children is too important for determining children's learning and progress; assisting in instruction and curriculum decisions; identifying program improvement and staff development needs; serving as a basis for reporting to parents and families and assessing children to assess their own progress (Katz, 1997).

Assessment strategies which are open-ended, extended over a period of time and are performance oriented are most suitable to young children. Some appropriate assessment strategies in early childhood include observations, portfolios and checklists etc.



Doing observations:

The broad aim of observation is to gather information to assess children's learning and to plan an appropriate curriculum. Observations can be recorded using different material such as a note book; a folder; small cards etc. Teachers can create a schedule of when and how many children will be observed in a day and they must ensure that all children are included in the schedule that they are observed regularly; determine a way to record observations which is simple and accessible.

Checklists:

Checklists are a list of statements regarding skills, specific knowledge and concepts which teachers can use to assess children's learning and development. These statements also include children's attitudes and dispositions , their interests, choices made etc. These checklists can be made using pictures and/or simple words and statement which facilitate teachers in recording children's engagement on any scheduled day. Further deliberation will be made while training potential teachers across the province.

Portfolios:

Portfolios help teachers and children to keep track of children's development, their progress and/or achievement in relation to the learning standards of the curriculum. Portfolios are usually maintained in individual file folders in which meaningful collection of children's work is kept, e.g. stories they have read and scribbled/written, drawings, numbers, their photographs and presentations etc. Further deliberation will be made while training potential teachers across the province.



Philosophy and Values In ECCE

Every child should have the opportunity to grow in an environment that values children, provide conditions for a safe and secure environment, and respects diversity.

The Sindh Government's priority is 'leaving no one behind, focusing primarily on educational access for girls and women, people with disabilities, disadvantaged ethnic groups, and other marginalized populations'.

The philosophical and value statements that the Sindh Government endorses for ECCE is:

Children need to be cared for in a manner that is harmonized with their experiences. An inclusive early childhood environment is therefore essential in this endeavor catering to early experiences and consolidating the macro and micro context of children's lives. The macro context refers to the external environment and opportunities for young children and their families while the micro context refers to the home environment and personal experiences of the child and family

Recognition of multidimensional impact of early childhood education to alleviate poverty, uplift economy and spiral growth towards improved quality of life for all.

The underlying philosophy guiding this curriculum framework is that children are both the present and the future of the nation; they have needs, rights, and intrinsic worth that must be recognized and supported.

Children must receive appropriate nurture and education within and outside their families from birth onward if they are to develop optimally. Attention to the health, nutrition, education, care and psychosocial development of children during their early years is essential for the future well-being of nations and the global community. It is important to bear in mind that children, just like adults, need to be respected as capable, thinking and feeling individuals with unique personalities.

Central to the values of the curriculum based on the Convention on the Rights of the Child (CRC) is the core value of the CRC of the human dignity of the child.

Learning Through Play

Play is an integral part of this curriculum framework. Children learn through play and it is through play that children:

- Develop conceptual understanding
- Enhance dispositions such as curiosity and creativity
- Make connections between prior experiences and new learning
- Construct knowledge and understanding thus contributing to their own learning and that of others
- Explore possibilities and create a sense of meaning

Educators can encourage a play-based pedagogy by:

- Ensuring that children are provided periods of uninterrupted time in which they can engage in active learning, explore their environment, make discoveries and set their own challenges.
- Providing opportunities to work with other children
- Being supportive adults who are able to understand and extend children's natural interests.
- Providing opportunities for learning through play

The framework reiterates the need for educators to respect and work with each child's unique qualities and abilities.

Related to this basic value, the Convention consists of the four following overall principles:

- **Non-discrimination**
- **The child's best interest**
- **The child's right to life and full development**
- **The child's views given due weight**

Philosophy and Values of ECCE curriculum





Principles Underlying a Quality of ECCE

Children learn best when:

- The environment provided is secure and enabling.
- Adults appreciate and build on their previous experiences.
- Adults are interested in them and ensure interaction.
- A partnership between home and school is valued.
- They are valued and respected.
- They are motivated to be independent active learners.
- They are given opportunities to make choices and decisions.
- They are given opportunities to take responsibilities for their own learning.
- Activities are planned to match their individual pace.
- The experiences offered are relevant to their interests and needs.
- The learning is integrated in daily routine.

A Statement of Beliefs

The principles given below carry important implications for practice:

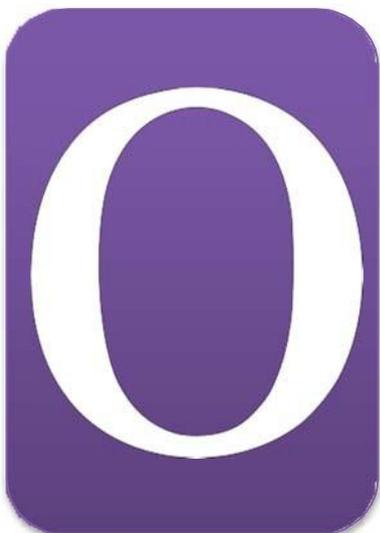
- The whole child is important; social, emotional, physical, cognitive and moral developments are interrelated.
- Learning is holistic for the young child and it is not compartmentalised under subject headings.
- Intrinsic motivation is valuable because it results in child-initiated learning.
- The child's sense of dignity, autonomy and self-discipline are of critical importance.
- In the early years, children learn best through active learning that is learning by doing.
- The starting point of children's education is what children can do instead what they cannot.
- There is potential in all children which emerges powerfully under favourable conditions.
- The adults and children to whom the child relates are of central importance.
- The child's education is seen as an interaction between the child and the environment, which includes people, as well as, materials and knowledge.



A Statement of Outcomes

The ECCE outcomes are as follows:

- Children develop holistically, which includes physical, social, emotional, cognitive and moral development.
- Children develop critical thinking skills
- Children develop and show respect for the beliefs and practices of all other religions.
- Children develop a sense of citizenship in community, country and the world.
- Children have a sense of independence, self-reliance and a positive self-image
- and are equipped with life-long learning skills.
- Children demonstrate self-initiated play and decision making.
- Children develop positive relationship with adults and children



Holistic Development through Early Learning

One of the guiding principles of holistic development is that it is the unfolding and the process of learning that is more important than the product. It is the approach to, and process of learning that stimulates a willingness to learn rather than the simple ingesting of facts and figures. Pushing children to absorb facts and knowledge will not increase their desire to learn. It will, in fact, be to the detriment of the child's later development and ability to learn effectively. Learning by doing and the very basic need to know are the main motors in stimulating children.

All educators, implementers and policy makers have a huge responsibility to ensure that children who enter school at age four, are given a quality early childhood learning environment. It is important to have a fair level of understanding about the different domains of development so that developmentally appropriate provision can be made in response to children's collective and individual needs.

Development is not a linear process; it is simultaneous and integrated. However, for the purposes of explanation and understanding, the domains have been divided into the following major areas:

Physical Development: involves the way children use their muscles, both large and small. The large muscles are used for activities such as walking, jumping and lifting large objects. The small muscles are used for fine motor activities such as threading beads, writing, drawing, cleaning rice and working with small objects. Exposure to activities that help in muscle development help children in doing small tasks on a daily basis. They start feeling capable of helping elders and gain confidence in themselves.

Social and Moral Development: refers to those processes where children develop relationships with their culture, with people around them and with the environment in general. The social setting and value setting form the core of a person's identity; children at a very young age try to figure out what is good, what is appreciated or beneficial, based on what they observe in their

surroundings. A quality ECCE environment provides opportunities for children to form positive relationships with other children and with elders, and to engage in conversations about social norms and ethical issues.

Emotional Development: refers to the development of a child's capacity to experience, manage and express a full range of positive and negative emotions. The development of self esteem is critical throughout the early years and having positive experiences in a quality environment is essential at this stage. Feeling important, actively taking responsibility, being listened to and cared for, are essentials for creating a positive self-concept in children.

Language Development: refers to the process by which children make sense of the words, symbols and information around them. Children are born with the ability to learn language but again, a quality learning environment is essential to help them develop optimally. Learning to read and write the Alphabet and make sense of small sentences is just one component of language development. Over emphasis on this component especially through rote memorization, without giving children a chance to process the information and relate it to their lives, cripples not only their language development, but also their cognitive capacities.

Cognitive Development: refers to the development of mental processes and capabilities; it focuses on how children learn and process information. It is the development of the thinking and organizing systems of the mind. It involves language, imagining, thinking, exploring, reasoning, problem solving, developing and rejecting ideas and concepts, memory, expression through multiple media and experimenting and applying what they learn. When they come to school, children are already equipped with all the basic thinking and processing skills that they have learnt as part of growing up. Sound cognitive development enhances critical thinking and creativity in human beings. A quality ECCE environment provides learning opportunities where children are given the freedom to explore, think, imagine, question and experiment as they develop the ability to create novel ideas and solutions.

Elements of the Curriculum Framework

The curriculum framework guides educators in curriculum decisions and helps in planning, implementation and assessing quality of early childhood programmes. The curriculum framework puts the child and children's learning at the core. It entails looking at all the interactions, experiences, activities, routines and events, planned and unplanned that occur in an environment designed to foster children's learning and development *(Adapted from Te Whariki)*

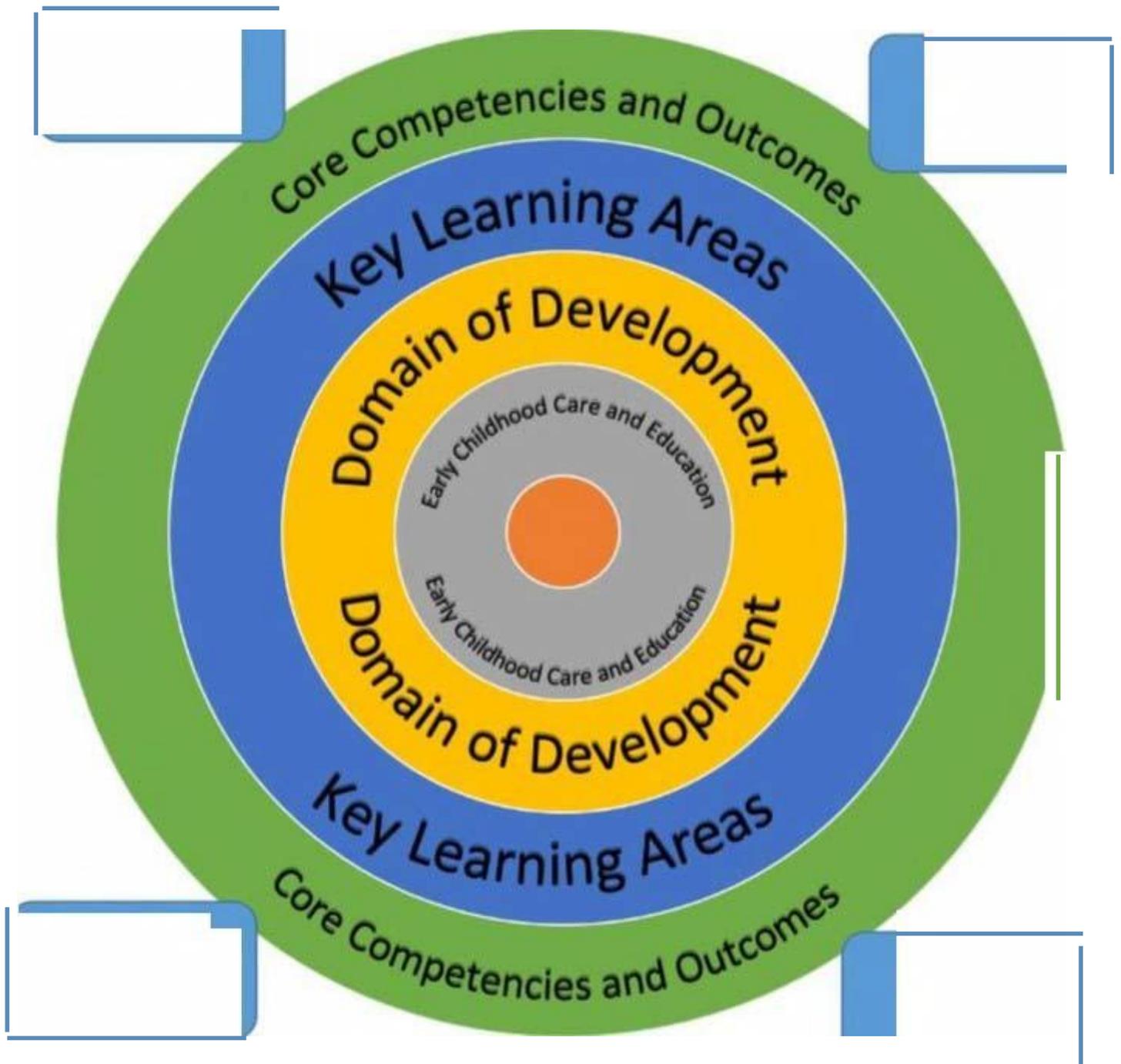
Embedded within this framework are certain values, beliefs, goals and outcomes that inform

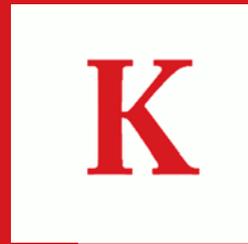
educators understanding of children as active and agentic with a capacity to initiate, lead learning and construct knowledge. The framework endorses that children's learning is complex, dynamic and holistic with physical, social and moral, emotional, linguistic and cognitive development interwoven.

The key learning areas and core competencies and outcomes guide teachers' planning for children's learning, enabling them to identify children's needs and interests, choose appropriate teaching strategies and setting up learning environments that can facilitate learning.



Key Elements of the Provincial Curriculum for ECCE & Support for Implementation





Key Learning Areas, Competencies and Expected Learning Outcomes For ECCE

An Introduction to the Key Learning Areas and Competencies

The Key Learning Areas outlined in this curriculum contain competencies, or learning goals which have been outlined for children at the pre-primary stage of education. These six areas of learning provide a foundation for later learning and achievement. It is important to remember that children progress at different rates, that individual achievement will vary and that ECCE teachers must appreciate and recognise the language and culture of the children.

Children whose achievements exceed the expected outcomes should be provided with opportunities which extend their knowledge and skills. There may be others who will require continued support for achieving all or some of the outcomes after entering Grade 1. Care has been taken to ensure that there is an overlap of Learning Outcomes between the ECCE and Grade 1 levels, so that children get opportunities for revision and reinforcement. *Children with special educational needs will continue to need varied kinds of support throughout school.*

This curriculum for the early years has been divided into the following Key Learning Areas. Each Key Learning Area has between three to seven competencies or learning goals. A summary of Key Learning Areas and competencies is given on pages....

1) Personal and Social Development

These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development, including the development of personal values and an understanding of self and of others. They should be interpreted in the context of the values agreed to by the adults, including the parents.

2) Language and Literacy

These outcomes cover important aspects of language development and provide the

foundation for literacy. At the start, the language used in the programme for all six areas of development could be in mother tongue, based on local culture and it can then gradually add Urdu and English (wherever applicable). Children should be helped gradually to acquire competence in Urdu, making use where appropriate, of their developing understanding and skills in other languages. The outcomes focus on children's developing competence in talking and listening and in becoming readers and writers. The other areas of learning make a vital contribution to the successful development of communication and literacy.

3) Basic Mathematical Concepts

These outcomes cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement and application through practical activities and on using and understanding mathematical language.

4) The World Around us

These outcomes focus on children's developing knowledge and understanding of their environment, other people and features of the natural and "made" world. They provide the foundation for historical, geographical, scientific and technological learning.

5) Health Hygiene and Safety

These outcomes focus on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. They include establishing positive attitudes towards a healthy and active way of life.

6) Creative Arts

These outcomes focus on the development of children's imagination and their ability to communicate and express ideas, feelings, observations and experiences in creative ways. They include encouraging children to think of new and innovative ideas which can be expressed through varied media.

Expected Learning Outcomes for ECCE

Children learn at their own individual pace according to their interest levels and learning styles. At the young age of 3-5 years, children should not be forced to learn because this will impede their learning and cognitive development.

The ECCE Curriculum charts out the learning outcomes that young children are expected to attain. However, given the diverse learning styles and paces, many children may not achieve all the outcomes in the two years that they are in the Nursery/Katchi grade. Therefore, the outcomes for the pre-primary/Nursery/katchi grade are termed “Expected” and educators and supervisors should not be overly concerned about children completing activities or meeting each and every outcome. It is the process and not the product of learning that is more important at this stage.

For all the Key Learning Areas and Competencies there is a list of Expected Learning Outcomes which start with “By the end of the year, children will begin to develop the attitudes, knowledge and skills to...” it is important to reiterate that in the early years, children learn and develop at their own pace. It is very likely that many children may not achieve *all* the learning outcomes by the end of the year. This is why the outcomes in the ECCE curriculum are called *expected learning outcomes* and not *student learning outcomes*, as are in the curricula for Grades 1-12. As long as the teacher is providing continuous and varied opportunities for hands-on learning and children are engaging enthusiastically, teachers, supervisors and parents should not be overly concerned.

Examples and Ideas for Implementation

An additional column containing examples and ideas for implementation, has been added to this curriculum to provide some suggestions for implementation, to teachers, writers of Teachers’ Guides and to those who will develop teaching-learning resources for this age group.

As the term suggests, these are examples and ideas only, and are not intended as a prescriptive and exhaustive list of activities for teachers to follow. Teachers should use these suggestions as a starting point, and localise the ideas to meet the needs of the children’s context.

Assessment

The column on assessment provides examples of how teachers can assess children in ways beyond paper and pencil tests. Assessment should be an on-going process. Assessment of children’s learning and development should always focus on individual children over a period of time and avoid making comparisons between children. Teachers should use these suggestions as examples of how to assess the expected learning outcomes and keep the needs of the child at the forefront.



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Key Elements of the Provincial
Curriculum for ECCE

AGE 3 to 4

Summary of Key Learning Areas and Competencies for Age 3 - 4

KEY LEARNING AREAS	COMPETENCIES
Emotional, Personal & Social Development	<ol style="list-style-type: none"> 1. Children will develop a sense of identity and honor their own uniqueness and that of others. 2. Children will develop an understanding of their likes, dislikes, strengths and emotions. 3. Children will be willing to share and work in collaboration with their peers, teachers, family and neighbours. 4. Children will be aware of social skills in play and other contexts 5. Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhoods. 6. Children will learn about and appreciate heritage and culture of their own family, their peers and neighbours.
Language and Literacy	<ol style="list-style-type: none"> 1. Children will engage in conversation with others and talk confidently about matters of immediate and personal interest 2. Children will describe objects, events and their plans for the day. 3. Children will enjoy listening to stories and poems and make up their own stories and rhymes. 4. Children will handle books carefully and will enjoy. 5. Children will understand how to follow books in different languages. 6. Children will read new alphabets and recognize first and last sounds of the words 7. Children will use pictures, symbols, and familiar letters and words to communicate meaning, showing awareness of some purposes of writing
Basic Mathematical Concepts	<ol style="list-style-type: none"> 1. Children will demonstrate an understanding of the different attributes of objects, such as, colour, size, weight and texture, and match, sequence and classify objects based on one/two attributes. They will also engage in pattern seeking and pattern making using different attributes of objects. 2. Children will develop a basic understanding of quantity, counting from 0-9 and of simple number operations. 3. Children will recognize basic geometrical shapes and the position of objects in relation to each other. 4. Children will develop an understanding of measurement. 5. Children will develop an understanding of handling

Summary of Key Learning Areas and Competencies for Age 3 - 4

KEY LEARNING AREAS	COMPETENCIES
The World Around Us	<ol style="list-style-type: none"> 1. Children will develop an understanding of how families are important. 2. Children will develop an understanding of the people and places around them 3. Children will recognize the plants and animals in their environment and explore their basic features and habitat 4. Children will observe the weather and develop an understanding of the seasons and their significance to people 5. Children will develop a caring attitude towards the environment 6. Children will develop an understanding of their rights and responsibilities in order to participate in society
Health Hygiene and Safety	<ol style="list-style-type: none"> 1. Children will develop a sense of balance, agility and coordination. 2. Children will have increased hand-eye coordination and the ability to handle tools and materials effectively. 3. Children will develop an understanding of the importance of safe and hygienic practices
Creative Arts	<ol style="list-style-type: none"> 1. Children will express themselves through the use of drawing and colouring 2. Children will work with a variety of low cost and waste material to create craft projects of their choice 3. Children will experiment with a variety of materials to represent their observations and imaginations in the form of cutouts/models 4. Children will learn the skills for collage work and printing. They will also use these skills in a variety of ways to create their own art pieces and patterns. 5. Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns. 6. Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression. 7. Children will participate with increasing confidence in a variety of dramatic play activities to express themselves.

Key Learning Area: Emotional, Personal and Social Development

Competency: 1 Children will understand their own uniqueness and that of others

Expected Learning Outcomes (ELOs)	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Talk about themselves and what makes them special</p> <p>b) Share characteristics that make them unique e.g. colour of eyes, hair, features, gender.</p> <p>c) Identify characteristics that are similar/ different to other classmates</p>	<p><i>This competency focuses on developing children's sense of identity and an understanding that they are unique as are others.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Ask children to share what they like, dislike, games they like to play, food they like to eat etc. • Encourage children to answer questions such as 'Who I am' and 'how I belong to my family' • Have children talk to their friends and classmates about their likes/dislikes, the food they like to eat, games they play etc. • Ask children to make a list of all the things that are similar or different from their friends. Eg write the names of all the food items that is liked by them and their friends. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • During circle time children can share aspects about themselves and what makes them special. • Children can identify and talk about characteristics that are unique to them. Ask all children to observe and talk about these characteristics. • Children can make simple pictorial graphs of similarities and differences in characteristics.

Competency: 2 Children will develop an understanding of their likes, dislikes, strengths and emotions.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Share what they like about themselves and what they like about a friend.</p> <p>b) Identify different occasions when they feel happy, sad, loved, angry, excited.</p> <p>c) Choose an activity/work that they enjoy doing the most in class.</p> <p>d) Express their likes and dislikes and talk about their strengths/what they are good at doing.</p>	<p><i>This competency focuses on developing children's self-confidence and an understanding of their own lifestyles and preferences.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Ask "why" questions so that children can think about their responses. For example, if a child says I want to be a pilot, teachers should ask her why she wants to become a pilot-what does she like about pilots? • Be patient with children so that they have adequate time to think and then respond. They should never be rushed into answering. 	<p>Ongoing assessment should be done by following some of the techniques given below:</p> <ul style="list-style-type: none"> • Provide children with card paper with two sections drawn on it. Ask them to draw what they like about themselves in first section and draw what they like about their friend in the second section. Ask them to share their responses and display their work on the soft board.

		<ul style="list-style-type: none"> • Have cut outs with faces showing happiness, sadness, anger and excitement. Provide scenarios depicting different emotions; ask children to hold up the cut outs depending on the emotion evident in the scenario. • Get children to share their likes/dislikes/strengths. Record this pictorially for them to see. • Observe children's sense of who they are and their connectedness to others through their talk and interactions.
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Competency 3: Children will be willing to share and work in collaboration with their peers, teachers, family and neighbors.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Show an understanding for the feelings of their peers. b) Cooperate with peers, teachers and community members. c) Work and share materials amicably in groups. 	<p><i>This competency focuses on developing children's relationship with the people they interact with on a daily basis.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Encourage children to help each other in carrying out small tasks, like handling and using class material such as, books, blocks and beads. • Help children to work and play amicably by being friendly and respectful towards each other. • Help children take turns during classroom discussions, and be attentive when peers or teachers are sharing their views and experiences. • Be available to support children resolve conflicts, using a problem-solving approach. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Keep a checklist and record behaviours that children demonstrate such as : • Showing empathy towards others' feelings • Cooperating with others • Working and sharing materials

Emotional, Personal and Social Development

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Key Elements of the Provincial Curriculum for ECCE Age 3-4

Competency 4: Children will be aware of social skills in play and other contexts

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Work with others and negotiate social relationships.</p> <p>b) Know that words and actions can affect others.</p> <p>c) Use language to negotiate and express thoughts</p> <p>d) Demonstrate that people can have differing points of view.</p>	<p><i>This competency focuses on developing children's skills to help negotiate social relationships in a variety of contexts.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Provide opportunities in the classroom for group work where they can negotiate with peers, take turns, listen to one another. • During play practice with children ways of negotiating with others through the use of language. Demonstrate to them appropriate words, phrases they can use. • When conflicts arise get children to talk about how they feel when others use words and actions that are hurtful. • Read stories together where characters may disagree and have different points of view 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask children to share what words and actions make them sad, angry and hurt. Ask children to provide positive words that they can use. • Observe children to see how they negotiate and express their emotions. Record your observations and work with children if they are unable to use language yet. • Get children to identify conflicts/differing points of view from the story.

Competency 5: Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhoods.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Manage small tasks at home and school leading to self reliance.</p> <p>b) Take care of their own belongings at home, in the classroom and in the neighbourhood.</p> <p>c) Identify and implement small tasks leading to a sense of responsibility for school and neighbourhood.</p> <p>d) Recognise that water, food, electricity and paper are very important, useful resources, that have to be used responsibly.</p>	<p><i>This competency focuses on developing children's confidence and self-reliance, and on developing an understanding and appreciation for the responsible use of scarce resources</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Encourage a sense of care and responsibility in children. For example, turning pages of books with care; helping in setting the snacks carefully; returning materials to the designated place after use. • Stand back and let them resolve little problems independently, until they ask for help. Encourage them to help other children and adults in the home, classroom and neighbourhood. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Keep a child profile for individual children, record on it tasks that children are able to perform on their own and those that require assistance. Work with children through the year to see progress. Update the child profile over the course of the year.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
	<ul style="list-style-type: none"> Discuss respect for others' property and give them responsibility for: <ul style="list-style-type: none"> Cleaning up after snack time. Using materials with care, keeping tables, shelves and walls clean. Using waste bins for throwing litter and wrappers, after checking for 'junk' that can be recycled. Taking pride in a clean, green environment. Returning things that do not belong to them, to an adult. Switching off fans and lights when leaving the room. Talk about the importance of water, food, electricity and paper. Discuss in simple terms where they come from; how we need these in our daily lives and how these can be depleted and 'hurt' the earth if we don't use them carefully. 	<ul style="list-style-type: none"> Observe children during the daily routine to see if they are able to care for their own belongings and materials in the classroom. Keep a record of how children take care of their own property and that of the school. During circle time children talk about the importance of food, electricity, water. Gauge if they are able to imagine life without these resources. Get them to talk about how humans are responsible for depleting resources. Get children to take action on how they will save resources and use them responsibly.

Competency 6: Children will learn about and appreciate heritage and culture of their own family, their peers and neighbours.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> Talk about the cultural aspects of their lives, such as, clothing, lifestyle, food, traditions and customs. Talk about the spaces in their culture for sharing family and community gatherings. Narrate stories heard from elders. Play local games. 	<p><i>This competency focuses on developing children's understanding of life, cultures and history. This competency aims to develop children's appreciation of culture that is part of their daily lives.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Initiate discussions about cultural events which the children experience directly. Talk about their cultural spaces, such as, <i>autaq, katcheri, majlis</i> depending on the local culture. Discuss how some spaces are used to solve problems and to meet with neighbours. Help them observe and identify the beautiful and unique patterns in buildings and cultural spaces. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Record children's stories about their cultural heritage. Ask them to share with others the clothes they wear, lifestyles, food, tradition and customs.

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Key Elements of the Provincial Curriculum for ECCE Age 3-4

Expected Learning Outcomes	Examples and Ideas for implementation	
<p>e) Develop basic knowledge about Pakistani culture (i.e. know about the national game, flower, folk dances, etc).</p>	<ul style="list-style-type: none"> • Encourage them to talk about and play their favourite, local games. • Invite children’s family members to share important family events, traditions, clothing, customs and lifestyles. • Play ‘do you know’ games with children regarding basic knowledge about Pakistani culture. 	<ul style="list-style-type: none"> • Get children to interview elders for stories that have been passed on through oral tradition. Assess children’s ability to re-tell narrations of stories heard from elders. • Ask children to bring local games and show others how it is played. Gauge children’s ability of explaining the rules of the game to others. • Develop board games such as snake and ladders on basic knowledge regarding Pakistani culture. Get children to play these board games to assess their knowledge.

LISTENING AND SPEAKING

Competency: 1: Children will engage in conversation with others and talk confidently about matters of immediate and personal interest

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Listen attentively in small and large groups, as peers and teachers share their news about everyday events and special occasions.</p> <p>b) Talk about their experiences and feelings with peers and adults.</p> <p>c) Show respect for a variety of ideas and beliefs by listening and responding appropriately.</p> <p>d) Take turns without interrupting others.</p> <p>e) Respond to and verbally express a range of feelings, such as joy or sorrow, wonder and anger.</p> <p>f) Initiate conversation with peers and adults.</p> <p>g) Understand and follow instructions.</p> <p>h) Use correct pronunciation.</p> <p>i) Draw on words from an enhanced vocabulary.</p> <p>j) Make eye contact with audience while speaking.</p>	<p><i>All the following competencies require that teachers start the Language and Literacy programme in children’s Mother Tongue, based on local culture and gradually add Sindhi, Urdu and then English (wherever applicable), and also references from the wider culture. Children need the confidence that their mother tongue is valued.</i></p> <p><i>The primary function of this competency is to enhance children’s confidence and ability to communicate with fluency.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Engage children in conversation by talking about special cultural and national events which are meaningful for them. Encourage them to talk about the previous day’s events at school and at home. Initiate the conversation by sharing own news, experiences and feelings, taking care that these are appropriate for the children. Following the weekend, ask leading questions or comments such as, “ I wonder if anyone went to the park/field yesterday. Establish an environment where children feel free to talk, by placing self at children’s physical level. Be available to converse with all the children through the day. Refer one child’s questions and problems to another. Listen actively to children and wait for them to complete what they are saying. Be patient if children are hesitant to answer and at the same time help other children to listen and wait, by holding up a hand, and nodding, assuring them that they will get a turn. Display appropriate facial expressions and body language to communicate respect, joy, sorrow or wonder. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Observe as children listen and respond to others, both verbally and non-verbally. Ask children to share their news and talk about different events, how they spent their weekend, special occasions such as birthdays, festivals, holidays, birth of siblings etc. Keep a checklist to record children taking turns, waiting for their turn, listening attentively, initiating conversation with teachers and peers, listening and following instructions to gauge if they are developing skills required for listening and speaking. Get children to talk about times when they feel sad, happy, angry, wonder and joy.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
	<ul style="list-style-type: none"> • Play games where they have to understand and follow simple instructions. • For example, “Ayesha, touch your head and then your nose and then clap your hands”. • Repeat the correct pronunciation of word that children may have mispronounced, without telling them that they are wrong. • Help children enhance their vocabulary, by encouraging them to use new words which have been introduced through discussions and stories. Action poems and songs are a good way to learn new words. 	<ul style="list-style-type: none"> • Encourage children to use new words which have been introduced through discussions and stories. Have a word wall of new words being used by children. Record the new words that children use and keep samples in their portfolios. • Call out instructions to children and record if they are able to follow these.

Competency 2: Children will describe objects, events and their plans for the day.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> a) Name things in their environment. b) Describe and talk about pictures. c) Share their plans for the day. d) Express their ideas with clarity. e) Extend their ideas or accounts by providing some detail about their topic. 	<p><i>This competency is designed to help children to process and comprehend spoken language and to communicate their thoughts, needs, interests and feelings to others.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Take children for a walk around the school and play a game of naming objects that they see in the environment. Back in the classroom, encourage children to try and recall what they had seen in the environment. • Talk about and discuss pictures from children’s story books, or pictures that have been cut out from old magazines or newspapers. • Encourage children to share which <i>gosh</i> they would like to work in, and what they plan to do there during work time. Be patient if children are unable at first, to describe their plans. Help them to communicate by questioning them gently. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Get children to name and describe things in their surroundings • Engage children in picture talk. Provide a range of pictures and ask children to describe pictures. • During plan-do-review ask children to share what they plan to do. Keep a checklist to ensure that all children get the chance to share their plans.

Competency 3: Children will enjoy listening to stories and poems and make up their own stories and rhymes.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Respond to stories, songs and rhymes by joining in verbally or with actions as appropriate. b) Recognize and differentiate between sounds in the environment. c) Appreciate the concept of word rhymes and syllables. d) Develop a playful interest in repetitive sounds and words, aspects of language such as rhythm, rhyme, and alliteration 	<p><i>This competency focuses on enjoying stories, poems and songs and on making up their own stories and taking part in role play with confidence</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Tell children traditional stories and tales which have cultural relevance for them. Occasionally, use simple props such as puppets and masks and local toys made by the local <i>kumhar</i>. • Sit with the children on the floor, on a <i>darriso</i> that you are closer and at the same physical level as them. • Tell stories without props too, so that children can rely on and build their imagination. • Maintain children’s interest in stories and poems by being animated and telling or reading a story with pleasure. Pause for children’s comments or questions and enjoy their responses. Sing songs and recite poems in a similar manner with actions and encourage children to role play. • Play games where children have to shut their eyes and listen for the different sounds in the environment. For example, the sound of a bird, a cat or dog, a rickshaw or a bus. At other times, make sounds such as clapping, tapping or stamping your foot and ask them to identify the sound. • Listen to the children as they work and play, and make up chants and rhymes along with them. Recite rhyming words, even if all of them do not make sense and laugh at these together. Develop a playful interest in repetitive sounds and words, aspects of language such as rhythm, rhyme, and alliteration, and an enjoyment of nonsense stories and rhymes. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Get children to re-tell different stories, songs and poems. • Play different games with sounds to see if children recognize and can differentiate sounds. For e.g. assess if children can recognize sounds from the environment of different birds and animals, transportation, musical instruments etc. • Ask children to make up their own rhythms and rhymes. They can share this during circle time.

READING

Competency 4: Children will handle books carefully and will enjoy them.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Enjoy looking through books b) Hold, open and turn pages of a book with care. c) Predict what comes next in stories. d) Repeat simple repetitive sequences in traditional and popular children’s stories. e) Tell a simple story by looking at the pictures. f) Create or retell a favourite story in correct sequence. 	<p><i>This competency focuses on pre-reading skills. Children will enjoy books and handle them carefully.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Hold up books for children when reading a story and show them the pictures. Show enjoyment and respect for books through actions and facial expressions. • Get children to look at the pictures in the story and share what they think will happen next. • Encourage children to tell the story by looking at the cover page/pictures. If children make up their own stories accept it. If they are retelling a favourite story and they miss the important events in the sequence or if the sequence goes out, help them to remember by questioning gently and appealing to their sense of reason. • Develop a reading corner in the classroom and encourage children to bring books from their home (if possible) to develop interest and reading habits among children. • Show children how to hold a book without spoiling or tearing it and not to use any kind of pen or marker to scribble on the books. Show them the value for books. Show them how to turn the pages with care. • Develop a love of books, love for reading and respect for books by discussing the importance of books with them. • Build a sense of anticipation and give children the opportunity to make guesses as to what will happen next in the story. Discuss the cover page with them and ask them to predict what the story is about. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Observe the children while they are interacting with the books to see how they are handling it. • Show pictures to children and ask them to predict what the story is about and what they think will happen in the story. Record their predictions and remind them of it as they come to the end of the story. • Keep a checklist of words from the story books that children can identify. • Observe if children use the print rich environment in the class to read different words that are written all around. Keep anecdotal records. • Ask children to tell/share their favourite story or a story that they have read with their class mates.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
	<ul style="list-style-type: none"> Involve children in repeating sentences that are continuously repeated in the story. 	<ul style="list-style-type: none"> Ask children to visit the reading corner and select a book of their choice by looking at the pictures.

Competency 5: Children will understand how to follow books in different languages

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Identify the difference between English, Urdu and/or Sindhi story books.</p> <p>b) Identify the front and back cover of a book along with the title.</p> <p>c) Know that Urdu and/or Sindhi is read from right to left and English is read from left to right.</p> <p>d) Know the direction to hold a book and to open it correctly to read the given text.</p>	<p><i>This competency will help children understand how to follow books, the different kinds of books and the orientation of different languages.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> While reading a story book to the children, show them the cover page and read the title. Discuss what they think the story will be about. While reading the text, move your finger from right to left or from left to right (depends on the language) and encourage the children to repeat after you. Use proper punctuation in terms of giving pauses and breaks where necessary. Children should understand where a sentence has ended or if it has a continuation. Use picture books with the children first to develop interest among them and to give them an opportunity to create a story by looking at the pictures. Medium of instruction should be in the mother tongue. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Provide books of different languages in the reading area and ask children to identify the front and back cover. Encourage children to think of titles for different stories by looking at the picture on the cover page. Ask children to select a book of their choice from the reading corner and share it with their partner/friends or re-tell the story in their own words. Keep a checklist and note if children can open books in different languages and follow the text by moving their fingers across the text.

Competency 6: Children will read new alphabets and recognize first and last sounds of the words

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Understand that words and pictures carry meaning. b) Identify and name the characters in a story. c) identify letter sounds through words that have personal meaning for them. d) Recognize letters of the Alphabet. e) Recognize their names in print. f) Identify sight words that are meaningful for them. g) Identify the beginning and ending sound of words. h) Associate initial letter sounds with names of objects in their classroom environment. i) Think of a variety of objects beginning with a letter sound. 	<p><i>This competency will help children to read and recognize familiar words in simple texts. They will begin to associate sounds with letters of the alphabet and also to recognize letters of the alphabet by shape and sound. They will begin to recognize their own names and other familiar, often repeated words.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Provide a print rich environment. Children learn to read by trying to make sense of the print they come across. As children read so support their efforts by labeling objects and areas in the classroom. Place plenty of books in the learning environment for them to look through, and tell each other stories. • Create symbols for their name’s first letter and display it in the class. Let children find their names on the chairs/shelves when they arrive to keep their belongings. When children are confident enough in reading their names, remove the symbols and let the names be there. • Play alphabet matching games with the children to make them familiar with the alphabets. Make a dice with different alphabets written on it, ask children to keep on rolling the dice and to pick up an object from the basket that matches the alphabet on the dice. • Display pictures, sight words, classroom rules and other written material on the boards that you want children to read on a daily basis. Before starting the activities, the teacher can read it along with the children during large group time so that children can develop a habit of reading. • Involve children in various activities where they can identify the first and last sound of the words. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Show different pictures to the children and ask them to name it and then to tell the first and last sound of the word. • Observe children to see if they can read their names written on the shelves and keep their belongings alongside their name. • Prepare different types of board games where children can be asked to match the alphabets with the same alphabets by reading them, identify the first and the last sound of the words shown to them and identify and read the alphabets from the alphabet basket. • Read different words and get children to identify the beginning and ending sounds.

WRITING

Competency 7: Children will use pictures, symbols, and familiar letters to communicate meaning

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p>	<p><i>This competency will help children use pictures, drawings to communicate meaning, showing awareness of different purposes of shapes, lines which is considered as pre-writing skills.</i></p>	<p>Ongoing assessment should be done by following some of the techniques given as below:</p>
<p>a) Trace and colour different shapes, such as circles, squares, triangles, and rectangles within designated space.</p>	<ul style="list-style-type: none"> • Provide a tray with sand in it. Encourage children to draw lines and patterns in the sand and then later on paper. They can trace or copy lines and patterns that have been made for them. 	<ul style="list-style-type: none"> • Observe children as they trace or colour different shapes within designated space. Provide a sand tray or sheets for tracing, copying, colouring and drawing. Samples of written work can be kept as a record in their 'portfolio'.
<p>b) Hold a crayon or a pencil to mark, scribble and/or draw.</p>	<ul style="list-style-type: none"> • Get children to hold a pencil, crayon or colour pencil in any of their hands. (don't force them to choose the right hand only) 	<ul style="list-style-type: none"> • Keep a checklist and note down if children are able to hold different writing materials such as pencils, crayons. Encourage them to use writing materials to express their ideas.
<p>c) Trace and copy the letters of the English, Urdu and/or Sindhi alphabets.</p>	<ul style="list-style-type: none"> • Provide children with a variety of writing materials and provide opportunities to experiment with making marks on slate, paper or small writing board. Accept children's scribbling as first attempts at writing. 	<ul style="list-style-type: none"> • Keep writing material in all <i>goshas</i> and note down when children write English, Urdu and/or Sindhi alphabets in random order or scribble messages and engage in any kind of writing activity.
<p>d) Colour a simple picture keeping within a designated space.</p>	<ul style="list-style-type: none"> • Gently help them to hold their writing tools. 	<ul style="list-style-type: none"> • Get children to scribble and/or draw pictures to present their ideas and stories. Keep samples of children's work in their portfolios.
<p>e) Draw pictures to represent their imagination.</p>	<ul style="list-style-type: none"> • Encourage children's efforts to colour within designated spaces in a given sketch and appreciate their efforts 	
<p>f) Write the small letters of the English alphabets in random order.</p>	<ul style="list-style-type: none"> • Provide print rich materials from where children can copy letters and numbers on the paper. This can be done while they play in the different <i>goshas</i> 	
<p>g) Write the letters of Urdu / Sindhi alphabets in random order.</p>	<ul style="list-style-type: none"> • While children play in the sand area, demonstrate tracing, drawing or copying skills and encourage them to do the same. 	
<p>h) Identify pictures in a story book and draw them.</p>		
<p>i) Match three or four letter words with pictures and write them in the order as they appear in the story.</p>		

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
	<ul style="list-style-type: none"> • Talk to children about their drawing and write a word or sentence, exactly as they say it, and then let them trace over it if they want to. They may return to it another day and “read” what was written. This will help them see that pictures/scribbles communicate meaning. 	

Key Learning Area : Basic Mathematical Concepts		
Competency 1: <i>Children will demonstrate an understanding of the different attributes of objects, such as, colour, size, weight and texture, and match, sequence and classify objects based on one attribute. They will also engage in pattern seeking and pattern making using different attributes of objects.</i>		
Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Recognize, name and differentiate between colours.</p>	<p><i>This competency requires that children <u>begin to use mathematical language as they explore the similarities and differences between the attributes of objects. It focuses on enhancing children’s thinking skills through pattern identification and through building relationships.</u></i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Introduce colours, beginning with primary colours i.e. red, yellow and blue. Use a variety of objects of different colours and ask the children to name the colour and point to similar colours in the environment. • Encourage children to get objects of a particular colour to the classroom. Children can also be taken outside for a ‘colour walk’. • Poems and rhymes on colours can be sung with children e.g <p style="text-align: center;"><i>Red, red the apple is red. The apple is red, red, red. Yellow, yellow the sun is yellow, The sun is yellow, yellow, yellow. Blue, blue the sky is blue. The sky is blue, blue, blue.....</i></p> 	<p><u>Colours:</u></p> <ul style="list-style-type: none"> • Place ‘colour cards’ on the floor. Call out a colour e.g. ‘red’ and ask children to stand near the colour. Do this with all colours. Keep a checklist to identify children who may be unable to identify colours. Work with them to improve their recognition. Assess children again. • While children play, ask them to open name the colours around. Plan activities for those children who are not picking the correct colour pencil. Assess children again. • As children experiment with colours, ask them to say the name of the colour. Repeat this with all the colours.
<p>b) Differentiate between size (Big/small) and weight (heavy/light) of objects.</p> <p>c) Arrange objects and later pictures, according to their size , going from smallest to biggest and biggest to smallest.</p>	<ul style="list-style-type: none"> • Use classroom resources to introduce the concept of big-small and heavy-light. A few ideas are given below. • Provide children with different objects and get them to examine these; e.g. who has a big bag? Who has a small bag? Children can compare pencil boxes, pictures on the board, windows in the classroom. Encourage children to use the language big and small. 	<p><u>Relationships: big-small, heavy-light, long-short, soft-hard</u></p> <ul style="list-style-type: none"> • Get children to gather pebbles or leaves. Ask them to show the big pebble, the small pebble, the small leaf, the big leaf. Record this in a checklist.

<p>d) Arrange objects and later pictures, according to their weight, going from lightest to heaviest, heaviest to lightest and from tall to short, short to tall. Same to be done with other concepts like big/small, heavy/light, soft/hard, long/short.</p> <p>e) Match one object with another based on similar attributes like same weight or size.</p> <p>f) Compare various objects and identify those that can be grouped together (concept of sets)</p>	<ul style="list-style-type: none"> • Get children to bring pebbles, sticks, leaves, pencils and ask them to predict if these will be heavy or light. Allow them to experiment by trying to weigh these in the palm of their hands. • Draw two different lines of different sizes on the ground and ask children to identify the longer line and stand on it. Repeat the same exercise with the shorter line. Next, ask children to compare their pencils with their partner's pencil and say if their pencil is long or short. • Take children on a 'nature walk' to see short trees, tall trees, heavy rocks, light rocks, big leaves, small leaves etc. • While children are at play, engage them in talk about objects that are thick and thin, heavy and light, short and long. 	<ul style="list-style-type: none"> • Observe each child and note if they are able to identify objects that are tall and short. • During 'outdoor time' get children to stand in two lines, one long and the other short. • Individually, ask children to name things that feel soft and those that feel hard. • Individually ask children to show you something big and something small, something long/tall and something short, something heavy and something light, something soft and something hard.
<p>g) Sort and group objects (classify) based on a single attribute (for e.g. colour, size or weight).</p>	<hr/> <ul style="list-style-type: none"> • Use a variety of material such as pencils, erasers, sticks, pebbles, beads to help children build sorting and grouping skills-(classification). Give children red and blue beads of the same size and ask them to sort these in two groups. Children can be provided a mix of pebbles, sticks and leaves and asked to sort these into 3 groups. • Encourage the children to group various objects and explain the reasons for doing so. • Ask children to compare the given objects and identify similarities and differences between them. • Introduce to children a set of pencils, pebbles, books and ask them what a set is. Provide children with pencils and ask them to make a set of pencils. Encourage children to make their own sets using any classroom material. Ask them to start to talk about their sets. • Give one object to each group of children and ask them to collect other objects of the same type and make a set. 	<hr/> <p><u>Classification: Sets and Function</u></p> <ul style="list-style-type: none"> • Give a container to each child. Ask them to make a set of anything that is available. Ask them to explain their set. • Give a variety of objects to children e.g sticks, pebbles, strips of paper, pencils, and leaves and ask them to sort the objects in sets.

<p>h) Observe patterns, identify and extend patterns developed with various concrete materials.</p> <p>i) Observe and identify repetitive patterns and extend the given picture/symbol patterns.</p> <p>j) Create own repetitive patterns using concrete material and pictures and explain them.</p> <p>k) Observe and identify the 'odd one out' from the given set of concrete material or pictures and explain the answer.</p>	<ul style="list-style-type: none"> • Give children the freedom to explore patterns and relationships. Give them the opportunity to come up with different answers or solutions and accept what they come up with. • Use the concept of sorting and sequencing in daily class activities, such as, asking children to make queues according to height, dividing the children for various group activities, organizing class material in boxes and arranging books in various piles. • Use low cost materials, such as, beads, sea shells, ice cream sticks, bottle caps and pebbles for pattern seeking exercises. Start by showing a few patterns to children, then engage them in extending the given patterns using concrete material and pictures. <ul style="list-style-type: none"> • Engage children in observing the environment and identifying various patterns. For example, patterns on floor tiles (one red tile and one blue tile) patterns of lines and flowers on various clothes and patterns of day and night. • Design various interesting activities using simple everyday material to help children explore 'Repetitive patterns'. A few ideas are given below: <ul style="list-style-type: none"> • Clap a simple repetitive rhythm e.g. clap, snap, clap, snap and ask children to join in. Clap another pattern e.g. clap, tap, clap, tap and ask the children to join in. • Introduce the word 'pattern'. Clap many other rhythms-with a pattern and later without a pattern. Ask children to decide which rhythm has a pattern and which does not. • Get children to create their own rhythm. • Encourage them to explain their pattern. • Display 4 similar and 1 different objects in front of the children and ask them to pick the odd object out. 	<p><u>Patterns and Function:</u></p> <ul style="list-style-type: none"> • Use different patterns and ask children to follow them e.g. clap, stamp, clap, stamp. Observes the ones who are unable to follow and work with them to understand the concept. • Ask children to create their own patterns using their body. • Give any 2 types of low cost material e.g. pebbles and sticks to children. Ask them to make a repetitive pattern. • Give children a basket with 4 similar and 1 different objects in it. Ask children to identify the odd object and discuss why it is called odd object and is taken out.
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Competency 2: Children will develop a basic understanding of quantity, counting from 0-9 and of simple number operations.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Understand one to one correspondence</p>	<p><i>This competency focuses on nurturing children's emerging number concepts through concrete experiences. It aims to develop an understanding of basic numbers and simple mathematical operations.</i></p>	<p><u>One on one correspondence:</u></p> <ul style="list-style-type: none"> • Give a pencil to some children and rulers to others. Ask children to match a pencil with a ruler. • Ask the children to explain what they are doing.

Teachers can facilitate learning in the following ways:

- Ask the children to stand in two lines. Match the children of line 1 with that of line 2. Ask them to hold hands as partners. Say that each child is matched with a partner.
- Give bottles to some children and the lids to others. Ask children to match the bottles with their lids. Say, each bottle has a lid.
- Get some pencils/books/sharpeners and match them one on one.
- Give two sets of material (such as, cups and spoons) to children, and ask them to arrange them in one to one correspondence.
- Read the story of Goldilocks and the three bears. Emphasize on how each bear was matched with a chair, bowl and bed.

- b) Differentiate between More than', 'Less than'
- c) Some and all from a given set of objects, and understand that some is less than all.

- Ask girls and boys to stand facing each other – Ask “What do you see?” “Are the girls more than the boys?”, “Are the boys more than the girls?” “Are they equal”?
- Did one line have more children than the other? Were the children of the 2 lines the same?
- Emphasize on ‘more than’, ‘less than’
- Show children a group of objects and introduce the vocabulary of "all".
- Bring in some chairs and ask children to sit. Ask if the chairs were more than the children, or the children were more than the chairs, or both were the same.
- Emphasize on and encourage children to say words like, ‘more than’, ‘less than’.
- Children paste cut-out shapes in two sets. Ask the children which set has more shapes? Which set has less shapes?
- Children work on individual lace-up cards on dogs and bones. Ask relevant questions: what is more? Dogs? Bones?

More than’, ‘Less than’

- Show two unequal sets to children. Ask the children to explain which is more, which is less, or if the things are of the same quantity.
- Get children to match two columns with straight lines to find which column has more/less.
- Give bottles to some children. From the pile of bottles, ask children to show ‘some, show ‘all’.

<p>d) Count correctly from 1-9</p> <p>e) Use numbers to represent quantities in daily life interaction.</p> <p>f) Compare quantities of objects in different sets and describe which sets are equal which have more objects, and which have less objects than another.</p> <p>g) Begin to develop an understanding of the concept of zero.</p> <p>h) Identify and start to write correct numerals, to represent numbers from 0-9.</p> <p>i) Sequence numerals correctly from 0-9.</p> <p>j) Identify which numeral represents a bigger quantity.</p> <p>k) Recognize ordinal numbers up to nine.</p>	<ul style="list-style-type: none"> Engage children in hands-on activities to help them build an understanding of numbers and their numeral representation. Display a large number line from 0–9 under the chalk board. Count the numbers with children pointing to each number as it is read. Flash one number card at a time. Tell the children its name and show the quantity too. Ask children to get you something from the environment to match that quantity. Provide manipulatives, such as, counting bars, small blocks, balls, spoons, ice cream sticks and engage children in: sorting the given objects in groups; counting the number of objects in each group; comparing the quantities in the various groups; and identifying which one has more objects than the other, which has less and which two groups have equal numbers. Provide daily opportunities to the children to count and match with the number. Provide daily opportunities to children to count and recount objects in the environment. Encourage children to compare relationships between quantities in their daily life. Ask questions to stimulate thinking. For example: <ul style="list-style-type: none"> Are there more girls or more boys in our class? Are there more brown objects or black objects in the container? Do more children in our class like bananas or do more like apples? Introduce numeral representation once children have developed a good sense of numbers and their values. For example, count objects and show its numeral to children on a card or on the board; five number cards (cards on which different numerals from 1-9 are written separately) and various objects to children and engage them in: sorting the objects in groups; counting the objects in each group; and placing the right number card alongside each group. Introduce the concept of zero with the help of number line. 	<p><u>Number recognition and quantity:</u></p> <ul style="list-style-type: none"> Give number cards 1-9 to children in pairs. Ask one child to arrange it in order and the other to read the cards and let the teacher know if they are arranged correctly. Flash a number card. Ask the children to show that many fingers. Flash a number card. Ask the children to show that many pebbles as a set
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Competency 3: Children will recognize basic geometrical shapes and the position of objects in relation to each other.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Recognize, name and colour two dimensional shapes, such as, circle, oval, square, rectangle, triangle. b) Identify the shapes in their environment. c) Draw shapes with the help of concrete materials. d) Understand and describe the position and order of objects using position words, such as up, down, inside, outside, on, in between and next to. 	<p><i>This competency will help children to develop a sense of shape and space. It emphasizes the provision of hands-on experience to understand the position of objects in space</i></p> <ul style="list-style-type: none"> • Provide several sets of shape cards in the same colour, and ask children to sort these cards using their own criteria; describe their sorting and talk about the criteria they used; and name each shape. Children may use various names, and at this stage, it needs to be accepted. • Introduce the shapes and their proper names. Involve children in identifying and talking about similarities and differences among the shapes. • Provide children with ‘Shape’ puzzles and encourage them to use them. Ask children to name the shapes as they are using them. • Take children on a ‘shape walk’ looking for geometric shapes in the environment. • Provide experiences in making shapes with natural and recycled materials, such as, clay, string and ice cream sticks. • Give plastic strips to children. Ask children to connect strips to make shapes. • Read a book on shapes. Collect several cut outs of shapes and ask children to paste the cut outs on newspaper. Ask children to say the names of the shapes as they paste. • Introduce and use various position words to describe the position of objects in daily activities. For example, Akram is putting the ball on the table; Salma has put the pencil next to her book; Zehra is standing between Ali and Asma. • Engage children in various games in which they give instructions to each other using position words. • Involve children in describing pictures using position words. 	<ul style="list-style-type: none"> • Provide children with cut outs of circle, square, triangle, rectangle, oval on her table. Ask each child name each shape.

Competency 4: Children will develop an understanding of measurement.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Describe and compare objects using length and weight as measurement attributes.</p> <p>b) Measure various objects by using their hand span and foot size.</p> <p>c) Verify their estimations using their hand span and foot size.</p>	<p><i>This competency emphasizes developing basic ideas about measurement and measuring attributes through hands-on experiences.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Prepare a ‘measurement table’. Ask children to observe and express attributes of the objects; big, small, tall, short, heavy, light, cold, hot. Ask children to compare lengths of 2 pencils, 2 rulers, 2 straws. Encourage children to describe their relationship e.g. red pencil is longer than the blue pencil or blue pencil is shorter than the red pencil. • Provide concrete material to children such as, long and short pencils, strips of paper or string, heavy and light blocks, toys and pebbles and engage them in comparing and describing the relationship between these objects, using words such as longer or shorter than, heavier or lighter than. • Take children to the sand area. Show them a transparent container with sand. Ask them to fill their transparent containers with equal/less/more quantity of sand. Ask the children to describe what they are doing. • Give a book that is a standard size. Ask children to collect objects bigger/smaller than that. • Make a standard play doh model. Ask children to make a same size, bigger than, smaller than models . • Make 2 children stand side by side and ask them to describe their height . • Ask, who is taller? Who is shorter? Who is the same height? • To lead children towards estimating the measurements, show them a few objects and ask questions, such as, which one seems to be the heaviest/lightest, longest/shortest? To verify their estimations, use simple tools such as, their own hand span, a simple balance or a rope. 	<ul style="list-style-type: none"> • Ask children to show the teacher any two short and long pencils, any two heavy and light pebbles, any two tall and short children and any two cold and hot snacks. • Ask children to make a tower using interlinked cubes or plasticine. Provide different instructions such as make the towers the same height, make one taller than / shorter than the other.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>d) Understand morning, afternoon, evening and night.</p> <p>e) Use vocabulary such as before and after with regards to time.</p>	<ul style="list-style-type: none"> • Ask children to measure their tables by using their hand span and measure the carpet/mat by using their foot size. • Relate a story with things happening in the morning, afternoon, evening and night. Hold a discussion on times of the day and their activities. • Show pictures of events that happen in the morning and at night. Select any 2 of the pictures. Ask which picture represents the earlier time in the day and which represents the later time in the day. • Use other pictures to introduce words like before and after, early and late. • Ask children to draw pictures of events that take place in the morning, afternoon, evening and night. Make pairs and ask children to use these pictures to carry on a discussion on times in a day. • Give 4-5 pictures to children and ask them to order the pictures in sequence. Children are asked to explain what they are doing. • Using a calendar, indicate special days, months, birthdays and use terms such as, yesterday, today and tomorrow. Use a clock and the daily routine to anticipate what will happen next. Anticipate how many days before Sunday, how many months before summer holidays, how many days / months for your birthday and other events that are of relevance to the children. 	<ul style="list-style-type: none"> • Draw a line on the ground and ask children to first estimate how many hand span will measure the line. Then do it practically to verify their estimation. Do the same with foot size also. • Show the children different size of objects like tables, benches, mats etc and ask them to do the estimation of how many hand span and foot size will measure a particular object. Then do it practically for verification. • Ask the children to name their morning, afternoon, evening and night activities

Competency 5: Children will develop an understanding of handling data.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Handle data</p>	<p><i>This competency emphasizes developing basic ideas about handling data through hands-on experiences.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • How many children are there in the class? • Children sort themselves into 2 sets according to: ‘Who had breakfast and who didn’t’, ‘Who is wearing black shoes and who is not’. Show this information on the board by drawing sets of each category. • Each child is provided a 5” x 5” card to draw their own picture. This is used for a pictorial display. Ask, ‘who had milk in the morning?’ The children raise/not raise their picture to show confirmation to the answer. The teacher records this information on the board. • The teacher compares the number of each category. She asks the children to tell which category has more and which category has less. • Other categories could include: favourite colour , school activity, toy, children who bring/don’t bring snacks from home. • Each time, the teacher records the response on the board. she compares the numbers of each question. 	<p>Ask children to place their portrait card in any of the 2 sets:</p> <ul style="list-style-type: none"> • Had breakfast in the morning • Did not have breakfast in the morning? <p>The teacher asks, which category has more? Which category has less?</p>

Key Learning Area : The World Around Us

Competency 1: Children will develop an understanding of how families are important.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessment
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Define family as a group of people living together. b) Know that everyone belongs to a family and that families are different from one another. c) Talk about their family members and each one's role and importance to the well-being of the family. d) Collect information about their family members. e) Describe both verbally and non-verbally ways in which they help their family members. f) Identify various ways of showing love and respect for family members. g) Demonstrate an awareness that they feel protected or unprotected being part of their families. 	<p><i>This competency is designed to help children recognize the importance of family relationships and to learn more about their own families and those of their peers.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Help children to understand that 'family' can mean different things. People living together make a family and this does not necessarily mean only blood relatives. Talk to children about families that can have one parent with children, children who live with grandparents, children who are adopted or children who live in orphanages. These are all families because they live together and love and look after each other. • Ask children about their family members, about their roles and responsibilities. Read stories based on family relationships and roles. • Help children think of a few questions they could ask their family members, in order to learn more about their likes and dislikes, hobbies and favourite food. • Children can talk to their family members at home, to their family members away from home by telephone, mobile, email and then share the collected information with their peers in small groups in class. Children can also bring photographs of their family members to show to their friends. • Sing poems like 'We are a happy family', 'Thank you God for the family you give' or other poems to appreciate the family they belong to. • Help children think of ways in which they can show their family that they love and respect them. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <p>Get children to draw a family portrait. Ask them to label and talk about members and whether their family is composed of blood relatives or relatives living together through association.</p> <ul style="list-style-type: none"> • Ask children to make a family tree. They can use pictures or draw their family members. • Get children to act out the roles family members have both within the home and outside. • Provide children with a zigzag book and get them to make a family album with the information they have collected about their family members. Ask questions about family members and the work they do. • Get children to show appreciation by making a 'Thank you card' or 'I Love You' card for members of their families • Children can talk about how they will show love and respect to their family.

Competency 2: Children will develop an understanding of the people and places around them

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessment
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <p>a) Talk about various community members and explore their roles.</p> <p>b) Recognize places such as, a library, clinic, park, <i>autaq</i>, village well, health centre, airport, train stations and talk about their purpose and importance.</p> <p>c) Talk about food, water and clothes. Discuss where they come from, who brings them to markets and homes and how they get there.</p> <p>d) Identify and explore various means of communication and transportation.</p>	<p><i>This competency focuses on exploration and enhanced understanding of the environment. It also focuses on helping children realize the importance of community structures and appreciating the role of various people and their services to the community.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Help children identify and learn more about community members, who are most relevant to their context. These may be the people who contribute to the community or provide services. • Help children identify and learn about community places which are of significance in their local community. Children in different schools may explore different places. • Take children on a field trip where they can observe the spaces along with specific features and talk to the people there. • Invite various community members to class to talk about their work. Encourage children to ask them questions and participate in discussion with them. • Pick a few necessities of daily life and engage children in reflecting and talking about their sources. For e.g. teachers can choose 'Bread' as a topic and ask questions to help children trace the path to the source: <ul style="list-style-type: none"> • Where do you think we get bread from? • I wonder where bakers/tandoor get bread from. • What do you think bread is made of? • Where does flour come from? 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Invite community members to the classroom and have children ask them questions to explore their roles and the work they do. • Provide children with pictures of places in the community and assess how many they recognize. Encourage them to talk about the purpose of these places and why they are important. • Get children to make a picture album of community members who provide their services and the roles they perform. • Show children pictures of food items, bottled water, clothes and ask them to draw where they come from and how they get to the market and homes.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessment
	<ul style="list-style-type: none"> Organize interesting exploration activities to help children learn about communication and transport. Engage them in observing various modes of transportation. Ask them to compare these and sort them in groups using their own criteria. Discuss with them their reasons for why they sorted as they did. Give children a choice of drawing or making clay models of imaginary forms of transport, for e.g. a flying rickshaw. Encourage children to come up with their own ideas. Talk to them about their experiences of travelling and the mode of commuting used by them. 	<ul style="list-style-type: none"> Provide pictures of various means of communication and transportation. Ask children to sort them according to land, sea and air transportation.

Competency 3: Children will recognize the plants and animals in their environment and explore their basic features and habitat

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessment
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> Recognise animals and explore their basic features Compare a variety of animals to identity similarities and differences and to sort them into groups, using their own criteria. Recognise plants and explore their basic features. Talk about the significance of animals and plants for human beings. Explain how to take care of animals and plants. Take actions to demonstrate a caring attitude towards plants and animals 	<p><i>This competency is designed to engage children in careful observation and comparison of various animals and plants in their surroundings. It also aims to develop a caring and loving attitude towards animals and plants.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Read or tell stories about animals and plants and talk to children about their observations and experiences with plants and animals. Ask children to observe local animals and their basic features such as body parts, sounds, habits, food and homes. Organise field trips to the zoo to see animals that are not locally observable. In the classroom they can depict the various animals' movements. Help children recognize the main parts of plants, such as roots, stem, leaves, flowers and seeds and compare the parts of various plants. Give them the opportunity to touch, smell and feel the different textures, and talk about similarities and differences. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Get children to make a picture story book on an animal and narrate the story. Children can make a picture story book on a plants and narrate a story about plants. Ask children to plant some seeds in a jar either in the school and/or at home and ask them to record on a sheet how much growth has taken place. Label different parts of the plants.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
	<ul style="list-style-type: none"> Encourage children to reflect on and share ideas about actions which are harmful for animals and plants, for example, beating animals and plucking flowers and pulling off leaves from their stems. Discuss ways of showing respect and care for animals and plants. Talk to children about organisations and people who love and protect plants and animals. 	<ul style="list-style-type: none"> Label the body parts of a few animals. Make a story of how humans can show care to animals and plants. Ask children to pick their favourite animal or plant and present their autobiography.

Competency 4: Children will observe the weather and develop an understanding of the seasons and their significance to people

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessment
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> Observe and describe daily weather conditions Record daily weather condition on a weather chart using symbols or picture Describe key features of different seasons, based on observations and experiences Discuss how the changing seasons affect our food, clothes and lifestyles 	<p><i>This competency focuses on helping children understand their environment by becoming good environmental observers and explorers.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Spend a few minutes each day, talking about the daily weather conditions, using simple indicators such as sunny, cloudy, warm, cold, rainy, windy, dry, humid. Use simple symbols/pictures to help children record the weather. For example, put up a big chart in the class with boxes for each day and ask children to draw symbols in the relevant box to record their observations. Engage children in discussions, during winter, about food, clothes and lifestyle related to winter. In summer, design activities to facilitate children to explore summer and help them notice how various aspects of our life changes with the change in seasons. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Children record the weekly weather on a chart using pictures and symbols of sunny, cloudy, hot, humid etc. Ask children to collect pictures of different seasons and make an album of the seasons. Categorize pictures of food, clothes, shoes people use according to a particular season.

Competency 5: Children will develop a caring attitude towards the environment

Expected Learning Outcomes	Examples and Ideas for Implementation	Examples of Assessment
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Understand the need for clean air and how to prevent air pollution . b) Identify the uses of water and the need to conserve . c) Identify pleasant and unpleasant sounds leading to an awareness of noise pollution. d) Discuss and implement the careful use of resources/materials in everyday life. e) Explore alternate uses of waste material. f) Identify practices that are useful and harmful to the environment and suggest alternatives to harmful practices. 	<p><i>The competency focuses on nurturing children's abilities to think critically about sustainable development . Identifying problems, thinking of alternatives, generating diverse solutions and asking and responding to open- ended questions, are the key processes in which children need to be engaged.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Work with children on puzzles and general problem solving activities. Select tasks which can be solved in a variety of ways, which have optional solutions, instead of just one correct answer. • Engage children in activities which encourage them to think of alternatives. For example, ask children to think of various possible uses for an empty plastic bottle, or an old calendar or an empty carton or biscuit box. • Discuss and share ideas for replacing environmentally harmful practices with better alternatives, for example, use of cloth bag instead of paper bags. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Children can list any three ways through which they could make their environment clean. • Talk about at least three ideas on how to help others/friends at the time of problems. • Record actions they can take in their neighbourhood to control noise pollution. • Children can visit the school canteen and gather empty biscuit boxes and cartons and reuse them for different activities

Competency 6: Children will develop an understanding of their rights and responsibilities in order to participate in school and at home

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessment
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Identify their rights as members of family, school and community. b) Express the choices they make demonstrating their right. c) Participate in all activities of their choice within classrooms/school and at home. d) Identify and carry out their responsibilities to help others at home and in school. e) Explore common and uncommon responsibilities they are engaged in at home and in school. 	<p><i>The competency focuses on nurturing children's ability to exercise their rights and responsibilities to become active citizen for immediate family and neighbourhood.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Provide them ample opportunities to participate in classroom discussion and activities and exercise their right to speak and share openly. For instance, their right to education, right to speech, right to choose what interests them such as food, dress etc, right to share their likes and dislikes, right to not to force them to do any thing etc. • Provide opportunities for children to choose story books, materials and activities of their own choice from learning corners. Get them to rationalize their choices. • Children will be encouraged to help their teachers and friends in the school by following social skills in the classrooms, help friends and share resources, work in teams, play safely so no one gets hurt. Encourage children by giving a badge 'I performed my responsibilities well'. This can be given weekly to motivate others to become responsible and act. • Work with parents and encourage them to engage children in various chores at home whereby children can help them, such as helping with cleaning, keeping their clothes in place, keeping things in their place, setting the <i>dastarkhwan</i>. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Children will make a card 'I have a right to....' using pictures or drawing (provide facilitation) • Observe if children can talk about their choices such as their dress, food, having friends. • Ask children to name a few actions (activities) they perform in school to help their teachers and friends. • Children can draw or use pictures to show what action they take to help their family members at home. They can present their ideas in groups. • Discuss in groups at least 5 things which helps them in learning in the classroom. • Talk about at least 3 things which hinders their learning in the classroom.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>f) Express their opinions about facilitative and hindering factors in carrying out various tasks in the classroom.</p>	<ul style="list-style-type: none"> Engage children in exploring the classroom setup which facilitates or hinders in their learning such as following social skills enables them to listen to all, having a supportive classroom environment ensures everyone is friendly. This will enable them to become careful about their needs and also about their environment, furthermore such opportunities will enable them to think critically and apply their thinking in improving their learning in the school and also at home. Also they become confident, competent and informed members of society. 	

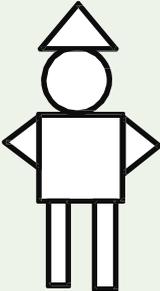
Key Learning Area: Physical Development and Safety		
Competency 1: Children will develop a sense of balance, agility and coordination.		
Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Provide a safe and caring environment.</p> <p>b) Move in a range of ways such as: running, jumping, skipping, sliding and hopping.</p> <p>c) Refine and improve their movements as they repeat actions.</p> <p>d) Do physical exercises such as: stretching, bending, hopping.</p> <p>e) Move through spaces with consideration of other children/people and objects in the environment.</p> <p>f) Show respect for other children's personal space when playing.</p> <p>g) Demonstrate the control necessary to hold objects or hold themselves in fixed positions for a couple of minutes.</p> <p>h) Explore a variety of ways to represent ideas through actions and movements.</p>	<p><i>This competency focuses on children's developing physical control, mobility and awareness of space in indoor and outdoor environments. It includes establishing a positive attitude towards a healthy, active way of life.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Make sure the environment that is provided to the children is safe and secure. • Integrate health and safety activities throughout the day, in different segments of the daily routine. • Model healthy and safe practices and promote healthy lifestyles for children. • Provide safe environment for children to walk, run, jump, hop and climb. Give them opportunities to perform all the physical activities. Example: opening, closing and setting of lunch boxes, setting-up of dining table, movement of chairs etc. • Support children in performing outdoor activities to develop their gross motor skills by using equipment like swings, climbing frames, sea-saw, merry-go-round etc. • Include gross motor skills during transition time, from one segment of the daily routine to another. For example, hop 5 times, or clap 5 times while they wait to wash their hands. • Give equal opportunities to girls and boys to participate actively in active play. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Organize sports day in schools that focuses on different fine and gross motor activities. • Draw straight, curvy and zig-zag lines on the ground and ask children to walk on them. • Have balancing games with the children like rolling a tyre race, balancing a rubber ring on the head and walking from one end to another, throwing rings in the tower/water bottle from a distance. • Get children to play traditional games like "I sent a letter to my father", "statue/freeze games". <p>Record all this information in a physical development/health log.</p>

Competency 2: Children will have increased hand-eye coordination and the ability to handle tools and materials effectively.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Use a range of child-appropriate tools with increasing control and confidence.</p> <p>b) Handle malleable materials safely with increasing control.</p> <p>c) Show increasing control over dressing and utility items.</p>	<p><i>This competency focuses on developing children’s skills to accomplish tasks and activities that require balance and safe handling of tools and objects.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Provide opportunities to use simple tools like safety scissors, thread, plastic knives, hammer and screw driver to perform various tasks. (Make sure the children work under the supervision of an adult to ensure care and safety elements). • Provide sensory experiences to children such as water and sand play where children can experience working with sand and water. • Organize activities which involve dressing-up using varied fasteners such as, buttons, hooks, laces and zips. Involve children in opening and closing bottle caps and boxes and bags of various designs and sizes. • Check the environment on regular basis to ensure that healthy and safe practices are followed. For example windows and table corners are not broken, nails are not coming out from the furniture, smooth flooring is maintained. • Discuss safety rules with children before starting the activities so that children are conscious while playing and performing various activities. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Observe if children can cut different shapes and patterns using a safety scissors. • Get children to make a bow by using ribbons and thread. • Ask children to cut boiled potatoes into small pieces by using a plastic knife and peeling peas or peanuts by using fingers. • Ask children to make sand castles, different animals with the help of shape stencils, do writing of different letters and alphabets on the sand for identification. • Prepare a wide range of activities for zipping, buttoning and putting the bottle caps on. Ask children to match the bottle caps with the bottles, open and close the different types of bags and pencil cases to identify their skills. • Ask children to complete the puzzles (matching) by tying the shoe laces together.

Competency 3: Children will develop an understanding of the importance of safe and hygienic practices.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Demonstrate an awareness of healthy lifestyle practices. b) Recognize and follow basic safety rules for climbing stairs/trees etc. c) Identify and seek adult help if feeling unwell, hurt, unhappy or uncomfortable. d) Take care of their personal hygiene like cutting of nails and hair, brushing teeth, washing hands, wearing clean clothes etc. e) Importance of balanced diet. f) Identify people in the community who care for health needs. g) Importance of First-Aid kits and how to take care of others who need us in terms of getting hurt. 	<p><i>The main focus of this competency is on hygiene, safety and well-being. It emphasizes on helping children to internalize the importance of hygienic practices and of carrying these messages home.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Model hygienic and safe practices and read stories about healthy lifestyle. Establish a physically and emotionally safe environment where children know they can talk about how they are feeling. • Discuss safety rules on a regular basis, before starting an activity or going outdoors to play. Discuss hitting, touching others, being touched (and not liking it) pushing, being considerate and walking slowly in a queue, so as not to bump into someone in front. • Discuss how germs are spread. Talk about buying snacks from vendor who do not use covers and allow flies to sit on the food which in turn spreads diseases. Discuss the hazards of spitting in the environment and the risks of smoking and air pollution. • Talk about the importance of washing hands, keeping our bodies clean, brushing our teeth daily and wearing clean clothes. Demonstrate these practices through action rhymes, songs and stories. • Engage children in discussion on food types. Over a period of time, children can talk about the hazards of eating meethi chalia, chewing gum and excessive intake of oily foods, sweets/toffees and colas. Also discuss the effects of having fizzy drinks and chocolates in excess amount. • Talk about clinics, hospitals, doctors, dentists and other health professionals and their role in society. • Discuss what is a first aid kit and its importance and what things should be kept in and how it is supposed to be used, such as, saniplast, bandage, cotton, anti-septic, scissors. • Ask children to check for head lice, keep their hair neat and clean by washing it regularly and tying it neatly. • Encourage children to go for regular vaccination and visits to a health officer. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask children to make a safety rule chart for their class with the help of their teacher. • Ask children about the things that should be used on a regular basis that can protect them from germs and diseases like Dettol, hand wash, having shower with soap, wearing clean clothes and using water in the washroom. • Have emergency drills with the children to save themselves from any kind of emergencies. • Get children to talk about seasons, appropriate clothes and food. Ask children about healthy and junk food and the reasons why we should eat healthy food. • Ask children how to take care of their environment to prevent themselves from getting hurt / ill. • Ask children if someone touches them in a way which makes them feel uncomfortable. • Talk to children about their feelings.

Key Learning Area: Visual Arts		
Competency 1: Children will express themselves through the use of free hand drawing and colouring		
Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Hold and use art tools such as crayons, paint brush and pencils correctly.</p> <p>b) Recognize and use art tools to express their imagination and observation</p> <p>c) Use colours to express their thoughts and feelings</p>	<p><i>This competency focuses on nurturing children's creativity, decision making skills and confidence in their choice of materials.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Introduce a variety of art tools such as crayons, colour pencils, plastic pastels and coloured chalks and provide children with opportunities to experiment with all materials at different stages. • Encourage and appreciate children to use computer software (related to colours) where possible. • Ask children to draw anything they like and use colours of their own choice. • Discuss the names of the colours and ask them the reasons of using them in their drawings. • Give children large sheets of paper or newspaper. Give children the freedom to represent their thoughts and feelings by using different colours. • Provide sufficient time for children to work on their paintings and encourage them to talk about the process of creating their piece of art. • Display children's paintings in the class and later place them in their portfolios. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Play "I spy games" with the children to see if they can recognize the colours from the environment. e.g. I spy with my little eye, an object that is red in colour. <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">      </div> <div> <p>Red</p> <p>Green</p> <p>Orange</p> <p>Blue</p> <p>yellow</p> </div> </div> <p>Ask children to do free hand drawings, select any medium of colouring and colour.</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Ask children to colour the shape man according to the given colours. • Ask children to talk about their piece of art, drawing or painting.

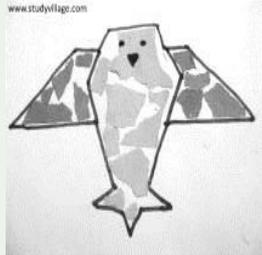
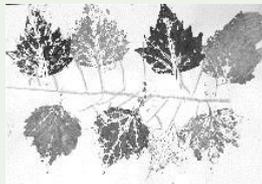
Competency 2: Children will work with a variety of low cost and waste material to create craft projects of their choice

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Develop ideas for creating various low cost materials/projects from waste materials.</p> <p>b) Create art and craft work of their own choice using a variety of waste materials collected from their immediate surroundings.</p> <p>c) Use various art techniques, such as drawing, colouring, printing, painting and collage to create their craft work.</p> <p>d) Talk about the low cost/waste materials that they can or have used to create new things.</p> <p>e) Give an understanding to the children that nothing is waste/useless. New things can be created by recycling the old/used materials.</p> <p>f) Develop new materials by recycling the waste/used materials according to the topic/content being done in the class.</p>	<p><i>This competency focuses on nurturing children's creativity, decision making skills and confidence in their choice of materials.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Encourage children to collect waste materials such as ice-cream cups, ice-cream sticks, pieces of clothes, old socks, empty boxes of shoes/tissue/masala/biscuits, pencil shavings, nut shells, buttons etc from their home, school and neighborhood. Involve children in sorting the collected materials and store them in boxes/jars. Involve students in making different things (according to the topics) by using empty toilet rolls and finger puppets with old boxes and pieces of doth. Children can do sponge painting with different design cut outs. Example: <div data-bbox="620 1234 1075 1384" style="text-align: center;"> </div> <ul style="list-style-type: none"> Encourage children to share their ideas of what they can create with the material. They can work in pairs as well as in small groups to share their ideas. Children's work should be displayed in the class to make them feel proud. Later the work can be put into their portfolios for records. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Display a variety of low cost/waste material in the class and ask the children to select any material of their choice and convert it into a creative piece of art. Ask the children to select any material from art area like cuttings of coloured papers, pencil shavings, twigs, sequences, nut shells etc and ask them to make a scenery, a house, flowers or anything they would like to make.

Competency 3: Children will experiment with a variety of materials to represent their observations and imaginations in the form of cutouts/models

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Feel comfortable and enjoy working with clay and play doh b) Prepare their own play doh by using different ingredients/ different recipes c) Create various cutouts/models d) Make different pottery items using clay e) Decorate their cutouts/models and pottery items and display them 	<p><i>This competency focuses on nurturing children's creativity, decision making skills and confidence in their choice of materials.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Engage children in thinking about various ideas and providing them with the material, freedom and encouragement to create cutouts/models of their own choice • Help children to prepare their own play doh by using different ingredients and colours. Encourage children to use their play doh to make a variety of cutouts • Help children to make small models/utensils of their choice by using clay. • Provide students with sufficient time to work on their models. Also discuss the process and the end product with the children to appreciate their efforts. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask the children to share the ingredients that they used to make play doh • Ask children to talk about the models and cutouts that they have made. Teacher should encourage and support their discussion. • Assess creativity in making pottery and other clay items. • Have a show and tell session with children. Let them talk about the models and pottery they have made.

Competency 4: Children will learn the skills for collage work and printing. They will also use these skills in a variety of ways to create their own art pieces and patterns.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Collect a variety of material for doing collage work. b) Make personal choices from the collected material for creating their own collage work. c) Collect a variety of material used for printing. d) Make personal choices from the available material for creating different designs and patterns. 	<p><i>This competency focuses on nurturing children's creativity, decision making skills and confidence in their choice of materials.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Involve children in the collection of materials for collage work such as pieces of papers, old photographs, old greeting cards, old newspapers, cotton, wool, nut shells, fallen leaves, wooden blocks and pencil shavings along with some shape cutouts made from sponge. Vegetable tops can also be used for printing which are usually thrown away like top of an onion, lady finger and carrot. • Display some samples of collage work and printing work in the class or use them during story time with the children. Engage them in thinking about their ideas to create a unique piece of art by doing collage work and to create a gift wrapping sheet or their copy cover sheet by using different ideas of printing. • Engage children in the process of developing their own prints by using their own choice of techniques. • Provide sufficient time to children to work on their projects, discuss the process and the product. Display their final art works in the class and later put them in their portfolio. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Children create their collage art piece by selecting and using different materials from their collection. • Assess the different designs and patterns made by children using various materials for printing. • Assess children's creativity and the new ideas that they come up with. <div style="text-align: right;">    </div>

Competency 5: Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Fold paper in a variety of ways.</p> <p>b) Observe adults and practice using various techniques of paper cutting and paper folding to make simple objects and designs.</p> <p>c) Explore various ways to make different objects by folding and cutting paper.</p>	<p><i>This competency focuses on paper art for the expression of children’s creativity and imagination. Like other competencies the elements of imagination, choices and decision making are critical ones.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Demonstrate the art of paper folding by showing the children how to fold the paper into halves, quarters and diagonals and later by cutting them with increasing precision. • Encourage the children to manipulate the paper in various ways by making creative objects with paper folding techniques such as: paper fan, an airplane or a cat or dog’s face. • Simple origami techniques can be introduced and children can be facilitated to make different objects such as: a boat, a bird, a flower, a windmill. • Demonstrate and engage children in paper weaving to develop patterns by using different colourful strips varying in width to make mats. • Provide sufficient time to children to work on their projects, discuss the process and the product. Display their final art works in the class and later put them in their portfolio. <div data-bbox="582 1809 1133 2078" style="text-align: center;"> </div>	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Give children an A-4 sheet of paper and ask them to fold the given paper in such a way that they get a perfect square. Engage children to use the square paper and create any design. • Children can select any colour papers and cut them into strips and weave them into a mat making different patterns.

Key Learning Area: Sound, Rhythm and Action		
Competency 6: Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression		
Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Listen and identify the sounds and rhythms in their surroundings.</p> <p>b) Experiment with different sound producing objects and observe the difference in the sounds produced by them.</p> <p>c) Produce sound patterns/rhythms by counting the beats.</p> <p>d) Explore the sounds made by various musical instruments.</p> <p>e) Create some simple musical instruments.</p> <p>f) Recite poems, folk songs, Provincial songs in chorus and solo.</p> <p>g) Participate in teacher guided poems with actions.</p>	<p><i>This competency focuses on developing children’s sense of sound in terms of rhythm and rhyme, using a variety of objects from their environment.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Collect several sound producing objects such as wooden and metallic spoons, wooden sticks, glass and plastic bottles and plastic bowls. Engage children in exploring sounds produced by various objects when they are struck with another object (such as: a spoon and a bowl) or tapped with the fingers. • Provide opportunities to children to explore the difference in sounds when the bottle/container is filled with different levels of water and when it is empty. • Engage children in producing repetitive sounds using various objects, leading to musical patterns. For example, gently taping a metallic bowl, a glass bottle and a plastic cup with a metallic spoon in a sequence and listening to the sound and then changing the sequence and observing the difference. • Demonstrate beats and rhythms by dapping out number patterns, for example, 1-2-3 stop 1-2-3-stop. These beats can then be played by tapping or shaking various sound producing objects. • Engage children to create some simple musical instruments such as a drum along with the sticks, shakers of different sounds and a guitar by using low cost materials. • Engage children in reciting poems, folk songs, national songs in chorus and in solo with rhythm and appropriate actions and expressions. Children can use the musical instruments to sing songs. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Gauge children’s participation in assembly presentations, circle time etc and observe while they perform poems / songs with actions. • Get children to listen carefully and identify the different sounds that they can hear in the environment. • With the help of a tape recorder/mobile, play different sounds made by various musical instruments and ask children to identify the instruments and name them.   

Key Learning Area: Dramatic Play		
Competency 7: Children will participate with increasing confidence in a variety of dramatic play activities to express themselves.		
Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Explore and enact a variety of roles. b) Imitate the movements of living and non-living things they observe in the surroundings. c) Develop confidence to perform/depict a variety of roles and situations in front of the class. d) Enact/imitate daily experiences while working/playing cooperatively with other children. 	<p><i>This competency focuses on building children’s confidence, enhancing their imagination and nurturing creative expression by encouraging them to participate in dramatic play activities.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Help children to develop the confidence to participate in dramatic play by engaging them in various mimicking and enacting games such as: <p>“Let’s pretend to be...” In this game, children identify an object and try to mimic it. For example, “let’s pretend to be a train”. Children can make a line and enact the movement and sound of a train. In the same way, encourage children to depict animal actions, flying birds, airplanes and whatever else they can think of. Children can enact the roles of various family members and their occupations such as: a doctor, a carpenter, a <i>dhobi</i>, a tailor and a police officer. They can also imitate their parents or teachers.</p> • Get children to play “Guessing games”. In these games, children think of a situation, a person or an object. They then act out in front of the other children the situation, characteristics of the person/object. Others try to guess what is being enacted. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Children act out poems and stories by selecting roles for themselves during class activities or presentations. • Observe children’s representation of their imagination through play. For example, children can develop a role play to depict “if I were a doctor I would...”

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Key Elements of the Provincial
Curriculum for ECCE
AGE 4 to 5

Summary of Key Learning Areas and Competencies for Age 4 - 5

KEY LEARNING AREAS	COMPETENCIES
Emotional, Personal & Social Development	<ol style="list-style-type: none"> 1. Children will develop a positive sense of their own gender identity. 2. Children will develop an understanding of others; their likes, dislikes, emotions and perspectives and will welcome differences 3. Children will honor diversity and will be willing to collaborate and live in peace and harmony. 4. Children will use social skills in play and other contexts 5. Children will be aware of their own religion and that of others. 6. Children will recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination
Language and Literacy	<ol style="list-style-type: none"> 1. Children will engage in conversation and communicate with others in a variety of ways, purposes and contexts 2. Children will describe every day events and express needs, feelings, ideas, opinions and preferences 3. Children will enjoy listening to stories and poems, make up their own stories and rhymes, act out stories with expressions and participate in role play. 4. Children will read simple words and identify text by reading books 5. Children will understand how to follow books in different languages and how a book is organized. 6. Children will read simple text , recognize familiar words from the text and make rhyming words. 7. Children will use pictures, symbols and familiar letters and words to express their creativity and imagination. 8. Children will write to communicate meaning, showing an awareness of some of the different purposes of writing.
Basic Mathematical Concepts	<ol style="list-style-type: none"> 1. Children will demonstrate an understanding of the different attributes of objects, such as, colour, shape, size, weight and texture, and match, sequence and classify objects based on one/two attributes. They will also engage in pattern seeking and pattern making using different attributes of objects. 2. Children will develop an understanding of quantity, counting from 0-100 and of simple number operations. 3. Children will recognize basic geometrical shapes and the position of objects in relation to each other. 4. Children will develop an understanding of measurement. 5. Children will develop an understanding of handling data.

Summary of Key Learning Areas and Competencies for Age 4 - 5

KEY LEARNING AREAS	COMPETENCIES
The World Around Us	<ol style="list-style-type: none"> 1. Children will develop an understanding of how people contribute to their communities in different ways. 2. Children will demonstrate an awareness of their surroundings including people and places around them. 3. Children will demonstrate an understanding of the animals & plants and the need to care for and respect the environment. 4. Children will observe the weather and develop an understanding of the seasons and their significance to people. 5. Children will demonstrate an awareness of natural and built environment and develop a caring attitude towards the environment. 6. Children will demonstrate an awareness that people in society are interdependent on each other, and that rights and duties should be upheld.
Health Hygiene and Safety	<ol style="list-style-type: none"> 1. Children will develop a sense of balance, agility and coordination through participation in activities that enhance physical capabilities. 2. Children will have increased hand-eye coordination, control over body movements and the ability to handle materials effectively. 3. Children will develop an understanding of the importance of safe and hygienic practices.
Creative Arts	<ol style="list-style-type: none"> 1. Children will express themselves through the use of drawing and colouring 2. Children will work with a variety of low cost and waste material to create craft projects of their choice. 3. Children will experiment with a variety of materials to represent their observations and imaginations in the form of models/sculptures. 4. Children will learn the skills for collage work and printing. They will also use these skills in a variety of ways to create their own art pieces and patterns. 5. Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns. 6. Children will listen and identify a variety of sound patterns and create their own rhythms and rhymes for poems. 7. Children will participate with increasing confidence in a variety of dramatic play activities to express themselves.

Key Learning Area: Emotional, Personal & Social Development

Competency 1: Children will develop a positive sense of their own gender identity.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Use imaginative play to explore and understand gender roles b) Challenge stereotypes regarding gender roles c) Use non-traditional images of men and women d) Engage in play that is gender inclusive 	<p><i>This competency focuses on developing children’s understanding of what it means to be a male or female in their context and engage in practices that are gender fair.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Talk about the roles that girls and boys and women and men have in society. Ask “why” questions so that children can think about why these roles exist and how they can engage in non-traditional roles. • Read stories that convey images of women and men in non-traditional roles • Explore with children examples of women and men who have challenged stereotypical notions of being female or male. • Encourage children to play with material that may be associated with members from the opposite gender • Have children express how they are equal and of value irrespective of being a girl or boy <p><i>Children typically express their gender identity through:</i></p> <ul style="list-style-type: none"> • <i>social behaviours (aggression, dominance, dependence)</i> • <i>mannerisms /physical gestures and non-verbal actions identified as masculine/feminine</i> • <i>choice of toys, games, clothing and social relationships.</i> <p><i>Teachers should encourage children to explore a range of behaviours, mannerisms and choice of toys, games that are non-gendered for e.g. boys and girls both should be sensitive, caring and should play varied games</i></p>	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Get children to role play different gender roles. Observe how they challenge gender stereotypes. • During plan-do-review, observe children’s play and assess if they work with traditional/non-traditional images. Encourage them to try different roles and images. • Observe children’s choice of play materials and tasks.

Competency 2: Children will develop an understanding of others; their likes, dislikes, emotions and perspectives and will welcome differences

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Understand that others can have likes, dislikes, emotions, point of views different to theirs.</p> <p>b) Respect the feelings and views of others.</p> <p>c) Cooperate with and be sensitive to peers, elders, and neighbours who may be different to them e.g. having learning and physical disabilities</p>	<p><i>This competency focuses on making children pluralistic in their attitudes and thinking i.e. they consider everyone as equal and not discriminate against anyone on the basis of their identity.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Encourage children to interact openly and sensitively with all peers and listen to what others are saying respectfully, without interrupting them. • Read stories about people who may be different to them. • Discuss similarities and differences and talk about peoples’ strengths and unique qualities. • Ask children to keep a ‘Kindness book’ and draw or write how they cooperate with others and help peers, elders, neighbours who may be different or have disabilities. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Talk about their own likes and dislikes and those of their classmates and draw simple comparisons. • Children share examples from every day practice when they showed respect for others and their feelings. • Children can role play being cooperative and sensitive to peers, elders, neighbours. Record responses in the child profile. • Children enact stories demonstrating respect, cooperation using puppets or dolls.

Competency 3: Children will honor diversity and will be willing to collaborate and live in peace and harmony.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Understand that people belong to different communities and some members are similar to them while some are different</p> <p>b) Share about the diverse groups around them and how they may be similar or different based on language, ethnicity or religion.</p>	<p><i>This competency focuses on developing children’s understanding that people may be different based on ethnicity, language, religious affiliations and personal preferences yet they need to collaborate and live in peace and harmony</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Have children express ways in which they and others belong to a family, neighborhood and community. Ask them why it is important for people to belong to a group. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Children can draw how each member of the community is valued.

Expected Learning Outcomes	Examples and Ideas for implementation	
	<ul style="list-style-type: none"> • Get children to talk about how family members are different yet an important part of the family. In a similar way members living in a community can be different but valuable. • Tell stories about people who have made contribution and may be from different communities/ethnic groups/religious affiliations. • Encourage children to talk about how they can live in peace and harmony 	<ul style="list-style-type: none"> • Get children to list friends who many have a different language and ethnicity to theirs. Encourage them to appreciate all languages, ethnic groups and religions. • List ways in which they can act and work to bring peace in their classroom and neighbourhood. • Children share stories on the importance of listening to and considering other viewpoints to promote peace and harmony.

Competency 4: Children will use social skills in play and other contexts

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Share how words and actions affect them and others. b) Use words and actions to express thoughts and negotiate with others. c) Use social skills such as taking turns, listening to others. d) Share examples of how people can have differing points of view. 	<p><i>This competency focuses on developing children’s social skills and an understanding of negotiating and using words and actions in their interactions with others.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Ask children to think of the words and actions of others that make them sad, happy, angry or excited. Find out how they feel. • Get children to use words and actions to negotiate with others and tell them how they feel. For example, children could say, ‘I feel sad when you call me names’, ‘I do not like it when you pull the toy from my hand’. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask children to talk about the words and actions that make them sad, angry, happy, excited. • Practice positive words and actions that will promote feelings of well-being for themselves and others.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
	<ul style="list-style-type: none"> Use social skills with children throughout the day. Ask children to take turns, listen to others, share. Ask children to share times when conflicts have arisen during play or with friends, talk about different opinions they may have had. 	<ul style="list-style-type: none"> Keep a checklist of social skills that children are beginning to follow. Give opportunities to practice these social skills and record them. Re-tell stories of characters having differing points of views and talk about how this was resolved through talks.

Competency 5: Children will be aware of their own religion and that of others

Expected Learning Outcomes	Examples and Ideas for implementation	
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Know that many religions exist and people belonging to other religions also live in Pakistan.</p> <p>b) Understand that people have different kinds of beliefs, prayers, places of worship and religious festivals.</p> <p>c) Develop an appreciation that everyone is special irrespective of what they believe in.</p> <p>d) Know that religion of most people of Pakistan is Islam.</p> <p>e) Know that love, care, peace and respect for others are common values across religions.</p> <p>f) Muslim children will:</p> <ul style="list-style-type: none"> Know Allah is the Sole Creator and Prophet Muhammad (SAWS) is His last and most beloved Prophet Know that Islam stands for peace and harmony Recite the first Kalma. Recite small duas and know why they should be recited. 	<p><i>This competency focuses on developing children's concept of religion and respect for all religions.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Promote the values of tolerance and respect for everyone. Young children should be made confident that God loves them. He has created them with love and wants them to love their fellow-beings. Notions of 'fear' or 'punishment' should not be inculcated at this young age. Recite small duas so that Muslim children are introduced to the ethics or Islamic living. Help children understand the significance of duas. For example, why we should recite prayers before eating or sleeping-what do they mean and how they communicate our gratefulness to Allah. Encourage children belonging to other religions to recite their own prayers and share their beliefs. Read stories from different religions and encourage children to appreciate all religions. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Children can represent their understanding through a collage showing the different kinds of beliefs, places of worship and religious festivals that people have. Observe empathy for others especially those with different religious beliefs. Name the religions that exist in the country and the places of worship in the province. Talk about values such as love, care, peace and respect and show how these are common across religions.

- g) Children belonging to other religions talk about their own religion and practices.
- h) Encourage children to appreciate all religions

Competency 6: Children will recognize unfairness in ideas and words and develop the self-confidence to stand up for themselves and others

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Begin to think critically about fair/unfair behavior towards themselves and others and act with compassion and kindness. b) Recognize when other children may be excluded from play and other activities and respond appropriately c) Become aware of ways in which people are included or excluded from physical and social environments d) Demonstrate increasing awareness of the rights of others and take action to help other children 	<p><i>This competency focuses on developing children’s understanding of fair and unfair behaviours and biases through which people are excluded and discriminated against and their role as social actors.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • During circle time or play time talk to children about whether their behaviour is fair. For e.g. do they insist on using all the materials in the goshas themselves, do they refuse to let others use play ground and other equipment. Encourage children to act with compassion and kindness. They could make a list of behaviours that show compassion and kindness. Appreciate children for demonstrating kindness and compassion. • Have children express ways in which they include or exclude others in play. Talk about how other children/people may feel. • Get children to talk about what they may think is fair or unfair practices in play, use of material, time or behaviours. • Share stories with children on excluding others or being unfair in behaviour and them why they think people behave in a certain way. What could be ways in which people can be included and have rights. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Observe and record instances when children are able to talk about fair and unfair behaviour. Record acts of compassion and kindness. • Note if children can identify when they include/exclude peers from play. Record and have them talk about how their peers might feel. • Collect anecdotal records of children assisting others and acting with compassion and kindness. • Get children to list what they can do if they or someone else is being treated unfairly. • Look for incidents in the classroom where children have not respected rights of others. Have children act on how they can resolve this.

Listening and Speaking

Competency: 1: Children will engage in conversation with others and communicate with others in a variety of ways, purposes and contexts

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Listen and respond to others in a variety of ways that are verbal and non-verbal, for a variety of purposes such as to exchange ideas, express feelings and in a variety of contexts such during dramatic play, in the learning areas, circle time etc.</p> <p>b) Act and talk with peers and adults by expressing and accepting positive messages</p> <p>c) Show respect for a variety of ideas and beliefs by listening and responding appropriately.</p> <p>d) Ask questions for a variety of purposes.</p> <p>e) Initiate conversation with peers and adults.</p> <p>f) Use correct pronunciation.</p> <p>g) Draw on words from an enhanced vocabulary.</p>	<p><i>All the following competencies require that teachers start the Language and Literacy programme in children’s Mother Tongue, based on local culture and gradually add Urdu and then English (wherever applicable), and also references from the wider culture. Children need the confidence that their mother tongue is valued.</i></p> <p><i>The primary function of this competency is to enhance children’s confidence and ability to communicate with fluency with others in a variety ways, for a variety of purposes and in a variety of contexts.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Provide time for children to engage in listening and speaking activities during the daily routines. Provide opportunities so that children use language for various purposes. For e.g. ask them to share ideas with one another during exploration time, while making scientific observations of plants and animals, during outdoor time. • Get children to express feelings and offer opinions while engaged in games and different activities. Children can share news daily and talk about events and experiences . • Establish an environment where children feel free to talk, by placing self at children’s physical level. Be available to converse with all the children through the day. Refer one child’s questions and problems to another. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Observe children at different times of the year and record if they are beginning to listen to and respond to instructions, expressing ideas and feelings, asking questions, describing objects and events and initiating conversation with others. • Assess children’s new vocabulary and fluency and record this in their portfolios. • Observe and record children’s interaction to see if they show respect for others ideas and beliefs and if they practice patience and empathy • Assess children’s ability to express themselves simply and clearly.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
	<ul style="list-style-type: none"> Listen actively to children and wait for them to complete what they are saying. Be patient if children are hesitant to answer and at the same time help other children to listen and wait, by holding up a hand, and nodding, assuring them that they will get a turn. Display appropriate facial expressions and body language to communicate respect, joy, sorrow or wonder. Help them enhance their vocabulary, by encouraging them to use new words which have been introduced through discussions and stories. Action poems and songs are a good way to learn new words. 	

Competency 2: Children will describe every day events and express needs, feelings, ideas, opinions and preferences

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Express basic needs.</p> <p>b) Share their thoughts, feelings, experiences through simple words.</p> <p>c) Express their ideas with clarity.</p> <p>d) Talk about every day things and events</p> <p>e) Use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.</p>	<p><i>This competency is designed to help children to process and comprehend spoken language and to communicate their thoughts, needs, interests, feelings, ideas, opinions and preferences to others.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Encourage children to communicate basic needs with the teacher. For e.g. when they are unwell or want to go to the washroom or are thirsty. Talk about self and family using basic words Talk about every day events with children. Encourage them to express their thoughts, ideas and opinions on what they hear. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Observe children to see if they are beginning to express their basic needs, are able to express their thoughts, feelings, experiences verbally using appropriate sentences. Play a variety of games such as 'I am thinking of...', give clues about the object or event and get children to ask questions about it.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
f) Communicate their thoughts and feelings and ideas with peers and teachers.	<ul style="list-style-type: none"> Encourage children to ask questions for a variety of purposes. For e.g. children could ask for directions, for assistance to get something done, to obtain information, to clarify an idea, to help in understanding something. Encourage children to discuss and have conversations with peers and adults throughout the day. 	<ul style="list-style-type: none"> Observe children as they play and interact with others. Assess if they use appropriate tone of voice, words with peers. Provide children with phrases that they can use to negotiate, ask to be part of play etc.

Competency 3: *Children will enjoy listening to stories and poems, make up their own stories and rhymes, act out stories with expressions and participate in role play.*

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Respond to stories, songs and rhymes by joining in verbally or with actions as appropriate.</p> <p>b) Recite nursery rhymes by joining in as they are recited.</p> <p>c) Identify and pick out the rhyming words in the nursery rhymes recited.</p> <p>d) Enact stories and rhymes</p>	<p><i>This competency focuses on enjoying stories, poems and songs and on making up their own stories and taking part in role play with confidence</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Tell children traditional stories and tales which have cultural relevance for them. Use props and get children to make their own props as well. Tell stories without props too, so that children can rely on and build their imagination. Sing songs and recite poems with children. Provide opportunities for children to respond to stories. Ask them what they would do if they were one of the characters in the story. Ask them to provide a new ending to stories. Recite nursery rhymes with children and get them to pick out the rhyming words. Have a story and rhyme week and ask children to dress as their favourite story or nursery rhyme character. Get them to act out the stories and rhymes using appropriate props. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Ask children to re-tell stories using props. Children recite songs and poems Get children to act out their favourite story and nursery rhymes.

READING		
Competency 4: Children will read simple words and identify text by reading books		
Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Recognize words and sentences from the read text.</p> <p>b) Locate information from books by reading the text.</p> <p>c) Read stories with simple text and express reactions to characters and events in them.</p> <p>d) Predict what comes next in stories and give a new ending to the story.</p> <p>e) Repeat simple repetitive sequences in traditional and popular children’s stories.</p> <p>f) Create or retell a favourite story in correct sequence.</p> <p>g) Read of 3 and 4 letter words with comprehension.</p> <p>h) Perform simple activities related to the stories they have read.</p>	<p><i>This competency focuses on reading skills. Children will enjoy books and handle them carefully.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <p>Display all the sight words from the story on the word wall and read them daily during circle time.</p> <p>Have 3-Period lesson with children so that they can develop the practice of sight reading.</p> <p>Encourage children to tell a story by looking at the pictures. If children make up their own stories accept it. If they are retelling a favourite story and they miss the important events in the sequence or if the sequence goes out, help them to remember by questioning gently and appealing to their sense of reason.</p> <p>Develop a reading corner in the classroom and encourage children to bring books from their home (if possible) to develop interest and reading habits among children.</p> <p>Build a sense of anticipation and give children the opportunity to make guesses as to what will happen next in the story. Discuss the cover page with them and ask them to predict what the story is about.</p> <p>Involve children in repeating the sentences that are continuously being repeated in the story.</p> <p>Involve children in various activities where they can read simple 3 and 4 letter words. Check comprehension by asking questions about the words they have read.</p>	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Prepare board games of 2 and 3 letter words and ask children to play it in pairs or groups of four. • Give simple activities to the children related to the story like sequencing cards and ask children to arrange them in sequence according to the story. • Have a print rich environment in the class and ask children to read different words that are written all around. Also ask them to read at least 10 words from the surrounding and share it in the class.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
	<ul style="list-style-type: none"> Show different texts to the children from the books and ask them to read and comprehend the text. 	<ul style="list-style-type: none"> After telling a story to the children, ask them to make a new ending of the story.

Competency: 5 Children will understand how to follow books in different languages and how a book is organized.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>b) Know that some books tell stories and others give information.</p> <p>c) Correctly follow words from right to left, top to bottom, and page by page</p> <p>d) Identify the front and back cover of a book along with the title.</p> <p>e) Understand that every book has an author who writes the story.</p>	<p><i>This competency will help children understand how to follow books, the different kinds of books and the orientation of different languages.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Talk to the children by showing different books. Let them know that some books only have pictures and some have text written in them, some books tell stories while some books give information. Display a word wall in the class and put all new words from the story on it. Ask children to do sight reading (look and say) first before the new story starts. Give children their own copies of the story book that is being used in the class, ask them to follow the text by putting their fingers as the teacher is reading. Also repeat the words after the teacher for word recognition. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Show children some books and ask them to identify whether it is a story book or a book providing information. Keep a reading log for each child. As children read words from the word wall, record this in the log. Ask children what they see on a cover page of the book. Show children some words and ask them to break them into syllables according to their onset sounds and rimes. Display the main characters of the story in the class along with their names and ask students to match the character with the name.

Competency 6: Children will read simple text , recognize familiar words from the text and make rhyming words

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Identify their names in print.</p> <p>b) Identify the first and last word in a sentence.</p> <p>c) Read simple text from the environment and from books.</p> <p>d) Identify the meanings of the words that they read.</p> <p>e) Read 2 and 3 letter words from the text (series of “at”, “en”, “in”, “op”, “un” words)cat, ten, bin, top, sun etc</p> <p>f) Make rhyming words with 2 and 3 letter words (meaningful/meaningless)</p> <p>g) Read sight words that are repeated frequently in texts</p> <p>h) Correctly break up one syllable words into their onset sounds and rimes</p>	<p><i>This competency will help children to read simple text and recognize familiar words from the text. They will begin to make rhyming words and also to recognize their own names and other familiar words from the environment.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Provide small baskets/containers to each child with their names written on them. Put some reading tasks in each basket. Tell the children to find their own basket and perform the given task. Task should be reading of any simple story book, making 2 and 3 letter words according to the given pictures, making at least 3 rhyming words with the given word. • Read simple texts to the children by keeping a big book in front of them, ask them to read the first and last word of a sentence. • Play the “I spy” game with the children to make them read the words from the environment. • Ask children to make small booklets of “at”, “en”, “in”, “op”, “un” words along with the pictures. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Provide children with simple board games and observe children’s reading development. • Observe if children put their belongings in the correct place according to their names written. • Play the game of “I spy” and tell children to find words from the environment. • Give children each a word and tell them to write down it’s rhyming word.

WRITING

Competency 7: Children will use pictures, symbols and familiar letters and words to express their creativity and imagination.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <p>a) Draw pictures to represent their imagination.</p> <p>a) Identify and write a list of three or four letter words from a story book in English, Urdu and/or Sindhi.</p> <p>b) Make simple stories using scribbles, pictures and letters/words.</p>	<p>This competency will help children develop academic and creative writing, which is focused, purposeful, and shows an insight into the writing process.</p> <ul style="list-style-type: none"> • Encourage children to draw shapes, lines, patterns in the air or on the floor or in a sand tray. • Encourage children to draw, trace or copy lines, patterns and shapes on the paper. • Provide print rich materials from where children will copy letters and numbers on the paper. • Encourage children to form stories using pictures or allow them to draw or scribble their using ‘six stages of writing’. • Provide a variety of writing materials to give children the opportunity to experiment with scribbling and writing on papers. • Get children to work in pairs to identify pictures from a book or story and draw these on paper. • Encourage children to retell and write stories. Teacher can act as a writer for the child by writing down what children say. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Observe children as they scribble and/or draw lines and shapes within the designated spaces. • Provide alphabet cards and get children to trace the letters on the cards and then on paper. Use English, Urdu and/or Sindhi alphabet cards. • Get children to scribble or draw pictures to present their ideas and stories. • Use ‘rebus’ or picture words to get children to identify and write the correct words.

Competency 8: Children will write to communicate meaning showing an awareness of some of the different purposes of writing

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <p>a) Write small letters of the English alphabet in series and in random order.</p> <p>b) Write the letters of the Urdu/Sindhi alphabet in series and in random order.</p> <p>c) Identify and write a list of two or three letter words from a story or reading book.</p> <p>d) Write two syllable words of the English, Urdu and/or Sindhi alphabets.</p> <p>e) Write their own names in English, Urdu and/or Sindhi.</p>	<p>This competency will help children develop academic and creative writing, which is focused, purposeful, and shows an insight into the writing process.</p> <ul style="list-style-type: none"> • Get children to work in pairs to identify ‘two or three-letter words’ from a book or story and write these on paper. • Provide a variety of writing materials to give children the opportunity to experiment with scribbling and writing on papers. • Provide print rich materials from where children will copy letters and numbers on the paper. • Encourage children to read their names written in English, Urdu and/or Sindhi and get them copy on paper. • Encourage them to read and identify one syllable and two syllable words from reading books or stories. Give them opportunities to discuss in pair or present in front of classroom. • Give them plenty of opportunities to colour pictures, trace, draw and colour simple shapes which have been introduced earlier. Let them trace and copy letters of the Alphabet(English, Urdu and/or Sindhi) and of their own names. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Provide alphabet cards and get children to trace the letters on the cards and then on paper. Use English, Urdu and/or Sindhi alphabet cards. • Get children identify and place letters in series in English, Urdu and/or Sindhi. • Get children to identify letters with picture in English, Urdu and/or Sindhi. For instance ‘f’ for fan • Children will read the story to identify and write two or three letter words such as <ul style="list-style-type: none"> • one • she • run • say • the • man • fan • ran <p>(Similar activities could be done in Urdu and/or Sindhi)</p>

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
		<ul style="list-style-type: none"> • Children will read and identify two syllable words such as baby ba/by, zebra ze/bra or hammer ham/mer. • Children will write their names on their portfolios or copies or worksheets.

Key Learning Area : Basic Mathematical Concepts		
<p>Competency 1: Children will demonstrate an understanding of the different attributes of objects, such as, colour, shape, size, weight and texture, and match, sequence and classify objects based on three attributes. They will also engage in pattern seeking and pattern making using different attributes of objects.</p>		
Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>Colours</p> <p>a) Recognize, name and differentiate between colours.</p>	<p><i>This competency requires that children start to use mathematical language as they explore the similarities and differences between the attributes of objects. It focuses on enhancing children’s thinking skills through pattern identification and through building relationships.</i></p> <p>Colours</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Introduce secondary colours e.g. green, orange, purple. Ensure that children can recognize colours and say their names. Get children to express how they feel using colours. Get them to differentiate between colours used to depict feelings. Ask them to name and talk about the colour they have used. Sings colour songs with the children . <i>Red and Orange, Green and Blue Shiny yellow, purple too All the colours that we know, Live up in the rainbow.</i> Give a basket to each child and ask each to make a set of one particular colour objects. Encourage children to name the colours they are wearing in their clothing. Ask children to come in casual dresses. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <p>Colours:</p> <ul style="list-style-type: none"> Place all the ‘colour cards’, red, blue, green, yellow, orange, purple, white, black etc on the floor. Ask children to name the colour. <i>Make a note of the children who are not sure of the colour names. Work with them to improve their recognition. Assess these children again</i>
<p>Relationships: big-small, heavy-light, long-short, soft-hard</p> <p>b) Differentiate between size (Big/small), weight (heavy/light), length (long/short), width (thick/thin) and texture (soft/hard) of objects.</p>	<p>Relationships: big-small, heavy-light, long-short, soft-hard</p> <ul style="list-style-type: none"> Use classroom resources to introduce the concept of big-small, long-short, heavy-light, thick-thin and soft-hard. A few ideas are given below. Ask the children to examine things like pencils boxes, pictures on the board, windows in the classroom. The children are encouraged to tell the teacher which one is big and which one is small. 	<p>Relationships: big-small, heavy-light, long-short, soft-hard</p> <ul style="list-style-type: none"> Give pebbles or leaves to children. Ask children to show big pebble, small pebble, small leaf, big leaf.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
	<p>a) Ask the children to make comparison between chairs and tables, pebbles, sticks, leaves, pencils. Ask them to predict which will be heavy or light. Encourage them to experiment by trying to lift objects.</p> <p>b) Encourage the children to use the words such as <i>long</i> and <i>short</i>.</p> <p>c) Draw a thick line on the board followed by a thin line. Ask the children to identify the thin line and later the thick line.</p> <p>d) The children are given the opportunity to feel things in their school environment like paper, cotton, flower, desk top, cloth, cotton, flower, pebbles, own hair and express what they feel.</p>	<ul style="list-style-type: none"> • Ask children to stand in two lines, one long and the other short. Ask them to tell which line is long and which is short. • Individually, ask children to name things that feel soft and those that feel hard. • Individually ask children to show you something big and something small, something long and something short, something heavy and something light, something soft and something hard.
<p><u>Smallest-biggest, longest-shortest, heaviest-lightest</u></p> <p>c) Arrange objects and later pictures, according to their size-length, going from smallest to biggest, biggest to smallest, shortest to longest and longest to shortest.</p> <p>d) Arrange objects and later pictures, according to their weight and width, going from lightest to heaviest, heaviest to lightest and narrowest to widest and widest to narrowest.</p> <p>e) Match one object with another based on similar attributes.</p> <p>f) Compare various objects and identify those that can be grouped together.</p>	<p><u>Smallest-biggest, longest-shortest, heaviest-lightest</u></p> <ul style="list-style-type: none"> • Ask children to work in groups of four to arrange their pencils from longest to shortest. Next, ask them to arrange the same pencils from shortest to longest. Encourage children to do the same with sticks, rulers etc. • Ask the children in the same groups of four to stand from the tallest to shortest and later as shortest to tallest. • Use pebbles, buttons, leaves, sticks to encourage children to arrange them according to weight and size. • Give a basket or ring to each child. Ask the children to make a set of similar material. Encourage them to say the criteria on which they have made their set. 	<p><u>Smallest-biggest, longest-shortest, heaviest-lightest</u></p> <ul style="list-style-type: none"> • Give three sticks/stones of varying sizes and thickness to children and ask them to arrange in order from, <ul style="list-style-type: none"> ➤ Longest to shortest ➤ Shortest to longest ➤ Thickest to thinnest ➤ Thinnest to thickest ➤ Heaviest to lightest ➤ Lightest to heaviest

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p><u>Classification: Sets and Function</u></p> <p>g) Sort and group objects (classification) based on one or two attribute (e.g. colour, size, weight, height, shape)</p>	<p><u>Classification: Sets and Function</u></p> <ul style="list-style-type: none"> • Use a variety of concrete material such as pencils, erasers, sticks, buttons, pebbles, beads to help children build their classification (sorting and grouping) skills. • Help children recognize and describe the attributes/features/qualities of these objects. • Ask children to compare the given objects and identify similarities and differences between them. • Encourage them to group various objects and explain the reasons for doing so. • Give children yellow, orange and purple buttons of the same size and ask them to sort these in three groups/sets. • Show a ruler/pencil/sharpener to the children and ask them to make sets with these. Things from kitchen set, doctor set and tea set can also be added. • Give one basket to each child. Ask each child to sort from a mix of stones, leaves, beads, sticks etc. in his/her basket and make sets that are alike in some way. Ask children to explain their criteria for grouping. Get children to exchange their basket, observe each other's baskets and articulate the criteria for making sets. • Provide a variety of material to children. Encourage the children to make groups using this material and explain the criteria for grouping. 	<p><u>Classification: Sets and Function</u></p> <ul style="list-style-type: none"> • Give a container to each child. Ask each to make a set of anything that is available. Ask the children to explain the criteria. • Give a variety of things to children eg sticks, pebbles, strips of paper, pencils, and leaves. Ask the children to sort them in sets. • Ask children to explain their grouping/sorting criteria.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p><u>Patterns and Function:</u></p> <p>h) Observe, copy, extend and create repetitive patterns developed with various concrete materials.</p> <p>i) Explain the repetitive pattern in own words.</p> <p>j) Observe and identify the ‘odd one out’ from the given set of concrete material or pictures and explain the answer.</p>	<p><u>Patterns and Function:</u></p> <ul style="list-style-type: none"> • Give children the freedom to explore patterns and relationships. Give them the opportunity to come up with different answers or solutions and accept what they come up with. • Design various interesting activities using simple everyday material to help children explore ‘Repetitive patterns’. A few ideas are given below: <ul style="list-style-type: none"> • Demonstrate patterns such as; • hop, bend, hop, bend • sit, stand, sit, stand, • hands on waist, hands on head ... • hands on waist, hands on head.... • Each time the children observe and join in. Engage children in extending the given patterns. Ask the children to express their observations in words and to repeat the patterns independently. • Ask children to make their own repeated pattern. • Encourage children to demonstrate their own rhythm and to explain their rhythm. • Engage children in observing the environment and identifying various patterns. For example, patterns of plants (one small plant and one big plant) patterns of lines and flowers on various clothes and patterns of day and night. • Make patterns using buttons / shells / pencils etc. Ask children to copy the pattern using similar material and extend it too. • Patterns can be made with pencils, shells, multilink cubes or buttons. Ask children to shut their eyes and remove one object. Ask children to guess what is missing. Repeat this method with 3-4 different patterns • Get children to work in pairs, one child makes a pattern and removes one object when his/her partner has his/her eyes shut and the other child 	<p><u>Patterns and Function:</u></p> <ul style="list-style-type: none"> • Use different patterns and get children to follow the pattern. The teacher observes the ones who are unable to follow and works with them to understand the concept. • Ask children to create their own patterns using their body. • Provide children with any 2 types of low cost material e.g. pebbles and sticks to children and ask them to make a repetitive pattern.

Competency 2: Children will develop an understanding of quantity, counting from 0-100 and of simple number operations.

Expected Learning Outcomes	Examples and Ideas for implementation	
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p><u>Number recognition and quantity:</u></p> <ul style="list-style-type: none"> a) Count correctly from 0-30, forward and backward. b) Use numbers to represent quantities in daily life interaction. c) Compare quantities of objects in different sets and describe which sets are equal which have more objects, and which have less objects than another. d) Differentiate between ‘More than’, ‘less than’, ‘Fewer than’ and ‘Same as’ e) Sequence numerals correctly from 0 – 30 f) Identify ordinal numbers up to tenth. g) Say numbers after and before a given number. h) Identify which numeral represents a bigger quantity. h) Count in 2’s and 5’s 	<p><i>This competency focuses on nurturing children’s emerging number concepts through concrete experiences. It aims to develop an understanding of basic numbers and simple mathematical operations.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <p><u>Number recognition and quantity:</u></p> <p>Engage children in hands-on activities to help them build an understanding of numbers and their numeral representation. Examples are given below:</p> <ul style="list-style-type: none"> • Display a large number line from 1 – 20 under the chalk board. Daily, count the numbers forwards and backwards with children pointing to each number as it is being counted. • Later, extend this number line to 30 and continue the daily counting with children, pointing to each number as it is being counted. • Use number cards to help children recognize numbers and name it. Show the quantity of the number too. Ask children to get something from the environment to match that quantity. • Play number games for example make a fishing pond from low cost material and display a number on the fish. Ask children to pick a fish with a number and call out the number. • Provide manipulatives, such as counting bars, counters, small blocks, balls, spoons, ice cream sticks and engage children in: sorting the given objects in groups, counting the number of objects in each group and matching it with the corresponding number card. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <p><u>Number recognition and quantity:</u></p> <ul style="list-style-type: none"> • Give number cards 0/1-10 to children in pairs. Ask one child to arrange it in order and the other to read the cards and let the teacher know if they are arranged correctly. • Give number cards 11-20 to children in pairs. Ask one child to arrange it in order and the other to read the cards and let the teacher know if they are arranged correctly. • Give number cards 21-30 to children in pairs. Ask one child to arrange it in order and the other to read the cards and let the teacher know if they are arranged correctly. • Flash a number card. Ask the children to show that many pebbles as a set. • Provide children enough counter/buttons and a set of 1-30 number cards. One child takes a number card and matches it with corresponding quantity. The other child checks the work and repeats the process with another number card.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
	<ul style="list-style-type: none"> • Get children to compare the quantities in the various groups; and identify which one has more objects than the other, which has less and which two groups have equal numbers. • Provide daily opportunities to the children for counting on the number line. • Provide daily opportunities to children to count and recount objects in the environment e.g. • How many children are sitting in the first row? <ul style="list-style-type: none"> • b. How many girls/boys are present today? • c. How many chairs are in the class? • Encourage children to compare relationships between these quantities and others. Ask questions to stimulate thinking. For example: • Are there more girls or more boys in our class? • Are there more children sitting in the first row than the second row? • Are there more chairs than desks in our class? Show real objects and ask which set has more objects. • Once children have developed a good sense of numbers and their values, give number cards and various objects. Engage children in: <ul style="list-style-type: none"> • Making sets according to a given number. • Reliable counting of objects in each group. • Placing the right number card alongside each group. • Give children picture cards and number cards and engage them in counting the number of pictures in each card, and matching the picture cards with their corresponding number cards. • Say a number aloud. Ask that many children to come and stand in front of the class. Count to confirm. • Give a set of number cards 1-30 to each child. Ask the children to arrange them in order from smallest to biggest. 	

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>Number formation:</p> <p>j) Identify and write correct numerals, to represent numbers from 0 – 30.</p>	<ul style="list-style-type: none"> • Give strings and beads or straws / rubber bands /ice-cream sticks and number cards from 1-30 to children. Ask the children to string beads and match it to the corresponding number. • Ordinal Numbers: first- tenth • Ask children to line up and get them to identify if they are first, second or third in the line. Encourage them to say the ordinal numbers. • Get children to identify which is the first month of the year, the second and so on. • Place ten bags in a line. Ask children to use ordinal numbers to say the order of bags. • Point to a number on the number line. Ask children to say the number that comes before that number. Point to a number on the number line. Ask children to say the number that comes before or after any said number. E.g ____ number comes before 3 ____ number comes after 5 • Make a peg line with numbers from 1 – 30. Unpeg a number eg. 7. Ask the children to say the number that comes after and before that number. • Use a number grid to help children count in 2's, and 5's by drawing it on the floor. Ask children to jump on 2's and then on 5's. <hr/> <p>Number formation:</p> <ul style="list-style-type: none"> • Get children to trace no. 1 in the air a few time, using words to say the direction as they trace in the air. Next, they make it on sand tray and then practice it on individual chalk boards. Each time the teacher is minutely observing and checking for the correct formation. The same process is repeated for all numbers upto 30, and later for zero. <p>Note: While tracing in the air, teacher's position should be same as children's position otherwise children perceive it wrong.</p>	<p>Ordinal Numbers:</p> <ul style="list-style-type: none"> • Give children small cards with first, second, third etc written on them. Ask children to stand according to their positions. • Give children some task like eating a banana. As the children finis eating, teacher can give them medal with ordinal numbers written on them by asking the whole class who ate first, second and so on. Same can be done after having some outdoor games. • Point to a number on the number line. Ask children to say the number that comes after that number/before that number. Repeat this with many other numbers. • Ask children to count in 2's and 5's <hr/> <p>Number formation:</p> <ul style="list-style-type: none"> • Flash any number and ask the child to write it on paper/chalk board with the correct formation and direction

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p><u>Introduction: Addition and Subtraction</u></p> <p>k) Introduction to addition by using real objects</p> <p>l) Identify the signs of addition and equal to.</p> <p>m) Substitute numerals for concrete objects during the process of addition.</p> <p>n) Use mathematical language, such as, add and makes to describe the process of addition.</p> <p>o) Use the concept of addition in their daily lives.</p> <p>p) Remove the identified number of objects from a given set, and tell how many objects are left in the set.</p> <p>q) Identify the sign of subtraction.</p> <p>r) Substitute numerals for concrete objects during the process of subtraction.</p> <p>s) Use the concept of subtraction in their daily lives.</p>	<p><u>Introduction: Addition and Subtraction</u></p> <ul style="list-style-type: none"> Engage children in various activities using concrete material to build the concept of addition and subtraction. Model story sums using puppets, objects; for e.g., “one ant and two more, how many in all?”– Children say the answer. Show the sum both pictorially (through the puppets/objects) and numerically on the board. Introduce the signs + and = and let children practice using number cards and signs to add different quantities . Ask children to draw pictures to show different addition combinations up to 10 e.g. 1 + 5. Play ‘snap’ game in pairs with addition sums. Each time a child says the correct answer to the equation he/she gets the stack of cards. Children with all cards win the game. Provide opportunities to use addition and subtraction in daily life. Use mathematical language to describe number operations and encourage children to do the same. Give multilinked cubes of 2 different colours to children working in pairs. Children join them and write the addition sum e.g. $4 + 1 = 5$ Teacher models subtraction story sums e.g. ‘There were 3 apples, I ate 1. How many left? Children say the answer. Teacher models several subtraction sums using familiar objects e.g. kites, balls, dolls, boats, books & sweets and children say the answer. Introduce the minus (-) symbol. Teacher says a subtraction story sum. Children model it. Children draw the picture. Children write the subtraction number sentence e.g. <ul style="list-style-type: none"> $5 - 2 = 3$ Children are encouraged to say the subtraction number sentence. Children working in pairs are given 10 counters and a dice each. They spread the counters and throw the dice. Children remove that many counters. Ask children “How many counters are left?” 	<p>Ongoing assessment should be done by following some the techniques given as below:</p> <p><u>Introduction: Addition and Subtraction</u></p> <ul style="list-style-type: none"> Provide children with an addition story sum. eg. ‘Ali had 5 balls and he got 3 more. How many balls altogether? Children will draw and write the number sentence. Give children a subtraction sum e.g There were 6 balls and 2 got lost. How many balls are left? Children will draw and write the number sentence. Number cards 1 – 10 are spread o Each child takes 2, sees the numbers and says it aloud. Now he/she adds the two numbers and gives the answer. Children who cannot do this mentally should use concrete material. Do this with subtraction as well.

Competency 3: Children will recognize basic geometrical shapes and the position of objects in relation to each other.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments												
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Understand and describe the position and order of objects using position words, such as top, bottom, middle, in, out, right, left, in front of, behind, up, down, under, over, inside, outside, between, next to, above, below, next to</p>	<p>This competency emphasizes the provision of hands-on experience to understand the position of objects in space. It will help children to develop a sense of shape and space</p> <ul style="list-style-type: none"> Engage children in various games in which they give instructions to each other using position words. Involve children in describing pictures using position words Introduce and use various position words to describe the position of objects in daily activities. For example, Ali is putting the ball on the chair; Saira has put the pen in front of her book; the cat is sitting between Marvi and Arshman. Pointing to a shelf/cupboard ask children to name things that are in the top shelf, bottom shelf and middle shelf. Give 3 cubes to each child and ask them to make a tower. Ask children to point to the top of the tower, bottom of the tower and middle of the tower Give 3 shape cutouts to each child and ask them to paste them one on top of the other. Ask questions to strengthen the concept e.g. which shape is at the top. Give each child an empty box and some objects. Ask them to put some objects in/inside that box and some out/outside of the box. In the sand and water area, ask children to name the toys in the sand box / water tub and out of the sand and water tub. Ask them to name things on their right, touch the floor with their right hand, turn to the right etc 	<ul style="list-style-type: none"> Teacher prepares a grid <table border="1" data-bbox="1209 510 1535 784"> <tr> <td></td> <td style="text-align: center;">○</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">□</td> <td style="text-align: center;">☆</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">△</td> </tr> <tr> <td></td> <td style="text-align: center;">☀</td> <td></td> </tr> </table> <ul style="list-style-type: none"> Tell children that the 'star' is our starting point. We want to get to the sun, which direction must we take? How many spaces down, up, left, right? Now, how do we get to the triangle? Ask children to demonstrate by moving spaces and saying the relevant sentences Repeat the above process, always starting from the star. <p>Later, discuss different ways of getting to the star too.</p> <ul style="list-style-type: none"> Draws a cross to show 4 directions <div style="text-align: center;"> <p>up</p> <p>left ——— right</p> <p>down</p> </div> <p>Asks the children to point to each direction.</p>		○			□	☆			△		☀	
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Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>2D Shapes:</p> <p>b) Recognize, name and draw two dimensional shapes, such as, circle, oval, square, rectangle, triangle, diamond.</p> <p>c) Learn the attributes of the two dimensional shapes.</p> <p>d) Symmetry in shapes</p>	<p>• Give each child an A4 sheet and tell them to draw according to the instructions</p> <p>• Draw a balloon on the right side</p> <p>• Draw a bird on the left side</p> <p>• Draw a circle under the balloon</p> <p>• Draw a cloud above the bird</p> <p>• Draw a table in the middle of the page</p> <p>• Draw a glass above the table.</p> <hr/> <p>2D Shapes:</p> <p>• Provide several sets of shape cards in the same colour, and ask children to sort these cards using their own criteria; describe their sorting and talk about the criteria they used; and name each shape. Children may use various names, and at this stage, it needs to be accepted.</p> <p>• Introduce the shapes and their proper names. Involve children in identifying and talking about similarities and differences among the shapes.</p> <p>• Take children on a ‘shape walk’ looking for geometric shapes in the environment.</p> <p>• Provide experiences in making shapes with natural and recycled materials, such as, clay, string and ice cream sticks.</p> <p>• Give plastic strips to children. Ask children to connect strips to make shapes.</p> <p>• Read books on shapes and keep highlighting the shapes by saying their names.</p> <p>• Provide children several cut outs of shapes. Ask them to paste the cut outs on newspapers. Ask them to say the names of the shapes as they paste.</p> <p>• Show the class a square and name it. Get children to move their fingers over one side and say,</p> <ul style="list-style-type: none"> • <i>this is a side/edge of a square</i> 	<hr/> <p>2D Shapes:</p> <p>• Get cut outs of circle, square, triangle, rectangle, oval, diamond and ask children to name of each shape.</p>

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
	<ul style="list-style-type: none"> • Get them to do the same with the other 3 sides, showing all the 4 sides of the square which are equal in length and to point to the 4 corners. Children do the same different shapes. • Children continue exploring squares and circles, expressing their observations in complete sentences e.g. a circle is all round with no corner. Repeat the above methodology for triangles, rectangles, oval and diamond. • Children cut on outlines and make shape cutouts, and prepare a booklet. • Give a cut out of a circle to each child and ask them to fold it into two equal parts. Ask them to open it and see the line that divides them equally. Repeat this with other shapes and ask them what they notice. • Use the word <i>half and halves</i> • Can they divide these shapes further into more equal parts? • Use the word <i>quarter and quarters</i>. Children cut on lines and say what they notice. • Children paste the pieces to show the equal parts • Use the vocabulary of symmetry 	
<p><u>3 D Shapes:</u></p> <p>e) Learn the qualities of three dimensional shapes.</p> <p>f) Recognize and name three dimensional shapes such as cube, cone, sphere, cylinder and cuboid.</p> <p>g) Identify the shapes in their environment.</p> <p>h) Make models of their own choice using various shapes.</p>	<p><u>3D Shapes:</u></p> <ul style="list-style-type: none"> • Provide children with different three dimensional shapes such as cubes, cones, spheres, cylinders and cuboids. Ask children to sort the shapes in different groups. Ask them to explain their grouping • Get children to roll the shapes from a slope. Children will choose a shape and place it at the top of the slope- Ask children to observe what happens to the shape? Ask them to explain what happened to each shape. Get children to experiment on all the shapes. 	<p><u>3D Shapes:</u></p> <ul style="list-style-type: none"> • Ask children to look for things in the classroom that is shaped like a cube, cone, cylinder and cuboid.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
	<ul style="list-style-type: none"> • Discuss why some shapes roll and others don't (they slide). • Provide children with cube / cuboid each and ask them to feel one side of the 3 D shape, let them know that this is called its 'face'. Ask if the 'face' is flat or curved. • Give a 3-D shape from the "does not roll" set to the each child and ask her / him to show the 'faces' of this shape. Explain to children that these are 'flat faces. Now give a 3-D from 'rolls' group to each child. Ask them to feel the shape and tell the difference. Introduce the term "curved' face. Ask children to point to the curved faces. 	

Competency 4: Children will develop an understanding of measurement.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Describe and compare objects using length, weight and temperature as measurement attributes.</p> <p>b) Observe various objects and estimate their weight and length.</p> <p>c) Verify their estimations using simple tools.</p>	<p><i>This competency emphasizes developing basic ideas about measurement and measuring attributes through hands-on experiences.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Prepare a 'measurement table' Get children to observe attributes of the objects; big, small, tall, short, heavy, light, cold, hot. • Ask children to compare lengths of 2 different shoe laces, 2 rulers, 2 straws etc. Children describe their relationships.e.g. black shoe lace is longer than the white shoe lace or vice versa. • With the same concrete material such as, long and short pencils, strips of paper or string, heavy and light blocks, toys and pebbles and engage them in comparing and describing the relationship between these objects, using words such as longer or shorter than, heavier or lighter than. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <p>Ask children to show the teacher any two short and long pencils, any two heavy and light pebbles, any two tall and short children and any two cold and hot snacks.</p>

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
	<ul style="list-style-type: none"> • Take children to the sand area. Show them a transparent container with sand. Ask them to fill their transparent containers with equal/less/more quantity of sand. • Ask the children to describe what they are doing. • Stand 2 children side by side and describe their height. Ask, who is taller? Who is shorter? Who is the same height? Children compare other objects. • To lead children towards estimating the measurements, get them to experiment with a few objects and ask questions, such as, which one seems to be the heaviest/lightest, longest/shortest? To verify their estimations, use simple tools such as, their own hand span, a simple balance or a rope. 	
<p><u>Time</u></p> <p>d) Understand morning, afternoon, evening and night.</p> <p>e) Use vocabulary such as earlier, later, before and after with regards to time</p> <p>f) Understand informal time units and know that clocks and calendars mark the passage of time.</p> <p>g) Sequence events in time and anticipate events.</p> <p>h) Introduce o'clock</p>	<p><u>Time</u></p> <ul style="list-style-type: none"> • Relate stories with things happening in the morning, afternoon, evening and night. Hold a discussion on times of the day and their activities. • Using other pictures introduce words like before and after, early and late. • Ask children to draw pictures of events that take place in the morning, afternoon, evening and night. In pairs, children use these pictures to discuss times in a day. • Using a calendar to indicate special days, months, birthdays and use terms such as, yesterday, today and tomorrow. Use a clock and the daily routine to anticipate what will happen next. Anticipate how many months before <i>Ramazan and Eid</i>, summer holidays, going to the next class, and other events that are of relevance to the children. • Introduce o'clock: show the small hand and tell children that this hand tells the hour of the day. Also tell the children that the big hand always should be at 12 to show a particular hour. • Go over each no. 1-12 on the clock. Tell children that a clock shows 12 hours. Show them 1 o'clock and ask the children to repeat. Show other hours. 	<p><u>Time:</u></p> <ul style="list-style-type: none"> • Ask the children to name their morning, afternoon, evening and night activities in relation to the time. • Name any of their activities like brushing teeth. Ask 'at what time of the day do you brush your teeth?' • Give picture cards and ask children to sequence them in order of first, next and last.

Competency 5: Children will develop an understanding of handling data.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Handle data</p>	<p><i>This competency emphasizes developing basic ideas about handling data through hands-on experiences.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Children sort themselves into 2 sets according to: ‘Who had shower in the morning and who didn’t’, ‘Who is wearing a watch and who is not’. The teacher shows this information on the board by drawing sets of each category. • Each child is provided a 5” x 5” card to draw their own picture. This is used for a pictorial display. Ask, ‘who had egg in the morning?’ The children raise/not raise their picture to show confirmation to the answer. The teacher records this information on the board. • The teacher compares the number of each category. She asks the children to tell which category has more and which category has less. • Other categories could include: favourite colour, school activity, toy, children who bring/don’t bring healthy snack from home. • Each time, the teacher records the response on the board she compares the numbers of each question. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <p>Ask children to place their portrait card in any of the 2 sets:</p> <ul style="list-style-type: none"> • Had shower in the morning. • Did not have shower in the morning. <p>The teacher asks, which category has more? Which category has less?</p>

Key Learning Area: The World Around Us

Competency 1: *Children will develop an understanding of how all people contribute to their families and communities in different ways*

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <p>a) Identify people who are responsible for helping and caring for them at home and in the neighbourhood.</p> <p>b) Appreciate that all people are different. Identify people who are differently able and provide examples of ways of supporting them to function well at home and in the neighborhood.</p> <p>c) Describe their own and others responsibilities.</p> <p>d) Appreciate and value groups and communities to which they belong.</p> <p>e) Give examples of ways in which people cooperate in order to live together peacefully.</p> <p>f) Demonstrate awareness that their actions affect others</p>	<p>This competency is design to help children recognize the importance of belonging and how people contribute to their families and communities.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Talk to children about their family members and members of the community, their roles and responsibilities. This can be initiated by choosing stories based on family and community relationships. • Talk about people who are differently able and who need our support to function well at home or in the neighbourhood. Encourage children to allow them to pass through stairs first or to wait for them, or hold their hands while moving from one place to the others. • Encourage them to spend time with differently able people to talk to them about their choices, their likes and dislikes etc and develop friendship with them. • Discuss with children how all members of the community have unique and meaningful ways in which they celebrate occasions, and are part of traditions and rituals. • Invite family and community members to the classroom to share examples of traditions, rituals. • Help children think of a few questions they could ask family and community members regarding their roles and responsibilities. • Help children think of ways in which they can show their cooperation in the community. For instance, keeping the area clean, avoiding unnecessary gathering on main roads, following parking laws, using footpaths/pavements to walk on, not bullying others, not painting the walls on the streets etc. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Get children to act out the roles family and community members play. • Ask children to share at least a few cases where they helped their family members, friends, or differently able people in the neighbourhood. • Provide opportunities in the classroom to share how they provide care and support to all those who are around them. • Make a Community Album to highlight all important work community members do to help each other. • Observe and share at least 2 to 3 examples of how community members help others without any force.

Competency 2: Children will demonstrate an awareness of their surroundings including people and places around them

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <p>a) Recognize people in their surroundings and talk about what they do (e.g., farmer, banker, police officer, nurse, security guard, clerk, engineer, baker) Also recognize that both males and females can play these roles in different settings.</p> <p>b) Identify diverse groups in which people live, work, and play together .</p> <p>c) Appreciate the need to share work and resources in families, neighbourhood schools, and communities.</p> <p>d) Recognize places and buildings within their community, both natural and human-made, and talk about their functions (e.g., farm, mosque, church, temples, hospital, park, airport, malls).</p> <p>e) Talk about the purpose and importance of these places in their lives.</p> <p>f) List familiar places and landmarks in their school and community.</p> <p>g) Give examples of how daily life is influenced by the environment, e.g., work, play, dothing</p>	<p><i>This competency focuses on exploration and enhanced understanding of the environment. It also focuses on helping children realize the importance of community structures and appreciating the role of various people and their services to the community.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Help children identify and learn more about people in their surroundings and the services they provide. These may be the people who provide services such as lady health workers, carpenters, cobblers, sweepers, doctors, drivers, tailors etc. • Help children identify that both male and females can play these roles in urban and/or rural setting. • Help children identify and learn about surrounding places which are of significance. Children in different schools may explore different places. • Visit different places in the community or have people from different services come as guests (farmer, fisherman, doctor, police officers etc.) • Help children observe and talk to the people there. Encourage children to ask questions and participate in discussion with them. • Pick a few necessities of daily life and engage children in reflecting and talking about their sources. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Get children to act out any role of service providers. Questions can be asked regarding how these people serve others. • Make a picture album/scrap book of places children have visited and ask them to talk about the reason for visiting the places. • Children draw and write about places in the surroundings they have visited (may be a place visited by the whole class, a place their family works at, etc.). • Get children to collect pictures of various buildings famous for its architecture from the local context. Ask them to talk about these buildings.

Competency 3: Children will demonstrate an understanding of the animals & plants and the need to care for and respect the environment

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <p>a) Compare a variety of animals to identity similarities and differences and to sort them into groups, using their own criteria (tame versus wild, extinct versus living, mammal, reptile etc)</p> <p>b) Compare a variety of plants to identity similarities and differences and to sort them into groups, using their own criteria.</p> <p>c) Take actions to demonstrate a caring attitude towards plants and animals</p> <p>d) Describe what would happen if something in the local environment changed (e.g., if trees in the park were cut down, if the pond dried up, if flowers were planted in the school garden).</p> <p>e) Identify ways in which they can care for and show respect for the environment (e.g., feeding the birds in winter, reusing and recycling, turning off unnecessary lights at home, walking to school instead of getting a ride)</p>	<p><i>This competency is designed to engage children in the careful observation and comparison of various animals and plants in their surroundings. It also aims to develop a caring and loving attitude towards animals and plants.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Get children to watch movies/documentaries, read from pictures or story books or from 'Animal Planet' and ask them to identify and compare how animals live, eat and nurture their young ones. • Show children pictures of animals and ask them to categorize animals according to given criteria. • Ask children to role play animal characters, or stories related to animals. • Children can participate in a 'Musical gala'/ activity where they sing poems/indigenous songs related to animals and birds. • Take children to visit 'Botanical Garden', or nearby fields or gardens to explore a variety of plants that exist. Get children to compare and contrast main parts of plants. Encourage them to record their observations. • Invite a gardener to the classroom and get her/him to discuss how s/he nurtures plants by watering and providing fertilizers and how s/he takes care of them from excessive heat or water. • Take children to visit different places where flower exhibitions are held or where flowers are grown. Get children to explore different plants that have unique colours, smell or shape. They can identify which plants are kept 'Indoor' and which are kept 'Outdoor'. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask children to rearrange pictures of animals according to wild, pet, extinct, or living, mammals, reptiles. • Get children to talk about the reasons why certain animals cause harm to others, and how people can protect themselves from these animals. • Get children to draw and label the parts of plants e.g. roots, stem, leaves, flowers and seeds. • Ask children to take part in auto-biographic 'Speak Out' activities where they can be asked to share their ideas on: <ul style="list-style-type: none"> • If I were a dinosaur, I would have.... • If I were a Rose, I would.....

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
	<ul style="list-style-type: none"> • Carry out a plantation campaign in the school where children along with members of the community can plant seeds and take care of watering them. This exercise should be held frequently to make children aware of how to take care of the natural environment. • Also identify different plants grow in different seasons. Children can work with their parents, teachers or gardener to make a list of plants grow in different seasons. • Engage children in various scenarios where they can discuss in their groups why and how to provide care to animals and plants. They can talk about their own pets. They can also talk about water conservation to save the planet. • Engage children in feeding birds in their school. They will get opportunities to see a variety of birds. 	<p>Get children to present their opinions about various situations such as</p> <ul style="list-style-type: none"> ○ 'What if all the trees die.....' ○ 'What if there was no water on earth...' ○ What if we could talk to and understand the language of birds and animals..... <p>Children discuss in groups and create a story of how humans can be friendly to animals and plants. Have a whole class presentation.</p> <ul style="list-style-type: none"> • Arrange a 'Character show' where children can pick their favourite animals or plants and present their autobiography. • Children can create a portfolio where unique features of plants and animals can be kept. Pictures of plants and animals can be drawn along with a few unique characteristics such as different shape of petals, unusual colours, distinct smell etc.

Competency 4: Children will observe the weather and develop an understanding of the seasons and their significance to people

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <p>a) Observe the weather condition for a week and record it using pictures and symbols.</p> <p>b) Discuss why it is hot in summer and cold in winter.</p> <p>c) Identify why weather conditions vary in different parts of the country and how it causes changes in people's clothing, their food and lifestyles.</p> <p>d) demonstrate an awareness that people in other parts of the world may have similar needs as their own.</p> <p>e) demonstrate awareness that people in other parts of the world may have food, clothing, and homes different from their own depending on the seasons</p>	<p><i>This competency focuses on helping children understand their environment by becoming good environmental observers and explorers.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Explore with children how weather conditions differ in different places of the world. • Engage children in story telling sessions where they can describe any place they have visited in the recent past and how they prepared for their trip keeping the weather conditions of that particular place in mind. What other arrangements were taken care of while planning the trip. • Group children according to different weather conditions such as sunny, windy and rainy where they will be asked to imagine what happens during that weather and how the particular weather condition affects people's behaviour, choices, food/life style and clothing. • Participate in a 'Dress show' or 'food carnival' where each child represents a different area, or city of Pakistan and talks about differences and similarities according to the seasons 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask children to talk about why it is hot in summer and cold in winter. • Children can present their reasons why weather conditions vary in different parts of the country. • Get children to share some stories of their extended family members living in different parts of country and how their food, clothing and lifestyle vary from them. • Get children to collect pictures of different seasons and make an album. • Get children to collect pictures of food, clothes, shoes people use during a particular season such as summer and winter and present this to the class during circle time.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
		<ul style="list-style-type: none"> Ask children to identify the similarities and differences between people living in different countries and how their food, clothing, and life styles are different based on the seasons.

Competency 5: Children will demonstrate an awareness of natural and built environment and develop a caring attitude towards the environment

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <p>a) Identify a few ways to keep their immediate environment clean e.g. plantation, cleanliness drives etc</p> <p>b) Compare between pleasant and unpleasant sounds causing noise pollution within their immediate environment.</p> <p>c) Appreciate the beauty and importance of the natural environment.</p> <p>d) Demonstrate care and concern for the environment in their actions, e.g., reduce, reuse, recycle</p>	<p><i>The competency focuses on nurturing children's ability to think critically about care for their environment. They will identify problems, think of alternatives, generate diverse solutions and ask and respond to open-ended questions.</i></p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Suggest a few ways to keep their environment clean, conserve water within home, school and communities Engage children in activities which encourage them to think of alternatives. For example, ask children to think of various possible uses for empty plastic bottles, or old calendars or an empty carton or biscuit box. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Present in pairs/groups five ways to keep the environment clean. Suggest at least three ideas on how to save water in the school and at home. List five ways to control noise pollution.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
e) Identify practices that are useful and harmful to the environment and suggest alternatives to harmful practices	<ul style="list-style-type: none"> Discuss and share ideas for replacing environmentally harmful practices with better alternatives, for example, use of cloth bag instead of paper bags. Take children to visit the school canteen and gather empty boxes of biscuits and cartons and reuse it in different activities 	<ul style="list-style-type: none"> Draw any two useful practices to make the environment clean and safe.

Competency 6: Children will demonstrate an awareness that people in society are interdependent on each other, and that rights and duties should be upheld

Expected Learning Outcomes	Examples and Ideas for implementation	Assessment
<p>By the end of the year, children will develop the attitudes, knowledge and skills to:</p> <p>a) Describe their rights and responsibilities at home and in the school</p> <p>b) Indicate elements that cause harm to them and others physically, emotional or/and socially.</p> <p>c) Demonstrate awareness that their actions affect others for e.g. playing cricket within colony/<i>muhallah</i>, playing loud music, burning garbage outside their house, throwing water on others, littering the surrounding</p> <p>d) Demonstrate the ability to take action to uphold the rights of others</p>	<p>The competency focuses on nurturing children's ability to exercise their rights and responsibilities to become active citizen for their immediate family and neighbourhood. It also aims to develop in them an ability to think and to articulate their opinions openly without any fear of consequences.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> Provide children ample opportunities to participate in classroom discussion and activities and exercise their right to speak and share openly. Encourage the children to be observant about things and people around them and share with them how to report if they come across any strange or harmful activities. Maintain records of children's choices and encourage them to provide reasons for their choices Talk about how our behaviours impact others e.g. playing loud music, burning garbage outside the house, throwing water on others, or making fun of others, labelling others, and littering the surrounding. Get children to think of ways in which they can take action and honour the rights of others. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> Make a card 'I have a right to....' using pictures or drawing. List the rights of others and duties they have towards others. Present a role-play to highlight how practices impact others e.g. playing loud music, burning garbage outside their house, throwing water on others, littering the surrounding.

Key Learning Area: Physical Development and Safety		
Competency 1: Children will develop a sense of balance, agility and coordination through participation in activities that enhance physical capabilities		
Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Perform fine and gross motor tasks that require small and large muscle strengths.</p> <p>b) Use fingers, hands and body to accomplish fine and gross motor tasks.</p> <p>c) Demonstrate understanding and respect for differences among children in physical activity settings.</p> <p>d) Demonstrate fine and gross motor skills with purpose and control.</p> <p>e) Engage in physical exercises such as stretching and bending</p> <p>f) Move through spaces with consideration of other children/people and objects in the environment.</p> <p>g) Prepare and use first-aid box.</p>	<p>This competency focuses on children’s developing physical control, mobility and awareness of space in indoor and outdoor environments. It includes establishing a positive attitude towards a healthy, active way of life.</p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Involve children in physical activities that use fine and gross motor skills. Various types of races can be organized like spoon and lemon race, relay race, obstacle race. • While doing physical tasks, develop the understanding that every child has different capacities to perform. Provide ample chances to children to perform tasks and provide a lot of encouragement. • Provide a safe environment for children to perform physical activities. • Support children in performing outdoor activities to develop their gross motor skills by using equipment like swings, climbing, hop-scotch, monkey bars etc. • Prepare a first aid kit with children and discuss all the things that should be kept in a first aid box and how it should be used. • Give equal opportunities to girls and boys to participate actively in play. • Integrate health and safety activities throughout the day, in different segments of the daily routine. • Model healthy and safe practices and promote healthy lifestyles for children. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Healthy competitions can be arranged among different sections to build team spirit. • Different types of games like hop-scotch, number line and number snakes can be made on the ground and children can be asked to follow them. • Have balancing games with the children like spoon and lemon race, holding a glass filled with water and walk from one end to another, throwing a ball in the net from a distance to check their fine and gross motor skills. • Ask children to make a list of things needed for first aid kit and how are they used.

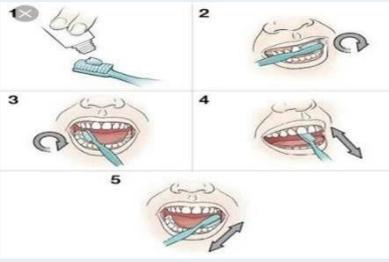
Key Learning Area: Health Hygiene and Safety

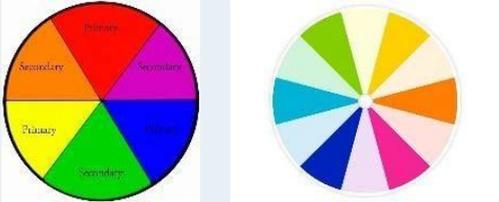
Competency 2: Children will have increased hand-eye coordination, control over body movements and the ability to handle materials effectively.

Expected Learning Outcomes	Examples and Ideas for Implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Navigate self-locomotion skillfully.</p> <p>b) Perform activities such as stand, walk and run on tip toes, stand on one foot for 3-5 seconds and hop on preferred foot.</p> <p>c) Increase skill in ball games – throw, catch, bounce, kick and use a bat</p> <p>d) Show skillfulness in climbing, sliding, swinging, digging, and doing various ‘stunts’.</p> <p>e) Use a range of child-appropriate tools with increasing control and confidence.</p>	<p><i>This competency focuses on developing children’s skills to accomplish tasks and activities that require balance and safe handling of tools and objects.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Provide opportunities to play various games which involve running, brisk walking, running on tip toes etc. • Organize activities which involve small groups. Ask children to stand/hop on one foot for about 5 seconds. • Provide opportunities to use simple tools like safety scissors, thread, plastic knives, hammer and screw driver to perform various tasks. • Discuss safety rules with children before starting the activities so that children are conscious while playing and performing various activities. • Take the children to the swing area and ask them to play on the swings, climb the monkey bars and use slides to come down. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask children to play traditional games, give them hoops or tyres and tell them to roll them while running and walking. Observe children at play and record in child profile. • Take children to the swing area and let them play. Observe their movements and discuss safety measures with them. 

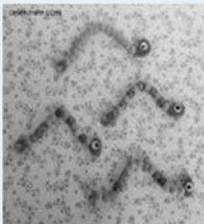
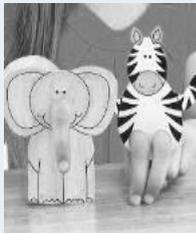
Key Learning Area: Hygiene and Safety

Competency 3: Children will develop an understanding of the importance of safe and hygienic practices.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Experience an environment where their health is promoted.</p> <p>b) Develop an understanding of self-care: healthy eating and drinking, washing, toileting, nail cutting, bathing, dressing and resting.</p> <p>c) Understand that a healthy brain needs a healthy body.</p> <p>d) Identify the food that is nutritious for our health. (Concept of balanced diet)</p>  <p>e) Discuss the steps of washing hands and brushing teeth.</p>  	<p><i>The main focus of this competency is on hygiene, safety and well-being. It emphasizes on helping children to internalize the importance of hygienic practices and of carrying these messages home.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Show a video/pictures of two different environments (healthy and unhealthy) and discuss with the children which environment would they like to live in and why. • Talk to children about the important things that are needed to keep healthy which includes eating healthy food, drinking clean water, using water after they have been to the toilet, wearing clean and washed clothes, taking a bath daily and sleeping at least eight hours daily. • Talk to children how our brain works and how it helps us. Discuss how healthy food and living in a healthy environment helps our brain work better and keeps our body healthy. • Investigate the benefits of nutritious food and selecting healthy food for their meals and snacks. Encourage them to bring healthy home-made food in their lunch box which gives them energy to think, work and play. • Demonstrate the steps of washing hands. Take the children to the wash basin and have them use soap, tell them the different steps of how to wash hands. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Provide a basket of different food or pictures of food. Ask children to separate healthy and unhealthy food from the basket and put them in two separate categories. Ask them to give reasons why particular foods are not healthy. • Ask children why it is important to stay in a clean environment. They can draw a healthy and unhealthy environment. • Get children to perform the different steps of washing hands.

Key Learning Area: Visual Arts		
Competency 1: Children will express themselves through the use of drawing and colouring		
Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Explore colour mixing to form new colours b) Identify the primary, secondary and tertiary colours c) Use a variety of materials to do colouring and painting d) Explore colours of the rainbow e) Construct a colour wheel by using rainbow colours 	<p><i>This competency focuses on nurturing children's creativity, decision making skills and confidence in their choice of materials.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Review the different medium of colouring materials like crayons, pencil colours and plastic colours. New material should be introduced like poster paints, markers and oil pastels. Children will experience making new colours by mixing two different colours together. • Encourage the children to use computer software (related to colour mixing) where possible. • Let children explore the different ways of how painting can be done without using a paint brush. Introduce tooth brush painting, marble painting, straw painting, fork painting, sponge painting to develop interest among the children and to introduce new methods of painting. • Let children explore the colours of a rainbow by using the acronym "VIBGYOR" and encourage them to make a rainbow and colour it by using any medium of colouring. <div style="text-align: center;">  </div>	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask the children to create a piece of their art work by using any medium of colouring they want to. • Encourage children to discuss the texture of their piece of art and express their feelings • Display different colours in front of the children and ask them to make a new colour e.g make orange colour by mixing two different colours. • Give children a newspaper or a blank paper and ask them to draw or paint a picture by selecting and using any medium of painting they want to. • Ask children to make a colour wheel by using the rainbow colours. Spin that wheel and observe how the colours will be seen. Discuss the process and observation with them.

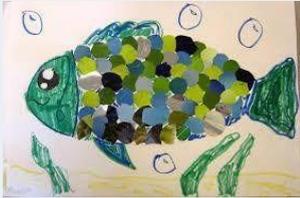
Competency 2: Children will work with a variety of low cost and waste material to create craft projects of their choice

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Develop ideas for creating materials from recycling old material. b) Create simple models of their choice using a variety of waste materials collected from their immediate surroundings. c) Use various techniques such as, drawing, colouring, collage, painting to create a variety of craft work d) Create simple models by using low cost/waste materials the class 	<p><i>This competency focuses on nurturing children's creativity, decision making skills and confidence in their choice of materials.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Ask children to collect some waste material such as used ice-cream sticks, match boxes, pieces of clothes, shells, pebbles, buttons, bottle caps, small plastic bottles, egg shells, empty boxes of biscuits/masala/shoes etc. and classify them accordingly. Involve children in sorting the collected materials and organize them in boxes/jars. • Encourage children to make small models such as a fish aquarium, a model of a farm and jungle by using the shoe boxes. Animal masks can be made by using paper plates, small envelopes can be made by using old newspapers, a snow fall scene can be made by using empty egg shells, make a caterpillar by using different coloured beads, puppets can be made by using ice-cream sticks etc. <p>Example:</p> <div style="display: flex; justify-content: space-around;">    </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Get children to make models by selecting and using a range of materials. • Encourage children to participate in developing different projects according to the topics/themes.

Competency 3: Children will experiment with a variety of materials to represent their observations and imaginations in the form of models/sculptures

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> • Work with clay, play doh and paper mache' • Prepare different types of modelling material by using a variety of ingredients. • Create various sculptures/models. • Paint and decorate their models and display them. 	<p><i>This competency focuses on nurturing children's creativity, decision making skills and confidence in their choice of materials.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Engage children in thinking about different ideas to create models/sculptures of their own choice. • Help children in preparing their own modeling material like play doh and paper mache' by using different ingredients. • Encourage children to use clay, play doh or paper mache' to make simple models/sculptures of their choice. • Encourage children to paint and decorate their models and display them. • Provide children with sufficient time to work on their models/sculptures. Also encourage them to discuss the process and end product of their created piece of art and appreciate their efforts. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask the children to name all the ingredients that were used to prepare the play doh and paper mache'. • Appreciate the created model/sculpture created by children and discuss the process of creating them.

Competency 4: Children will learn the skills for collage work and printing. They will also use these skills in a variety of ways to create their own art pieces and patterns.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Identify and collect a variety of materials for doing collage work. a) Make personal choices of creating and doing collage work. b) Identify and collect a variety of materials used for printing. c) Create patterns and designs using different techniques of printing. 	<p><i>This competency focuses on nurturing children's creativity, decision making skills and confidence in their choice of materials.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Involve children to identify and collect material for collage work such as old pictures from magazines, nut shells, crayon shavings, old newspaper, different family pictures and sequences. For printing, ask them to collect candles, wool, thread, buttons, bubble paper and stamps. Children can also use wooden blocks and stencils to do printing. • Use samples of collage work during story time and other small group activities and later engage children in thinking about their ideas for collage work. • Give children blank sheets of paper and tell them to decorate the paper by using a variety of printing techniques such as: sponge printing, stamp or block printing, thread printing, leaf or hand printing. • Engage children in the process of developing their own prints by using their own choice of techniques. • Provide sufficient time to children to work on their projects, discuss the process and the product. Display their final art work in the class and later put them in their portfolio. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask children to create their collage art piece by selecting and using different materials from their collection. • Appreciate children's creativity of making different designs and patterns by using various materials for printing. Also discuss the process. <div style="display: flex; flex-direction: column; align-items: center;">    </div>

Competency 5: Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Use various techniques of paper cutting and paper folding to make simple objects and designs.</p> <p>b) Explore various ways to make different objects by folding and cutting paper.</p> <p>c) Create various objects using the origami technique.</p>	<p><i>This competency focuses on paper art for the expression of children’s creativity and imagination. Like other competencies the elements of imagination, choices and decision making are critical ones.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Demonstrate the art of paper folding by showing children how to fold the paper into different designs by using zig-zag or curvy stencils and later by cutting them with increasing precision by using a safety scissor. • Encourage children to manipulate paper in various ways by making creative objects with paper folding techniques such as: swan, a shirt, a book mark or a fish. • Simple origami techniques can be introduced and children can be facilitated to make different objects such as: a ball, a frog, a star box, a bookmark. • Demonstrate and engage children in paper weaving to develop patterns by using different colourful strips varying in width to make different objects. • Provide sufficient time to children to work on their projects, discuss the process and the product. Display their final art works in the class and later put them in their portfolio. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Give an A-4 sheet of paper, and ask children to fold and cut the given paper into a square shape to create any design using origami technique. • Students can select any coloured papers and cut them into strips and weave them to make different patterns. <div style="text-align: right;">     </div>

Key Learning Area: Sound, Rhythm and Action

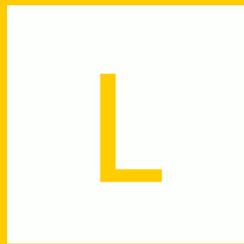
Competency 6: Children will listen and identify a variety of sound patterns and create their own rhythms and rhymes for poems.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a) Listen and identify the different sound patterns in their surroundings.</p> <p>b) Create different sounds by using a variety of objects.</p> <p>c) Produce complex sound patterns/rhythms by counting the beats.</p> <p>d) Explore the sounds made by various musical instruments.</p> <p>e) Create musical instruments and use them while singing (rattles, tambourines and castanets).</p> <p>f) Compose poems, songs, national songs in chorus and solo.</p>	<p><i>This competency focuses on developing children's sense of sound in terms of rhythm and rhyme, using a variety of objects from their environment.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Collect several sound producing objects such as whistle, wooden and metallic spoons, wooden sticks, glass and plastic bottles and plastic bowls. • Engage children in listening and identifying sounds produced by various objects and sounds from the environment. • Make children familiar with various sounds played by different musical instruments. • Involve children to make complex beats and rhythms by clapping out or stamping number patterns, for example, 1-2-3 stop 1-2-3-stop 1-2 1-2-3 stop. These beats can then be played out by tapping or shaking various sound producing objects also. • Engage children in creating musical instruments such as shakers with different sounds, tambourines, castanets by using different sizes of bottle caps/stones and hand cymbals by using low cost materials. • Engage children in composing poems, songs, national songs in chorus and in solo with rhythm and appropriate actions and expressions. Children can use the musical instruments that they had prepared to compose and sing the poems/songs. 	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Ask children to listen to music and ask them to compose a new song/poem. • Get children to close their eyes for few seconds and listen quietly to different sounds from the environment. Ask them to identify the pattern that they find. • Blind fold children and play different sounds made by different musical instruments. Ask children to identify the instruments and name them. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 10px;">  </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 10px;">  </div>

Key Learning Area: Dramatic Play

Competency 7: Children will participate with increasing confidence in a variety of dramatic play activities to express themselves.

Expected Learning Outcomes	Examples and Ideas for implementation	Assessments
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <ul style="list-style-type: none"> a) Learn to socialize and communicate with each other through drama. b) Enact new experiences and use new languages apart from their mother tongue in role play. c) Express their feelings and be creative by making up their own stories and chants. d) Dramatize stories, poems and folk tales individually and in groups. 	<p><i>This competency focuses on building children’s confidence, enhancing their imagination and nurturing creative expression by encouraging them to participate in dramatic play activities.</i></p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> • Help children develop the habit of socializing and communicating with each other by interacting through dramatic play activities. • Give opportunities to children to enact their favourite personalities. Encourage their discussion and motivate them. • Develop the habit of creating their own stories and chants in small groups and then to present it to the whole class. <p><i>Home corner should have different materials for dramatic play which includes, masks, hats, tools, clothes, costumes etc for the children to use while performing creatively. Children should be encouraged to place the materials back in its place after it is use.</i></p>	<p>Ongoing assessment should be done by following some of the techniques given as below:</p> <ul style="list-style-type: none"> • Get children to enact self-created stories by selecting appropriate props and roles for themselves. • While children present role plays, observe their planning, selection of appropriate props and the language structure that they have selected for the play. • Ask a variety of questions related to the dramatic play presented. <div style="display: flex; flex-direction: column; align-items: center;">    </div>



Learning Environment for ECCE

Learning Environment



Young children learn by interacting with their environment, with other children, and with adults. Learning is an active and creative process in which children are working at making sense of the World around them. We need to give them the opportunity to engage in this process purposefully & actively, by using all five senses and their imagination. A wide range of experiences and activities provide children with the opportunity to develop their knowledge, skills and attitudes in a meaningful way.

An ECCE environment is a whole formed by physical, psychological and social elements. It includes the built facilities, the immediate neighborhood, and psychological and social settings and also the materials and equipment. A 'rich' and flexible environment is conducive to learning, and attracts interest and curiosity in children and encourages them to experiment, act and express themselves. In school, the child spends most of her/his time in the classroom. It is, therefore, extremely important for teachers to provide a stimulating, pleasant environment for the children.

Conventional furniture, such as desks is inappropriate for young children. If resources allow, then small, child-sized furniture can be purchased or else a darri will suffice. A central place will be required, where the children can come together for Greeting Circle, Group Work, Planning/Review Time and Story Time.

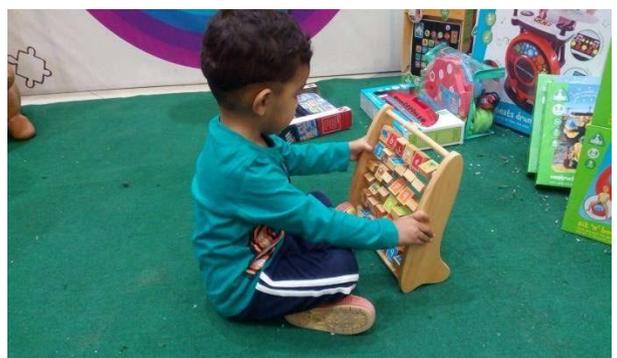
Creating Learning Corners (*Goshay*)

Young children look for causal links in their experiences. For example, what happens when they pile up 20 blocks on top of each other, or what happens when they drop a pencil into a tub of water or what happens when they move a pencil or crayon on a flat surface, such as a wall or slate or paper. They need opportunities to explore these situations and come to their own conclusions. Their conclusions, however, may differ from an adult's as they are based on limited experience. Having designated areas or learning corners for specific

activities and storage of classroom equipment is an efficient and effective way of organising, and optimising children's learning experiences. Learning Corners encourage children to learn in ways that are natural to them; they allow children to work independently, in small groups or one-on-one with the teacher. Learning Corners provide for a wide range of abilities and interests where children can progress at their own rate and repeat an activity for pleasure or reinforcement. Learning Corners encourage children to be independent, make decisions and solve problems. They foster experimentation, curiosity and creativity.

These corners are ideal work spaces for children where they can learn in simulated real life situations. Working in different corners helps develop children's ability to:

- Take initiative, make choices and decisions about what they are going to do (i.e. plan) and
- How they are going to do it.
- Complete self-chosen tasks and review their plans.
- Question, experiment, discover and make sense of the world around them.
- Work, share and cooperate with other children, thereby developing their social skills. Work independently towards mastery of different skills.
- Conform and adhere to classroom rules.
- Reason and express themselves in a wide range of naturally occurring situations, thereby building their self-confidence.





Learning corners need to be separate from each other. They also need space such as low shelves or boxes/cartons to store the material, books and toys for the various corners. Three or more of the following learning corners can be set up at any given time.

- **Language Corner.** This corner should be equipped with material related to increasing vocabulary and learning reading skills.
- **Library Corner.** This corner should be set up to promote the reading habit and to learn how to care for and value books.
- **Art Corner.** This corner provides children with opportunities for creative expression.
- **Math Corner.** Appropriate material for the Math Corner includes objects that will help children grasp basic math concepts of size, shape, width, classification and number, through direct experimentation.
- **Science Corner.** This corner should provide children with opportunities for observation and experimentation in order to understand the world around them.
- **Home Corner.** The home corner should reflect the cultural background of the children where various kitchen utensils, clothes, small furniture and dolls can be provided. From a kitchen it can be later transformed into a shop, office or a doctor's clinic.

The Learning Corners should be organised in the context of the Key Learning Areas and Expected Learning Outcomes, so that children have the opportunity to experiment with concepts and skills that have been introduced by the teacher.

The Daily Routine

Young children need the comfort and security of a daily routine. They need to know what to expect during the school day. A daily routine provides a consistent, predictable sequence of events that gives them a sense of control over what they will be doing during the day. To make optimal use of the valuable time young children spend in school, a schedule needs to be made. The teacher's tasks become more focused and relatively easier to follow if a consistent routine is established, and children also get used to working in an organised and methodical way.

A daily routine is important because it:

- Makes children feel secure when they know what to expect.
- Creates an organised environment that is conducive to the learning process.
- Helps children learn about sequencing.
- Helps children understand the concept of the passage of time.
- Helps teachers organise themselves.
- Helps children realise that an activity has to be completed within a set time-frame.

A sample daily routine and explanation is given below. It can be varied depending on the school's hours and needs. The daily routine should be displayed using symbols/pictures for each activity, so that children, who are not yet reading can understand it.

Learning Environment

A sample daily routine and explanation is given below. It can be varied depending on the school's hours and needs. The daily routine should be displayed using symbols/pictures for each activity, so that children, who are not yet reading can understand it.

Dua/National Anthem	15 minutes
Greeting Circle	15 minutes
Group Work Time	40 minutes
Outside Time	30 minutes
Snack Time	30 minutes
Plan-Work-Clean up-Review:	90 minutes
Planning Time	15 minutes
Work/Gosha Time	45 minutes
Clean-Up Time	10 minutes
Review Time	20 minutes
Story and Rhyme Time	15 minutes

Dua/National Anthem: All the children get together to say a small prayer and sing the National Anthem. This can be done along with the rest of the school or a separate assembly can be held for the 4-5 year olds. It is essential to consider alternatives or inclusive prayers for children of minority religions.

Greeting Circle: This is the time of day when the teacher gathers all the children together and initiates general discussions. Teachers and children share their news with each other, and topics from the Key Learning Area, 'Personal and Social Development' can be discussed.

Group Work Time: During this segment of the daily routine, the teacher discusses concepts from the different Key Learning Areas, with all the children. Once the concept has been discussed, the teacher forms smaller groups and gives children activities to work on.

The activities done at this time are planned and initiated by the teacher.

Outside Time: This is the time for physical education exercises. The teacher can plan a series of bending, stretching, jumping and balancing activities for children's physical development. Equipment, such as large balls for catching and throwing, old tyres for walking in and out of, and medium-sized boxes for jumping over can also be used. This is also a time to discuss safety rules, such as making queues, avoid pushing and taking turns.

Snack Time: A lot of valuable learning can take place if children have their snacks indoors in an organised way, under the teacher's guidance. They can learn to spread the darri/ dastarkhawn and sit around it, giving each other space without pushing. They can say Bismillah together, and share their snack if someone has not brought their own. This is a good time to reinforce the importance of clean, boiled water and healthy food brought from home. The children can count, classify and talk about the different kinds of food, learn to pour water without spilling, and clean up when everyone has finished.

• Plan - Work - Clean up - Review Time

Planning Time: Planning should be done in the central space on the darri. This is the time of day when children have the opportunity to initiate the activity and take responsibility for their own learning. During planning time, children plan which Learning Corners they would like to work in, and what they hope to accomplish there. It is important to allow children to choose the gosha/s themselves, and to encourage them to make their own decisions about what they will do there.

Work/Gosha Time: During this time, children carry out their plans in the learning corners. In consultation and through discussion with the children, teachers should set some ground rules at the beginning of the year and discuss these frequently with them. For example: sharing



and taking turns with the material; sharing materials and being considerate; talking very softly in all the corners, especially in the library corner; listening and responding to the set signal when the time for gosha work is finished; and tidying up and returning material to the designated place at the sound of the signal.

Clean-up Time: When the pre-determined clean-up signal is given by the teacher, children must tidy up and return the material they were using to their designated places.

Review Time: Children come back to the central space on the darri and talk about their gosha work and whether they accomplished their plans for the day. Reviewing is a very important part of children's planning and working. There will be some children who may not have implemented their plans. They should be supported to identify reasons for this, by asking open-ended questions and letting them arrive at the answers. Where there are too many children in a class, this will undoubtedly be difficult; the teacher should ensure that each child gets the opportunity to review her/his work at least twice a week.

Story and Rhyme Time: This time is set aside for storytelling and for songs and poems with actions. The children or the teacher can choose a book from the Library Corner for story time. Children should be encouraged to tell stories that they have heard at home or in school.

Research informs us that formal tests and examinations are not at all accurate when measuring young children's abilities. Many children do not perform well in situations where they have to answer specific questions or complete specific tasks because they may not be familiar with the testing language, they may be shy or frightened in a new situation, or they may be tired, bored, upset or unwell the day of the test. When a child does not do well on a test for any of these reasons, a teacher may attach a negative, inaccurate label (she/he is weak, lazy, dull) to that child which is then difficult to replace and can be harmful for the child's development.

Tests usually suggest that we compare one child's score with another's, which is inappropriate for children, particularly young children. This comparison is meaningless because children develop at their own individual and unique pace. This scoring and comparison may be harmful to children whose score is low, because they may be made to feel like "failures" when, in fact, their development is normal and will soon catch up with the others.

Children's progress should be measured by the teacher's on-going observations during the entire year. Their progress should be compared to their own previous level of development and not to that of other children. The results of evaluating a child's progress should be used to plan the future learning programme for the ECCE classroom.

Child Assessment and Record Keeping

Throughout the day, ECCE teachers will have to observe children as they participate in different activities. Sometimes they can stand back to observe, but more often than not they will be involved in the activities with the children.

This is a skill that teachers have to develop, to be actively involved, picking up cues from the children and at the same time observing each individual child. What is the teacher supposed to look for? The teacher observes and assesses the different areas of learning and development.

The following methods of assessment and record keeping are strongly recommended:

- **Checklist of Children's Progress**

each child, teachers should maintain a checklist of the Expected Learning Outcomes which are given in the section on Key Learning Areas. Any special comments the teacher may have about a child can be recorded here.

- **Portfolio of Children's Work**

Teachers should also maintain each child's art work, and literacy and numeracy related worksheets in their individual folders. Each sheet will have the child's name, and date the work was done, written clearly on it. The portfolio will aid the teacher in assessing the progress children have made in their art work, writing, and understanding of numeracy related concepts.

- **Progress Report for Parents**

The teacher should meet parents in school to discuss the child's progress in class or send the progress report home. This report will be based on the Expected Learning Outcomes. The teacher should fill in the progress report, twice a year, using the portfolio and monthly checklist as a base, to support her/his evaluations. From their observations, monthly checklists and portfolios, teachers can assess each child's progress. When progress is recorded regularly and efficiently, the teacher builds up a comprehensive picture of each child. The process of recording helps the teacher to be aware of all areas of the child's learning and development





Guidelines for Effective Implementation of Quality ECCE Essentials

for Developing a Teachers' Guide

ECCE teachers need to have certain essential attributes such as gentleness, thoughtfulness, effective interpersonal skills and a generally positive and caring attitude. They need to possess or develop specialized skills to engage with very young children effectively. A teachers' guide can help teachers to understand their task and accomplish it professionally.

"The teacher of little children is not merely giving lessons. She is helping to make a brain and nervous system, and this work which is going to determine all that comes after, requires a finer perception and a wider training and outlook than is needed by any other kind of teacher."

Margaret McMillan (1930)

Format and Suggested Content

It is crucial that the developers of the Teachers' Guide are familiar with the Provincial Curriculum for ECCE and that this document is attached as an appendix to the Teachers' Guide. All ECCE teachers must be well-versed in the contents of the ECCE.

It would be most effective to have the Teachers' Guide in Urdu/Sindhi. This is necessary as these *concepts* will be new to most teachers, so it is important that the ECCE teachers understand the *content* and the *concepts* contained in the Teachers' Guide.

Section I: Key Competencies for ECCE Teachers

This section will describe the key competencies that are essential for ECCE teachers. ECCE teachers need to have specific knowledge, skills and attitudes for the effective implementation of ECCE. It is important for them to know what these basic competencies are, so that they can reflect and assess themselves and then work on their own professional growth. Some basic competencies are given below; these should be further elaborated on, in the ECCE Teachers' Guide.

Knowledge: Teachers need to possess comprehensive knowledge and understanding about the following:

- Knowledge and understanding of child development from zero to eight.
- Theories of learning and methods of teaching.
- Family Structures and the role of parents, families and communities in shaping children's development.
- Knowledge and understanding of active learning and the value of play.
- Services available within the community to get support for the development of children.
- Knowledge and understanding of pro-social behaviour.
- The Provincial Curriculum for ECCE.



Attitudes: Teachers must realise the importance of relationships for holistic development in early childhood, and the attitudes required for developing a warm, caring and trusting relationship with children and their families. Teachers need to ensure that their interaction with children and their families demonstrates the following aspects:

- Respect for children's abilities and the wealth of knowledge, skills and individual potential they possess.
- Care and consideration for all children.
- Patience while interacting with children/parents/families and responding to their questions, requests, concerns.
- Unbiased and non-judgmental dealing with all children and their parents.
- Appreciation and acknowledgement of diversity.
- Pro-activity in identifying, exploring and accessing services available in the community for children.
- Willingness to reach out to parents and families to build relationships with them for the effective learning and development of children.
- Willingness to engage self in a continuous process of learning in a variety of ways.

Skills: Teachers need to have the following skills to function effectively as early childhood teachers:

- Pedagogical skills to facilitate the learning process of young children such as, engaging them in group work, organising discussions and a variety of play activities, asking meaningful questions, handling children's responses, and facilitating them during outdoor play.
- Skills for developing and organizing learning resources including displays, manipulative material, worksheets, charts, and posters.
- Skills for observing children and documenting the observations, maintaining children's progress record and developing progress reports.
- Communication and presentation skills to effectively engage with children, parents, families, communities and other services related to early childhood development.
- Counselling skills to work with parents and children regarding their learning.
- Independent learning skills for engaging self in an ongoing process of learning.

Section II: Early Childhood Development

This section will help teachers to understand the basic concepts of early childhood development under two key themes: 1) Child Development, and 2) Early Childhood Development and Relationship Building.

Child Development

This theme will help teachers to understand the key aspects of early childhood development. The following points need to be incorporated and elaborated on, in the text:

- Developmental milestones of children aged 0-8. All the developmental domains, such as, physical, cognitive/intellectual, emotional, social and moral development must be included.
- Brain development in the early years and its importance and implications for designing early learning experiences.



- The role of schools, parents and communities in children's development.

Early Childhood Development and Relationship Building

This theme will elaborate on the importance of relationship building and ways of building positive relationships in the early years. It is recommended that the text of this theme should incorporate some basic and simple research findings. Key points around which this theme will be developed are:

- The importance of bonding and healthy relationships for optimal development in early childhood.
- Building healthy, positive relationships with children.
- The importance of nurturing pro-social behaviour among siblings and peers.
- Understanding the underlying causes of problem behaviour.
- Understanding the reasons for social conflict in the classroom and learning conflict resolution strategies.

Section III: Knowledge and Understanding of the Provincial Curriculum for ECCE

This section will help teachers to understand the key features of the Provincial Curriculum:

- Understanding the term 'curriculum' and its importance for teachers.
- Key features of the Provincial Curriculum
 - The philosophy and expected outcomes.
 - The importance of play in children's learning.
 - Key Learning Areas and their importance.
 - Expected Learning Outcomes (ELOs) and their importance.
 - Using the ELOs as guideposts for designing classroom activities.
 - Teaching and learning approaches.
 - Organization of the learning environment and the daily routine. The assessment framework.

Section IV: Understanding Learning and the Learning Environment

This section will help teachers to build their understanding about the overall teaching and learning approach, and the learning environment proposed for ECCE classes. This section will be organised under three themes: 1) Learning and teaching for the early years, 2) Learning activities and 3) The learning environment. Ideas will be presented in detail using text, graphics and pictures to aid understanding.

Learning and Teaching for the Early Years

This theme will highlight the following important points:

- Learning in the early years: explaining the key points about natural learning processes.
- An Active Learning Approach: understanding active learning, its importance and how it is different from traditional approaches to learning in schools. Ways of involving children in an active learning process, with examples. Understanding the 'plan - work - clean up - review cycle, its importance and implementation. Involving children in free play and exploration activities and organizing hands-on and minds-on experiences for children in all learning



areas. Involving children in discussion, role-play, creative thinking, questioning and problem solving.

- Dealing with diversity in the class: concepts of learning styles, learning differences and multiple intelligences. Explaining that each child is unique in terms of his/her social and cultural background, developmental milestones, experiences and learning potential.
- Ways of creating an inclusive ECCE class. The attitude and skills required by an ECCE teacher to engage with individual children as per their needs.

Learning Activities

It is suggested that under this theme various learning activities are given for classroom use:

- Examples of learning activities should be arranged according to the learning areas, so that teachers can use them easily to link with various Expected Learning Outcomes. The ideas presented here will be useful for planning their lessons and to design their own activities.
- Besides suggesting activities under various learning areas, teachers should be given an understanding of how to design integrated lessons. Examples need to clearly demonstrate how one learning activity can contribute towards the achievement of a number of different ELOs.

Learning Environment

This theme will provide detailed guidelines to teachers for setting up their classroom in terms of space and time according to the principles of quality ECE practice. It is recommended that this section should be supported with many good quality photographs of a variety of creative classroom arrangements in different *contexts with different resource constraints*. These visuals will help teachers to understand the possibilities of different types of classroom floor plans and will offer them options to choose for their own classrooms. The theme will explain the following essential aspects of the learning environment:

- The term 'Learning Environment' and what constitutes the learning environment in an ECCE classroom, including the physical, social and emotional environments.
- Key features of an ECCE classroom and its physical features, such as, cleanliness, light, ventilation, seating, kinds of material needed, placement of materials, accessibility of materials by children and safety aspects in the classroom. This part will also present different ideas for arranging the classroom.
- Creating Learning Corners (*Goshay*): This theme will help teachers understand the basic idea about learning corners, the objectives behind setting up learning corners, their importance and the materials required for each corner and how to use them effectively.
- Classroom displays: This part will help teachers understand the importance of classroom displays in ECE classes, and give them ideas on how to involve children in classroom displays. Some photographs as examples of quality classroom displays are recommended.
- Daily Routine: To make optimal use of the valuable time young children spend in school, teachers will be familiarised with the importance of a consistent daily routine and shown



some examples of daily routine scheduling. An explanation of routines and the importance of flexibility to meet children's spontaneous needs will be stressed.

- Classroom Management Checklist: This part will provide a handy sample checklist to teachers to assess their own classroom environment and its appropriateness for quality ECCE practice.

Section V: Assessment and Evaluation

In order to change classroom practice, it is essential to bring changes in the understanding of assessment as part of the teaching process. This section is recommended to help the teachers to understand the following:

- Focus of assessment: This part will explain the purpose of assessment in an early years' classroom.
- Observation as a tool for assessment: This part will highlight the importance of observation as an effective tool for assessment and provide teachers with guidance about when, how and what to record during observations.
- Use of checklists for assessment: This section will help teachers to understand checklists, and how to create, administer and analyse checklists.
- Portfolio of children's work: This section will introduce the concept of portfolios to teachers and will explain its importance for assessment in the early years. It will also guide teachers on how to maintain a portfolio.
- Progress report for parents: This part will help teachers to know the importance of progress reports, creative and appropriate formats, ideas and important points for writing comments and effective ways to share the reports with parents.

Section VI: The Importance of Planning

This section will explain the following points:

- The importance of planning before a lesson.
- Planning schedules: yearly, quarterly, monthly, daily.
- Characteristics of a good planning process and planning document.
- Planning a day for young learners.
- Elements of flexibility and adaptation in the plan to cater to the needs, interest and moods of children.

Recommendations for Development of the Teachers' Guide

Planning

1. Forming a team by identifying people with good writing skills. The team of writers must include people with the relevant experience of working at the ECCE/Primary level. They should also have a deep understanding of teacher education and adult learning.
2. Reading and understanding the provincial curriculum and this section on the development of the Teachers' Guide.



3. Meeting with the curriculum development team to understand the philosophy and principles on which the ECCE curriculum is based, and to clarify any aspects of the curriculum which are unclear to the writers.
4. Understanding and reviewing the suggested format for the guidebook, and finalizing the format and procedures for writing.
5. Deciding the roles and responsibilities of each team member, dividing the work and setting deadlines.
6. Forming a review team.

Developing

1. Producing initial, individual drafts as per decisions taken at the planning level.
2. Reviewing the drafts.
3. Soliciting feedback from the review team.
4. Incorporating the feedback and revising the initial drafts.

Piloting

1. Sharing the complete draft with teachers in public and private schools and in teacher training colleges.
2. Sharing key areas with them in which feedback is required, such as language of the guidebook, format of the book, missing content and clarity of ideas presented in the guidebook.
3. Meeting with the people piloting the guidebook, and collecting data on their experiences. Asking them to share the areas which they found difficult or ambiguous or needing greater emphasis.
4. Reviewing and revising the guidebook in light of feedback from piloting, to develop the final version of the guidebook.
5. version of the guidebook.

Editing

1. Getting the services of editors to ensure the accuracy of language and formatting.
2. Revising the draft further to incorporate the editors' recommendations.

Publishing

1. Finalizing the details of the layout and graphics.
2. Composing the book. Proofreading
3. the composed draft.
4. Printing of required number of books.



Essentials for Developing a Teacher Educators' Guide

Young children need very skillful and caring facilitation from adults in order to explore their environment and build an understanding of it. An adult, who understands children's potential and possesses an ability to develop trustful relationships with them, can create an environment conducive to nurturing children's innate potential. At schools, teachers need to have an understanding of the ECCE curriculum besides having a loving and caring attitude. In order to ensure that teachers have the required understanding, skills and attitude to work with young children, they need to be engaged in the process of learning and professional development. The role of teacher educators is to design and implement programmes to facilitate teachers to learn about the basic concepts of Early Childhood Education and Development and build the required skills to work effectively with children.

Format and Suggested Content

It is crucial that the developers of the Teacher Educators' Guide carefully read and understand:

1. The Provincial Curriculum for Early Childhood Care and Education.
2. The Teachers' Guide Book.
3. Sections II - VI of the chapter titled, Essentials for Developing a Teachers' Guide, in this document.

The Teacher Educators' Guide will be divided into sections which will elaborate aspects that are essential for ECCE teachers to know and understand. These sections will help teacher educators to understand the need, content and design aspects of a professional development programme for ECCE teachers. The following sections are recommended as components of the Teacher Educators' Guide.

Key Competencies for Teacher Educators

This section will describe the key competencies essential for teacher educators. It is essential for all teacher educators to understand the competencies given below, so that they can assess themselves, as well as design professional development programmes, in line with the competencies required by the teachers.

Teacher Educators assume the important and sensitive responsibility of facilitating adults (teachers) to learn and improve their understanding and skills. In order to accomplish their task effectively, they also need to possess a certain level of competence in terms of knowledge, attitudes and skills. These are the key competencies essential for a teacher educator:

Knowledge: Teacher educators need to possess comprehensive knowledge and understanding about the following:

- Theories of Child Development from zero - eight.
- Theories and methods of child learning and development.
- Theories and methods of adult learning, support and development.
- The Provincial Curriculum for Early Childhood Care and Education, and ECCE Teachers' Guides. The Role of parents, families and communities in nurturing children.
- Services available within the community for the development of children.
- Assessment of teacher learning.



Attitudes: Teacher educators must realise the importance of building rapport, i.e. a close and harmonious relationship with teachers and groups of teachers, and show concern and understanding of their background and current needs. They need to ensure that their interaction with teachers demonstrates:

- Respect for the knowledge, skills, experience and individual potential possessed by each teacher.
- Consideration, respect and empathy towards all teachers.
- Patience while interacting with teachers and responding to their questions, requests, concerns, ideas, and feedback.
- Unbiased and non-judgmental behaviour in dealing with teachers.
- Proaction in identifying, exploring and accessing the services available for the support of teachers in the community.
- Willingness to engage self in a continuous process of learning.

Skills: Teacher educators need to have the following key skills to function effectively:

- Andragogical skills to facilitate the learning process of adults.
- Skills for designing, conducting and assessing workshops/seminars/courses for ECCE teachers.
- Skills for developing resources to support teachers' learning.
- Observation skills to assess teachers during workshops/courses and in the classroom.
- Documentation skills to record observations and maintain records of teachers' participation and performance.
- Communication and presentation skills to effectively communicate with teachers. Communication skills to provide constructive feedback to teachers about their performance. Counselling skills to work with teachers and head teachers on a one to one basis for school development.
- Independent learning skills for engaging self in an ongoing process of learning.

Experience: It is important for ECCE teacher educators to have the following experiences:

- Teaching experience at ECCE or primary level classes.
- Mentoring experience with ECCE or primary level teachers to support their learning.

Designing a Professional Development Programme

This section will facilitate teacher educators in understanding the important steps they need to undertake in order to design a professional development programme for ECCE teachers:

- **Analysing the needs:** Assessing the needs of teachers and understanding their current competencies.
- **Reading the Teachers' Guide thoroughly:** Before designing a professional development programme for ECCE, it is essential that teacher educators read the Teachers' Guides thoroughly, to understand the scope, nature of work and expectations of an ECCE teacher.
- **Forming a team:** Teacher educators need to form a team to design and conduct the programme. The team may include other teacher educators or competent ECCE teachers/ head teachers.



- **Developing a detailed plan:** The training team should design a detailed plan for implementation by identifying content, strategies and activities; resources required; and assessment techniques. The Guidebook should contain some sample templates for planning.
- **Collecting/developing resources:** Before the programme commences, the team needs to develop and collect all the required resources for the implementation of the programme.
- **Setting-up the room:** The space where the programme will be run needs to be properly organized. The implementing team needs to ensure that the space is:
 - Neat and clean.
 - Well lit and ventilated.
 - Organised with appropriate seating arrangements, drinking water and with washroom facilities nearby.
 - Attractive with relevant displays and all other teaching-learning resources at hand.

Content of an ECCE Professional Development Programme

Most of the content for a professional development programme will be derived from the key competencies described above and will facilitate the teachers to enhance their overall competence level.

This section will elaborate on the concepts that have been given in Sections II - VI of the chapter titled Essentials for Developing a Teachers' Guide in this document:

- **Section II** Early Childhood Development: Child Development and Early Childhood Development and Relationship Building.
- **Section III** Knowledge and Understanding of the Provincial Curriculum for ECCE
- **Section IV** Understanding Learning and the Learning Environment: Learning and Teaching for the Early Years, Learning Activities and Learning Environment.
- **Section V** Assessment and Evaluation.
- **Section VI** The Importance of Planning.

Designing a Teacher Education Programme

This section will provide guidelines to teacher educators for the actual design of the programme.

A few ideas are presented here which can be further elaborated on, and more ideas added to the guide. Teacher educators can design pre-service or in-service courses/workshops/seminars for teachers, depending on the findings of the need analysis, available time and other context specific circumstances. Below are the three key approaches which can be used to design a professional development programme. A mix of all three approaches would be greatly beneficial for teachers.

1. Organizing Learning Sessions

Learning sessions are a key component of any professional development programme. These sessions can be in the form of workshops, seminars, and discussion forums. The main purpose of these sessions is to provide an opportunity to teachers to get together, share ideas and



experiences and learn about various aspects of their work under the guidance and facilitation of an experienced facilitator.

There could be a series of learning sessions at the beginning of any programme related to the basic ideas and then the remainder of the sessions could be spread over a period of time. Weekly sessions and fortnightly seminars can also be organized. In these sessions, teacher educators can engage teachers in a variety of activities related to the components of the programme. Teacher educators need to ensure that their learning sessions demonstrate the following key features:

- Use of an active learning approach in which teachers are engaged in a variety of activities to explore and understand the various aspects of teaching and learning and an ECCE curriculum. Teachers should not merely lecture on various topics but they need to be involved in reading, discussions, presentations, simulations, role-play and debates.

They need to be practically engaged in most of the learning approaches or techniques which is used in the classroom. This will help them experience such processes and will have an impact on their learning.

- Provision of practical, hands-on experiences to teachers during learning sessions in order to help them to develop the skills they will need, such as, developing material for ECCE classes, developing plans, demonstrating lessons.
- A collegial and respectful environment in the sessions so that teachers of varied experience, qualification and personalities feel comfortable, and can concentrate on their own learning, and can also support others to learn.

2. Field Based Support

This approach is used to ensure that the newly trained ECE teachers get enough support and guidance for the implementation of new ideas in the classroom. The new ECCE teachers are mentored/coached by the teacher educators or by experienced and skilled teachers already present in the school. Such support may include providing the new ECE teacher planning help in lessons, observing his teacher's class and helping him to reflect on the lesson, teaching with the learner -teacher in the class to demonstrate and practice specific skills and assisting new ECCE teachers in accessing or developing resources. This support is essential as it actually helps the new ECE teacher to reflect on the issues, identify solutions and move ahead with new ideas. It also makes such teachers enthusiastic and accountable for the implementation of new ideas.

Teacher educators can visit and work with the new teachers in the school on particular days. They can also introduce the following strategies to initiate an ongoing process of learning and support within the school:

- Identifying senior and competent teachers in the school and getting their support for helping new teachers in the field. These teachers can help the new teachers by planning together, observing each others classes, reviewing the work of new teachers and organizing small learning sessions within the school for new teachers.
- Peer Coaching or encouraging teachers of the same level to work together and to support each other in learning. They can observe each others classes, review each others material, and do joint planning.
- Taking help from supervisors in public schools, and guiding them to provide needs-based support to teachers when they visit the school.

3. Arranging & Participating in On-going Reviews and Reflection Sessions

These sessions provide a platform to the teachers to get together and share their successes and challenges with each other. They can learn from each others experiences and provide necessary support to each other. These sessions provide teacher educators with a valuable



opportunity to understand the common issues of all teachers enabling them to improve the design of further learning sessions. These sessions can be facilitated by teacher educators, or the head of a school, or supervisors in public schools.

Assessing Teacher Education Programmes and Teacher Learning

teacher educators to use specific methods to assess the relevance and delivery of their programme, as well as its impact on teachers' learning and classroom practice. Given below are guidelines to teacher educators to develop tools and processes for the assessment of teacher learning sessions. It is recommended that detailed guidelines for the following key areas be provided in the guidebook:

- Purpose of assessing learning sessions and field based support.
- Purpose of assessing teachers' competence levels.
- Methods of assessing learning sessions and field based support.
 - Taking participants' feedback at the end of the programme through a questionnaire, checklist or rating scale. Some sample tools can be included in the appendices.
 - Asking participants to talk about the session/field based support provided, in terms of what added to their learning, what did not and what needs to improve.
 - Inviting experienced individuals to provide feedback to teacher educators to improve the sessions.
 - Reflecting daily on the sessions/field based work by teacher educators themselves, in order to identify the strengths and weaknesses of their programmes and then taking action to improve.
- Techniques to assess teachers' competence and professional growth.
 - Observing teachers in action in the school and classroom and assessing their competence in all areas.
 - Discussing their work with teachers and asking for a self analysis on their learning. Studying and analyzing teachers' work such as, plans developed by them for their classes, learning material produced by them.
 - Discussing teachers' performance with the head of the school.



Guidelines for ECCE Learning Material Developers

Key Considerations for Materials Development

- **Goals and Objectives:** The first step toward developing learning material is to take account of its utility for, and impact on, children's learning. It is critical to identify specific learning areas and key competencies for which the learning materials will be used, and this information should be included in the packaging/literature. Consequently, focused materials development and effectiveness of pre-testing will be ensured. If this information is provided to teachers, parents and educators, it will facilitate the effective utilization of the learning materials.
- **Interactivity of Materials:** Children at the ECCE stage of development need hands-on, concrete activities to make sense of the world around them.
- **Quality and Relevance of Content:** A key aspect is to look at the content for its quality. Depth, range, comprehensiveness and accuracy of information shared, defines the quality of the materials. For example, depicting a whale as a fish is inaccurate. Checking the learning content for relevance with respect to the age, context and key competencies is essential for producing quality learning material. It is also entirely possible that correct information can be irrelevant. For example, describing the internal parts of a computer at the ECCE level is irrelevant and unnecessary, even though the information may be accurate. Material must be assessed for both quality and relevance.
- **Language and Text:** Developers should ensure that words used in the material are appropriate to the learner's as well as the teacher's literacy level. Complex sentence structures and archaic words should be avoided. For ECCE materials, language must be simple and creative. Care should be taken to ensure that language and text used for materials do not violate the principles of inclusiveness and diversity mentioned below. All learning materials should be free from stereotyping and should respect the social diversity of the context. Stereotypes may be understood as ideas about people that are widely held and accepted, though they may not necessarily be true, such as, only men as breadwinners, and women as housewives only. The title of the material, especially in the case of booklets, guides and displays should be engaging and meaningful.
- **Visuals:** Visuals and illustrations at the ECCE level play a key role in stimulating children's thinking and developing their meta-cognitive skills. The illustrations and graphics used in the material should be accurate, attractive, bright, colourful, and engaging. However, they should not be too busy or cluttered, thereby making it difficult for children to focus on the main points. Visual content should be free from all types of stereotyping whilst retaining relevance and respect for social contexts. For instance, check the illustrations and see if the dominant characters are mainly from one cultural group or are all men. Who is doing what? Are children with disabilities passive onlookers, or are they actively involved? Do they look enthusiastic? Is the imagery in any way promoting violence? Responding to such questions will ensure that illustrations are not perpetuating the taboos and misconstrued notions widely held in society.



- **Inclusiveness of Teaching Materials:** It is of utmost importance that the teaching and learning materials are inclusive in nature. As charted out by UNESCO, learning materials become inclusive when they include ALL children, including those with diverse backgrounds and abilities are relevant to the children's learning needs and abilities, as well as their way of life are appropriate to the culture and value social diversity, for example, socio-economic diversity: poor families can be very good families for children; they can come up with creative solutions for problems, and they could be depicted as inventive are useful for their future life include males and females in a variety of roles use appropriate language that includes all of these aspects of equity.

Checking the story line is also critical for making the material inclusive and respectful. Consider how problems are presented, conceived, and resolved in the story. Does the story line encourage passive acceptance or active resistance by "minority" characters, such as persons with disabilities? Are the successes of girls and women based on their own initiative and intelligence, or are they due to their good looks? Could the same story be told if the actions or roles given to men and women in the story were reversed? It often goes without any realization but most commonly told tales like Cinderella, present gender biased and stereotypical roles.

- **Safety of Materials:** Learning resources related to the Key Learning Areas should be produced as far as possible with natural materials. The concept of safety is broader than ensuring that materials do not have sharp edges. For instance, many toys and learning materials are made of poor quality plastic which is detrimental to health and is carcinogenic. Where possible, environment friendly materials should be used.

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APPENDICES

BRAIN DEVELOPMENT IN THE EARLY YEARS

Over 90% of a child's brain development happens before a child starts formal education. Experiences and interactions during these first five years, when the brain is most "flexible", can influence a child's health, behaviour and learning skills for a lifetime. A three-year old child has twice as many connections as an adult. At ten years a child has nearly the same brain as the average adult (Kolb & Fantie, 2009).

The brain is made of tiny building blocks known as cells. These cells are microscopic and are called neurons as shown in figure 1. All brain development happens through the development of dendrites. Dendrites are the branches (that look a lot like roots in the picture) that send and receive messages from one neuron to another in the brain through synapse. These messages are how brain development takes place (Feldman, 2015).

When we talk on brain development in infancy, we use an analogy that often helps people make sense of all those neurons in a real hands-on way—namely, the development of roads. When we are born, we already have strong neural pathways...but they are not super-fast. As we all know, as the roads improve, cars can go faster....and as cars go faster, and there

are more sights and places to go along the road, more cars start traveling those roads...and over time, they become highways. Neural development during infancy and toddlerhood works in much the same way (Robin, 2014).

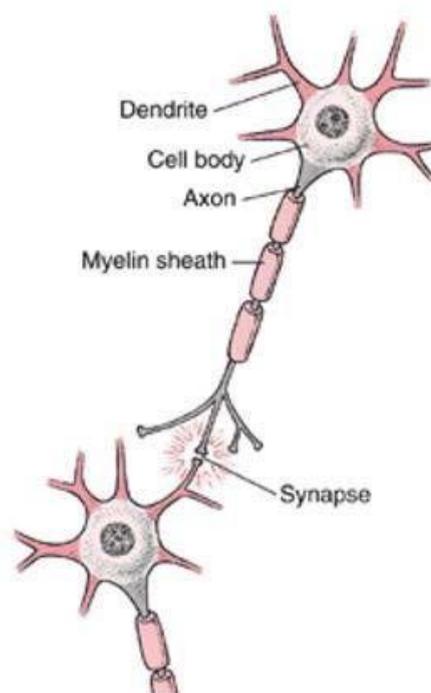


FIGURE 1: STRUCTURE OF A NEURON

The process of neural development in infancy is like a laying down of roads, and the myelin (the fatty substance that makes neural messages move more quickly) that develops during that time makes the messages move more and more quickly. The pathways that are used the most become the most highly developed, in the same ways that roads that are most heavily used become improved and widened. There is NEVER a time in life when these pathways or roads develop at this rapid or extensive a pace. And while "roads" will continue to be built and improved throughout early childhood, building a new road in the midst of a system of zooming highways and overpasses is admittedly far more of a logistical challenge or puzzle than it would have been when the area was just open fields.

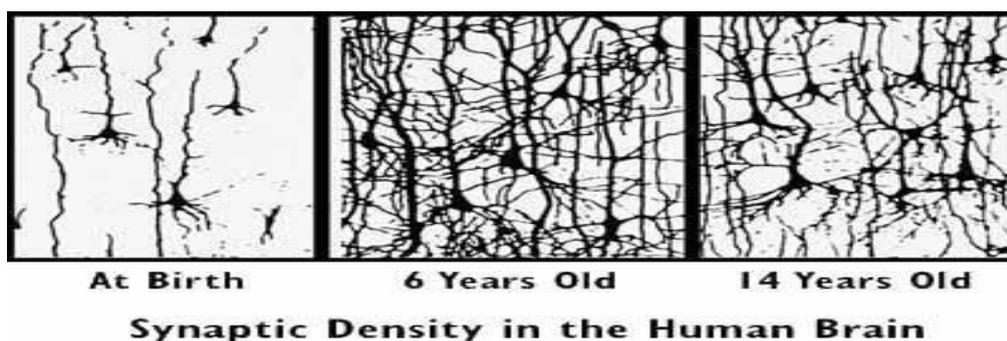


FIGURE 2: WEB OF NEURAL CONNECTION

BRAIN DEVELOPMENT IN THE EARLY YEARS

This brain development can be shown in a form of a complicated web of synaptic density as shown in figure 2. A young child of six has twice as many synapses as that of a 14 year old. As the web grows, so do a child's abilities such as memory, language skills, problem solving and intellectual capacity.

The ability and rate, at which synaptic connections are formed, reduce significantly by the time adulthood is reached and only those connections stay put that have been strengthened during early years as shown in figure 3. The simple mechanics of brain functioning portrayed in the figure, not only highlight the criticality of the early years, but also the significance of an enabling and nurturing environment for the holistic development of children (TRC, 2007).

The science of early brain development can inform investments in early childhood. The interactive influences of genes and experience shape the developing brain. The brain's capacity for change decreases with age. Cognitive, emotional, and social capacities are inextricably intertwined throughout the life course.

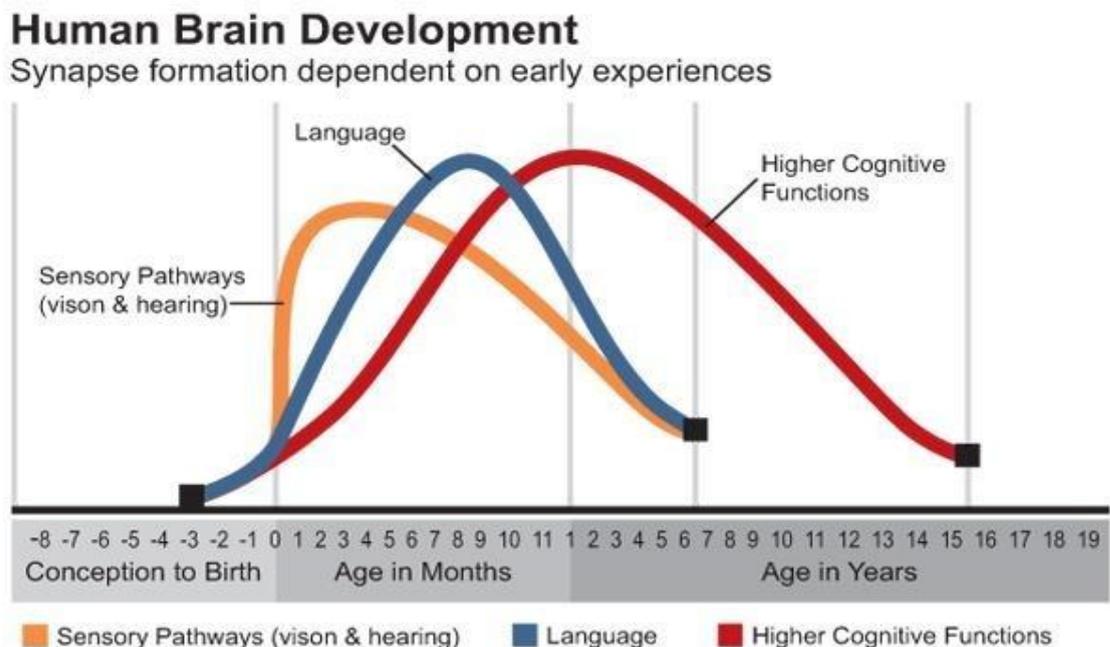


FIGURE 3: IMPORTANCE OF EARLY YEARS EXPERIENCES

COGNITIVE DEVELOPMENT IN THE EARLY YEARS

Cognition is the mental activity and behaviour that allows us to understand the world. It includes the functions of learning, perception, memory, and thinking; and it is influenced by biological, environmental, experimental, social, and motivational factors. A variety of theories have been proposed to explain the pattern of cognitive development observed in children (Cherry & Mattiuzzi, 2010).

Jean Piaget and Lev Vygotsky are two developmental psychologists who have contributed immensely to the field of Psychology through their theories of cognitive development of children. Piaget's theory of cognitive development focuses on the progression of children to different stages at the end of which they achieve maturation and create knowledge and intelligence. This is an inherently active process.

According to Piaget's theory of cognitive development, all humans experience an interaction between the internal development and the experience with the world around, which creates a change in life through the development of schemas. This happens in two ways, firstly through the adding up of new information to existing ideas known as assimilation and the modification of cognitive schemas (mental shortcuts) to connect new information known as accommodation. Piaget believed that all children try to strike a balance between assimilation and accommodation, which is achieved through a mechanism Piaget called equilibration (Santrock, 2008). According to Piaget, all children go through four stages of cognitive development. Figure 1 shows the flow chart for these four stages.

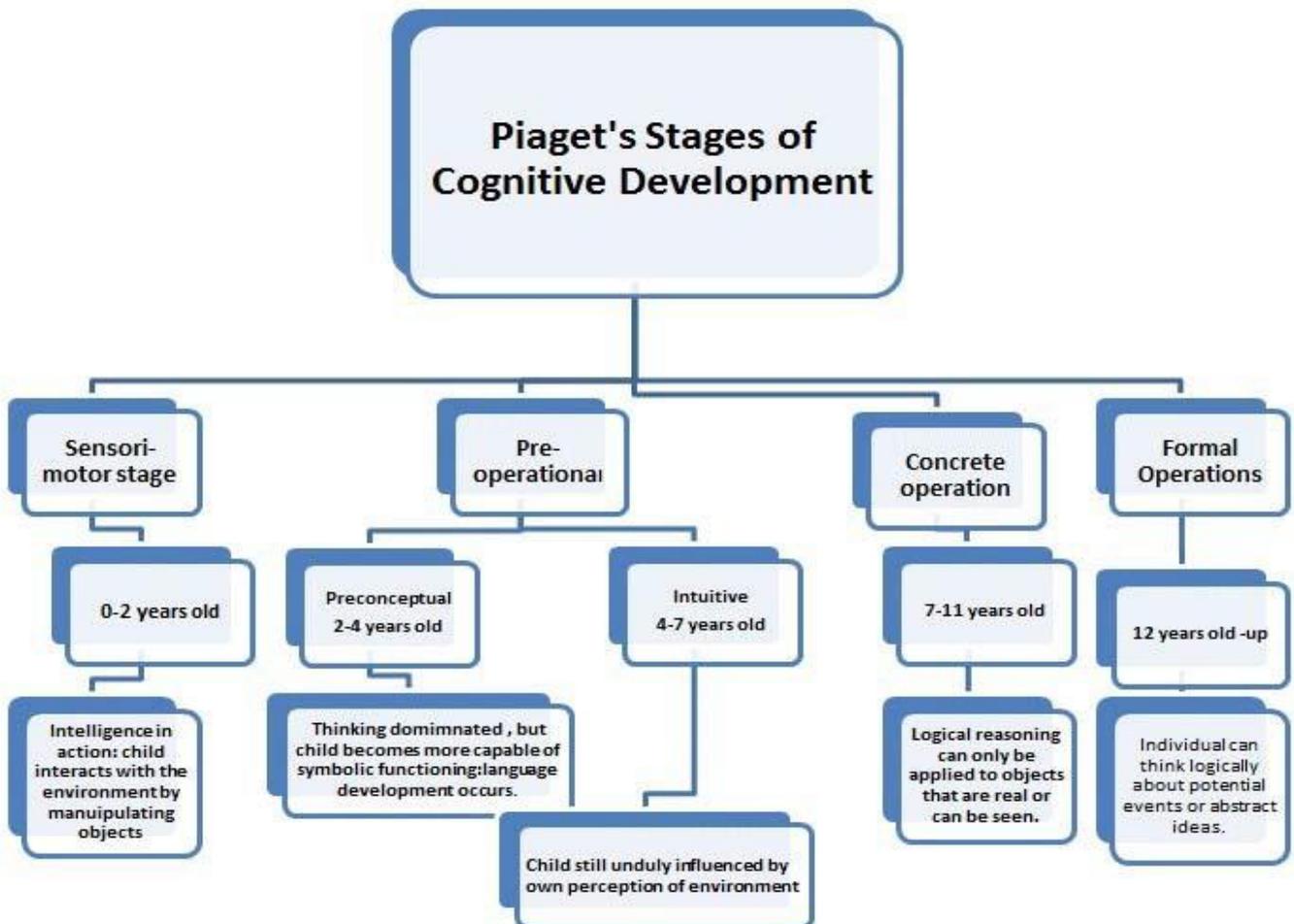


FIGURE 1: PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

COGNITIVE DEVELOPMENT IN THE EARLY YEARS

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From the birth of a child till about two years of age, the child is in the sensorimotor stage. During this stage, the child develops her/his senses and motor skills which allow her/him to understand the environment. Also, the child learns of object permanence which refers to the realization that an object exists even though it cannot be seen, heard or touched (Hetherington & Parke, 2017).

At the end of two years, the child moves on to the pre operational stage which lasts till the child is about seven years of age. Piaget divided this stage into the pre-conceptual stage (2-4 years) and the intuitive stage (4-6/7 years). During the pre-conceptual period, children's thinking is limited by animistic thinking, the tendency to attribute lifelike characteristics to inanimate objects, and by egocentricity, an inability to see things from another person's perspective. A shift away from egocentrism may be related to the development of

role-taking abilities. The child rapidly engages in symbolic interaction i.e. acquiring new words as symbols for things around him. During the intuitive stage, children are able to use certain mental operations, but they do not seem to be aware of the principles used because they cannot explain them. Limitations in their thinking are still found in problems involving seriation, part-whole relations, and conservation (Woolfolk, 2010).

As the child moves on to the Concrete operational stage which goes on till twelve years of age, the child begins to understand concrete relationships such as simple mathematics and quantity and understand reversibility. By this stage, the cognitive development of a child is very much developed. Finally, as the child reaches the formal operational stage, the child is very mature in the sense, his understanding of abstract relationships such as values, logical thinking is very advanced.

Vygotsky

Vygotsky presents the Socio-cultural theory of development, which stresses on the influence that culture and language has on the cognitive development of children (Woolfolk, 2010).

According to the Socio-cultural theory of development, the child's cognitive development is very much influenced by the social interactions and culture surrounding him. As the child interacts with others, the values and norms that are embedded in a culture are transmitted to the child where it affects her/his cognitive development. Hence, to understand development is to understand the cultural context in which the child grows. Vygotsky also speaks of a concept called Scaffolding that refers to the provision of clues to a child in order to solve problems without waiting for the child to reach the necessary cognitive stage of development. He believed that through social interaction the child has the potential not only to

solve problems but also use different strategies for the future (Murphy, 2010).

Vygotsky considered language as an important part in his theory because he conceived that language has a special role in cognitive development. He spoke of the concept of self-talk. While Piaget believed this to be egocentric, Vygotsky saw self-talk as a tool of direction that assists thinking and guides the actions of individuals. Finally, he spoke of a zone of proximal development. While both Piaget and Vygotsky agreed that there are limitations to the cognitive development of children, Vygotsky did not confine the child to developmental stages. Instead, he said that given

necessary assistance the child can achieve challenging tasks within the zone of proximal development (Sternberg & Sternberg, 2016).

Vygotsky drew attention to the importance of the social context in which learning and the evolution of cognitive skills take place and to the influence of peers and adults on the child's development. He pointed out that the particularities of a given culture determine the nature and manner of functioning of the societal institutions that influence how children think and learn.

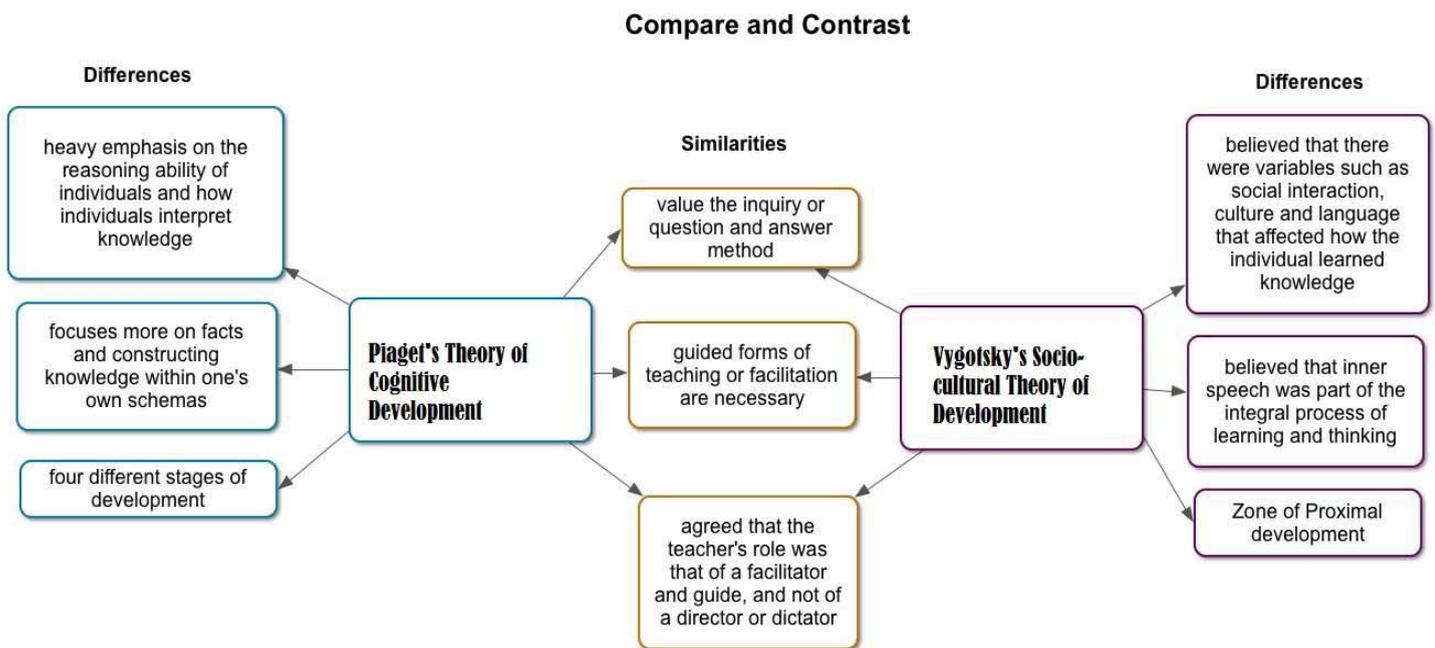


FIGURE 2: COMPARE AND CONTRAST OF BOTH PIAGET'S AND VYGOTSKY'S THEORIES

Vygotsky's approach offers a general outline of cognitive development; in its emphasis on the social and cultural aspects of learning and cognition, it challenges future researchers to explore the role of context in greater depth (Woolfolk, 2010).

SOCIAL DEVELOPMENT IN EARLY YEARS

Schooling involves more than cognitive development. Educational and developmental psychologists are increasingly interested in the role of social context. Context is the total situation that surrounds and interacts with an individual's thoughts, feelings and actions to shape development and learning (Woolfolk, 2014). There are two main theorists who help us to understand the social context and psychosocial development in this context: Urie Bronfenbrenner and Erik Erikson.

or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. This theory has recently been renamed "bio-ecological systems theory" to emphasize that a child's own biology is a primary environment fueling her development. The interaction between factors in the child's maturing biology, her/his immediate family/community environment, and the societal landscape fuels and steers development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well

Bronfenbrenner's Ecological Systems Theory :

This theory looks at a child's development within the context of the system of relationships that form his

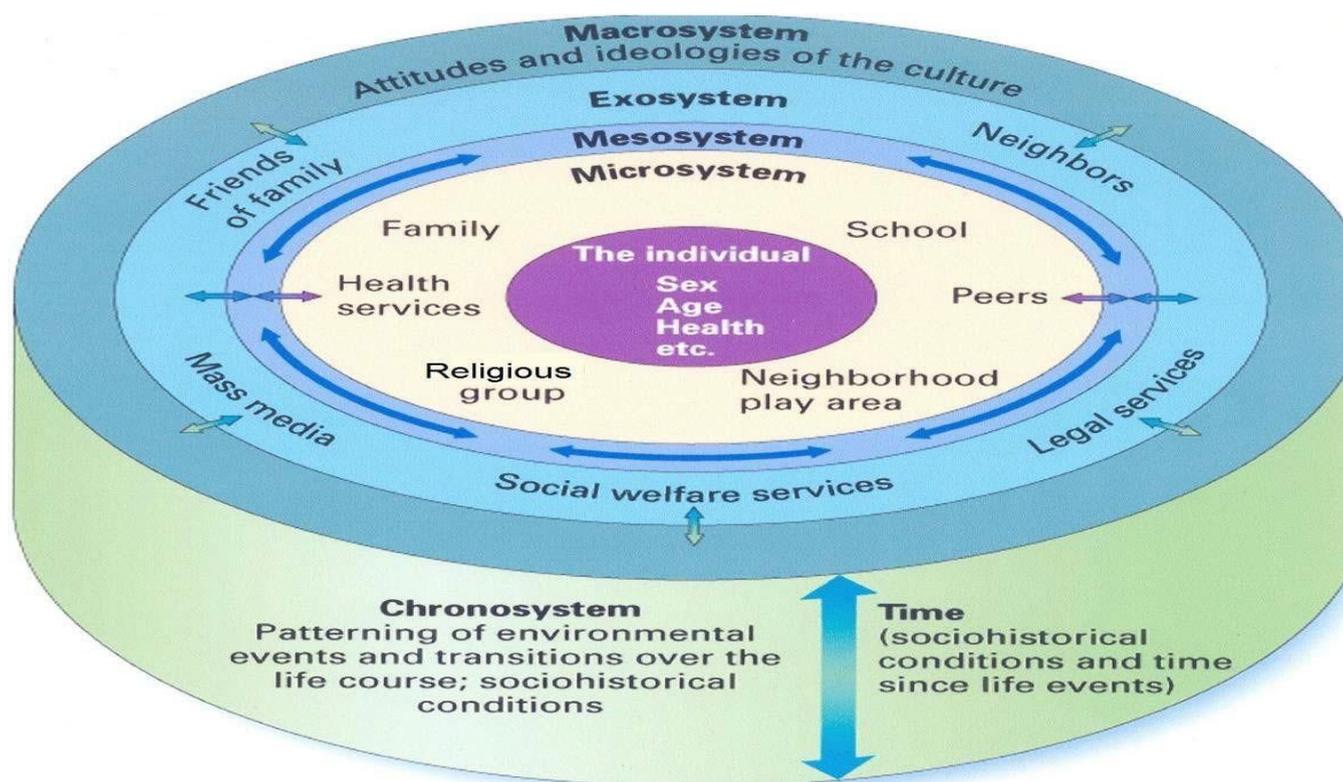


Figure 1: Bronfenbrenner's Bio-ecological Model of Human Development

The various terms in figure 1 are linked. Every person develops within a microsystem (immediate relationships and activities) inside a mesosystem (relationships among microsystems), embedded in an exosystem (larger social settings such as communities); all of these are the part of macrosystem (culture). In addition, all development occurs in and is influenced by the time period – the chronosystem (Henderson, 1995)

SOCIAL DEVELOPMENT IN EARLY YEARS

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Erikson's Psychosocial Development

Erik Erikson's emphasis on the relationship between society and the individual is a psychological theory of development – a theory that connects personal development (psycho) to the social environment (social). Erikson believed that people go through eight life stages, each of which involves a central crisis. Adequate resolution of each crisis leads to greater personal and social competence and a stronger foundation for solving future crises (Carver & Scheir, 2000). A summary of the theory is given in table 1.

Ages	Basic Conflict	Important Event	Summary
Birth to 12-18 months	Basic trust versus basic mistrust	Feeding	The infant must form a first loving, trusting relationship with the caregiver, or develop a sense of mistrust.
18 months to 3 years	Autonomy versus shame/doubt	Toilet training	The child's energies are directed toward the development of physical skills, including walking, grasping, and rectal sphincter control. The child learns control but may develop shame and doubt if not handled well.
3 to 6 years	Initiative versus guilt	Independence	The child continues to become more assertive and to take more initiative, but may be too forceful, leading to guilt feelings.
6 to 12 years	Industry versus inferiority	School	The child must deal with demands to learn new skills or risk a sense of inferiority, failure and incompetence.
Adolescence	Identity versus role confusion	Peer relationships	The teenager must achieve a sense of identity in occupation, sex roles, politics, and religion.
Young Adulthood	Intimacy versus isolation	Love relationships	The young adult must develop intimate relationships or suffer feelings of isolation.
Middle Adulthood	Generativity versus stagnation	Parenting/mentoring	Each adult must find some way to satisfy and support the next generation.
Late Adulthood	Ego integrity versus despair	Reflection on and acceptance of one's life	The culmination is a sense of acceptance of oneself as one is and of feeling fulfilled.

Table 1: Erikson's Psychosocial Development

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Stage 1: Trust vs. Mistrust

This is the beginning stage of Erikson's theory. It lasts from birth to one year of age. Since infants are so dependent on their mother and father, how parents treat their child has a large effect on how they trust adults throughout the rest of their lives. Successful development through this stage will result in the child feeling safe and secure throughout the rest of their lives, while abuse or neglect from the parents in the first year of a child's life results in trust issues and a fear of the unpredictable.

Stage 3: Initiative vs. Guilt

This stage goes throughout a child's preschool years. Children at this age begin to feel the need to assert their dominance on their environment.

Stage 2: Autonomy vs. Shame & Doubt

The second stage takes place in years one through three of a child's life. This is the span where independence first starts, and the child makes its first decisions. They begin to develop preferences such as favorite foods, toys, and people. Toilet training gives a child a sense of control, which is very important at this stage. Successfully developed children develop in self-confidence and security, while children who fail to develop properly will show self-doubt and unfulfilled mentalities.

Stage 4: Industry vs. Inferiority

At the Initiative vs. Guilt stage, children learn to gain satisfaction hard work or a "job well done". They begin to take pride in what they have done or created and take on a sense of accomplishment. The time span for this stage lasts from five to eleven years of age, making it slightly longer than the previous three stages. Adults can help the child by encouraging them to work hard, and commending them when they do. A child who completes this stage successfully will go on to have a good work ethic in search for the gratifying feeling they get when they get their job done, while unsuccessful completion through this stage results in self-doubt and poor working habits.

A Suggested List of Materials for the ECCE Learning Environment

Given below is a list of learning materials which teachers can place in the Learning Corners/Goshay and use during Group Work Time as well. It is highly recommended that the materials are from the local context to begin with. Not all materials have to be purchased; families and community members will certainly be willing to share old (but clean) objects and “junk” which can be very useful in an ECCE learning environment. Materials which can be recycled and reused are strongly recommended. Teachers must check for breakage, safety and cleanliness on a daily basis.

• For Creative Art Work:

- Materials for mixing and painting

- Paint/powder paint
- Soap shavings
- Plastic bottles
- Jars for sorting paints
- Paint brushes of different sizes
- Saucers, dishes for paint
- Sponges
- Socks, T-shirts
- Toothbrushes
- Clothespins, bits of wood

- Materials for representation

- Pencils, crayons, markers, chalk
- Magazines, newspapers, catalogues
- Paper of different sizes and textures
- Wax paper, tissue paper
- Scraps of paper, paper plates
- Invitation/greeting cards
- Shoe boxes, small/large boxes
- Clay, plasticine, play doh
- Buttons, straws, small empty cartons
- Empty thread spools/reels
- Cardboard tubes, paper bags, empty tissue rolls
- Cloth, felt, vinyl scraps, feathers/fallen leaves

- Materials for holding things together and for taking them apart

- White glue, paste
- Yarn
- String

- Rubber bands
- Cellophane tape
- Masking tape
- Staplers
- Paper clips
- Scissors
- Paper knives

• For Music and Movement

- A tape recorder and tapes of a variety of music
- A radio
- Musical instruments (handmade or purchased)
- Bottles of different sizes and textures and textures, metal spoons, wooden sticks

• For Pretend Play

- Old telephones, old clocks, tool box, soft chairs, broom and dustpan
- Luggage, small tables and chairs
- Props for pretending – clothes, hats, shoes, mirror, masks, glasses, stick
- Dolls, stuffed animals, doll bed, baby rattles, bibs, bottles
- Soft cushions, blankets
- Cooking utensils
- Child-sized stove/choola, fridge, sink
- Teapots, kettles
- Cutlery, doi, ladle
- Mixing bowls, measuring spoons/cups, sifter, rolling pin
- Potholders, aprons, towels, dishcloths, sponges, napkins, placemats
- Plates, cups, bowls
- Empty food boxes, cartons, jars, bags

• For building and Pretend Play

- A variety of blocks: hollow, unit, small stacking, cardboard
- Blocks made from shoe boxes
- Milk cartons, carpet pieces
- Large and small boxes, small pieces of wood
- Small cars and trucks, small animals

A Suggested List of Materials for the ECCE Learning Environment

- **For Experimentation and Discovery**
 - Different seeds, fallen leaves and twigs
 - Magnifying glass, compass
 - Puzzles, boxes and bottles with lids in different sizes
 - Washers, nuts and bolts
 - Pegs, pegboards
 - Stacking rings
 - Magnets, scales and balances
 - Beads, stringing materials
 - Buttons, stones, shells
 - Sets of matching picture cards
 - Sand and water, pumps, sifters and strainers
 - Materials that will float/sink
 - Measuring cups, funnels, tubs, mugs

- **For Reading and Writing**
 - Pencils, crayons, markers
 - Computer keyboards, typewriters
 - Rubber stamps, paper clips, tape, rulers
 - Different types of paper: with and without lines
 - Envelops
 - Assorted books
 - Child / Adult made books
 - Photograph books from field trips
 - Cozy chair or pillow
 - Puppets

Provincial Curriculum Framework, Early Childhood Care and Education

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Glossary:

Assessment: The term “assessment” refers to any process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths and weakness, to judge teaching effectiveness and curriculum adequacy and to inform policy.

CRC : Convention on the rights of the child

Curriculum: A plan of instruction that details what students are to know, how they are to learn it, what the teacher’s role is, and the context in which learning and teaching will take place.

Diversity: The state of being diverse, having variety. Individual are differences of people, including, but not limited to differences in: intelligence, learning styles, academic and/or social ability, culture, ethnicity, socio-economic status, gender, religion, sexual orientation, value systems.

ECCE: Early Childhood Care and Education focuses on children's development and learning and their wellbeing.

Facilitator: A role for classroom teachers that allows students to take a more active role in learning. Teachers assist students in making connections between classroom instruction and students’ own knowledge and experiences by encouraging students to create new solutions, by challenging their assumptions, and by asking probing questions.

Fine Motor: Fine motor skills can be defined as small muscle movements, those that occur in the finger, in coordination with the eyes. Teaching fine motor skills is similar is similar to teaching other skills because the instructor must always try to be patient and understanding. Fine motor skills do not develop over night, but with time and practice.

Formative Assessment: The term “formative assessment” refers to frequent or on- going evaluation during courses, programmes, or learning experiences that gives an early indication of what students are learning, as well as their strengths and weaknesses. Formative assessment is often used as a diagnostic tool for students and faculty, providing information with which to make real-time improvements in instructional methods, materials, activities, techniques, and approaches. Approaches to formative assessment might include daily, weekly, or midterm projects; portfolios; journals; observations of the learning process and learning outcomes; discussion groups; performances; self-assessments; or examinations that occur during courses, when students and faculty can benefit from the information and improve.

Formative years: Early period of children' development i.e. 0-8 period of life which has strong influence on the rest of their lives.

Gross Motor: Gross Motor skills involve the larger muscles in the arms, legs and torso. Gross motor activities include walking, running, throwing, lifting, kicking, etc. These skills also relate to body awareness, reaction speed, balance and strength.

Group's motor development gives a child the ability to move in a variety of ways, the ability to control his/her body and helps promote self-esteem.

Holistic Development: *Holistic development* is a practical *approach* to a comprehensive learning system where physical, social, emotional, mind and spiritual *growth* of a child is taken care.

Imagination: Thoughts or fantasies.

Kindergarten: Friedrich Froebel (1782-1852) known as the 'father of the Kindergarten,' –coined the term, which literally means a "garden of children," He believed that children learn about themselves and their environment primarily through play. Commonly used to mean a school or class that prepares children for first grade.

Learning Outcomes: Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program.

Learning Styles: Learning styles are students' approaches to learning, problem solving, and processing information.

Manipulative Material: Any physical object (for example, clay, blocks, string, coins) that can be handled and used to represent or model a problem situation or develop a logical concept.

Metacognition: Awareness and understanding of one's own thought processes. A child's ability to consciously and intentionally control own behaviour.

Mystery Bag: A bag full of many small objects with different textures for students to feel the objects without looking at them, identify and name them. It acts as a great resource for sensory development and memory build up.

Paper Mache: A malleable mixture of paper and glue, or paper, flour, and water that becomes hard when dry.

Pedagogy: The art or science of being a teacher of children. Generally refers to strategies or style of instruction.

Play doh: Play-doh (similar to "**dough**") is a modeling compound used by young children for arts and crafts projects at home. It is composed of flour, water, salt, boric acid, and mineral oil.

Portfolio: A collection of various samples of a student’s work throughout the school year that can include writing samples, examples of math problems, and results of science experiments.

SDGs: Sustainable Development Goals

Seven stages of writing: Children go through a series of stages as they are learning to write. From the first scribbles and drawing to using symbols to convey meaning to writing letters and finally reach at the level of writing spellings. However, these stages may vary from child to child.

Summative Assessment: The term “summative” refers to longitudinal analysis of the learning and performance of students. Summative assessments tend to be formal and comprehensive. Such assessments may be conducted at the end of the academic year and could be compared to the results of pre-testing to determine gains and to clarify the causal connections between educational practices and student learning. They may be used for purposes of determining final grades, placement, and promotion.

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