

# PRE-PRIMARY EDUCATION CURRICULUM



**PUNJAB CURRICULUM AND TEXTBOOK BOARD LAHORE**

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## PREAMBLE

Curriculum lies at the heart of the educational enterprise. It is a mean through which nations transmit their philosophy of life and its spirit to exemplify their value system to its young generations. The development of curriculum requires inputs from the stakeholders to reflect the needs of the society and interests of the learners.

Curriculum, syllabus and standards of education were on the concurrent list under Entry 38 of the Concurrent Legislative List to the Fourth Schedule of the Constitution of Islamic Republic of Pakistan, 1973. After 18<sup>th</sup> Constitutional Amendment, development of curricula and approval of textbook manuscripts and supplementary reading material relating to textbooks, production of reference and research material in respect of the problems relating to the Schemes of Studies and curricula / textbooks etc. are now the exclusive domain of the Punjab Curriculum and Textbook Board under Punjab Curriculum and Textbook Board Act, 2015 (Act VI of 2015).

To carry out its mandate, the Punjab Curriculum and Textbook Board has developed Scheme of Studies from Pre-Primary Education to Intermediate Level for the province of Punjab in consultation with all the stakeholders involved in the delivery of education. This Scheme of Studies has been developed keeping in view the arising need of Science & Technology in our society, modern trends in education and the need to bridge the gap between public / private schools and Deeni Madaris of the Punjab.

For developing Curriculum for Pre-Primary Education, the National Curriculum 2007 developed by Ministry of Federal Education, Islamabad has been taken as the reference document.

This Curriculum will hopefully pave the way for bringing about qualitative change in education at this level.

Managing Director

## INTRODUCTION

Punjab Curriculum and Textbook Board started curriculum revision in the light of the Scheme of Studies developed after the 18<sup>th</sup> Constitutional Amendment. Pre-Primary Education being the first rung of the educational ladder had to be addressed at the earliest. Accordingly, a road map has been developed for designing activities for preschoolers (age 3.5-05 years) under the notion of developmentally appropriate practices for this tender aged student. This curriculum is aimed to foster children's overall well-being and to ensure the best possible conditions for growth and development in a conducive and child friendly environment where they can experience choice and freedom of actions. This provision is aimed to help them develop into individuals who are able to learn through play, discovery, experimentation and collaboration.

The first three years of a child's life are critical for whole of his/her life. It is widely acknowledged that these years of a child are crucial for his/her future life. In these years he/she is developing all his/her faculties at enormous speed. Child is developing self-esteem, confidence, curiosity, self-control, trust, collaboration, and cooperation. In the world, during these years, the child interacts with his/her family and school. The persons he/she is interacting during these days are parents, teachers, siblings, or care-givers.

To up bring the whole personality of the child, his/her personal, social, emotional, and moral developments are equally important along with his/her physical and cognitive development. Therefore, the early years of a child have significance in the acquisition of skills, knowledge and attitude that become the base for life-long learning attitude. The child learns and explores the world around him/her through interacting with the environment. It is critical for parents and teachers to create a conducive environment for the kids in which they may explore the world around them so as to develop their balanced and dynamic personalities. The child is said to be a "little scientist", therefore, teacher and parents need to

provide the child a laboratory in which he/she may experience and experiment life experiences and phenomena to be explored for the development of a balanced personality of future generation.

In the global age of today, we need to cater some important trends and issues to be incorporated in the curriculum at every stage including Pre-Primary Education. The major issues, today's world is facing are intolerance, extremism, egocentrism, corruption, unhygienic life-style, and lack of peace and sustainable development. We need to address these issues from the very beginning. We need to develop a curriculum that will ensure the development of tolerant, peace loving, enlightened, caring, healthy and life-long learners, who will be responsible to create a peaceful, enlightened, healthy and a caring society. The learners must be responsible citizens of society, who will contribute not only for the well-being of the people of the country but also become responsible members of the global community.

To achieve the above mentioned goals, we need to lay strong foundations of Pre- Primary Education curriculum. The foundations of a curriculum provide philosophical basis of a nation on one hand and psychological understandings of children on the other hand. The philosophical foundation will assure the ideology, values, culture, and national goals of a nation, which guide the whole curriculum process. The psychological underpinnings are necessary to select the learning experiences and their breadth and depth about a certain developmental level. In other words the philosophy provides the “what” and “why” of curriculum and psychological aspects provide the “how” and “when” of the curriculum.

Every child opens his/her eyes in a society that has its own ideology, culture, values, and preferences. Pakistan has Islamic ideology and its own culture, values and morals. The main aim of the nation is to inculcate Islamic ideology in the blood of future generation. The culture of Pakistan is very rich with its sub-cultures in different geographic units and different ethnicities. Different units have their own languages, ethnicities, values, morals, and identities. Along with diverse subcultures, Pakistan has a common set of values, language, dress, symbols, and

morals that make Pakistani culture. We want to develop a nation which has a national identity that binds it in a single thread and also caters for individuals' local identities as members of its sub-cultures. Pakistan is facing the issues of intolerance, extremism, and unhygienic life styles. Hence, the preference of the nation is to develop tolerant, enlightened, peace loving, and healthy individuals. These national preferences also provide insight for developing national curricular goals.

The other significant foundation of any curriculum is psychological foundation. The psychological foundation provides insight about the selection of content according to the interest and age level of the learners. It also provides guidelines for teachers to select teaching techniques and learning activities that should be age appropriate and according to the interest level of the learners. Psychology guides us in developing the content, selecting skills, and choosing a set of attitudes for specific developmental level. It also educates us in selecting appropriate instructional methods and techniques to teach the selected content, skills, and attitudes. It is hoped that this curriculum will serve the purpose for which it has been developed.

## **TRANSITION OF SCHEME OF STUDIES INTO CURRICULUM, TEXTBOOKS & DISSEMINATION OF KNOWLEDGE & SKILLS**

1. Sustainable technical development is the pathway to the socio-economic development of a nation. To have technologically vibrant, industrialized and knowledge-based Pakistan, maximum efforts must be directed towards imparting high quality education covering emerging trends modern developments and scientific learning.

The Scheme of Studies 2019 has not only laid requisite emphasis on existing subjects like physical and social sciences, it has also focused on Quranic Education with Urdu as well as English translation of the Holy Quran, Technology based education, computer Science & IT, Agriculture, Business Administration, Fine Arts and Sports Education.

2. This Scheme of Studies has laid down the following aims and objectives:
  - To prescribe the subjects to be taught to various grades and impart high quality student-centered learning.
  - To transform School Education with added emphases on STEAM subjects and skilful application of emerging trends, modern concepts, technical knowledge and innovative activities.
  - To promote awareness about National Integration, Patriotism, Islamic Ideology and its impact on socio-economic development and security of the country.
  - To produce disciplined, motivated and enlightened youth with high moral character, sound ethical values and resilience to face adversities and challenges.
  - To produce creative, constructive and critical thinking individuals imbued with Quaid-e-Azam & Allama Iqbal's vision and having in-depth understanding of technology driven knowledge economy.

- To bring students of Ittehad-e-Tanzeemat-e-Madaris Pakistan into mainstream of education.
3. Aforementioned aims and objectives have to be achieved through curriculum, textbooks and dissemination of knowledge & skills to the students.
4. Following subject specific objectives will be achieved through this curriculum.  
This curriculum for Pre-Primary Education is designed to:

- i. Develop tolerant, peace loving, enlightened, caring, healthy and life-long learners, who will be responsible to create a peaceful, enlightened, healthy and a caring society.
- ii. Develop responsible citizens of society, who will contribute not only for the well- being of the people of the country but also become responsible members of the global community.
- iii. Develop an understanding of self, peers and family and recognize difference amongst people and to inculcate values in them.
- iv. Develop basic logical, critical and problem –solving skills.
- v. Understand sounds of different letters of Urdu and English and also write Urdu and English letters
- vi. Understand personal safety , security and healthy and hygienic practices
- vii. Develop understanding to express through participation in creative art activities
- viii. Recognize plants and animals in their surrounding areas

5. Based on the Scheme of Studies, Curricular Outline for Pre-Primary Education will be as under:

KLA 1: PERSONAL & SOCIAL DEVELOPMENT
<ul style="list-style-type: none"> <li>• Personal Social &amp; Moral Development and Spiritual Development of Personal values</li> </ul>
<ul style="list-style-type: none"> <li>• Learning how to work, play &amp; cooperate with others in a group</li> </ul>

KLA-2:	LANGUAGE & LITERACY
	<ul style="list-style-type: none"> <li>• Important aspects of language development i.e. competency in talking, listening, reading &amp; writing covering the following: <ul style="list-style-type: none"> <li>• Phonics – Alphabet</li> <li>• Rhymes – Single syllable words</li> <li>• Conversation in simple sentences</li> <li>• Written work</li> <li>• Folk Tales</li> </ul> </li> </ul>

KLA-3:	BASIC MATHEMATICAL CONCEPTS
	<ul style="list-style-type: none"> <li>• Important aspects of mathematics understanding</li> </ul>
	<ul style="list-style-type: none"> <li>• Application through practical activities</li> </ul>
	<ul style="list-style-type: none"> <li>• Using and understanding mathematical language</li> </ul>

KLA-4:	THE WORLD AROUND US
	<ul style="list-style-type: none"> <li>• Knowledge &amp; understanding of environment, people and features of natural and man -made world</li> </ul>
	<ul style="list-style-type: none"> <li>• Community studies (Home, Village, City)</li> </ul>
	<ul style="list-style-type: none"> <li>• Nature Studies (Plants, Animals &amp; Life Cycle)</li> </ul>
	<ul style="list-style-type: none"> <li>• Seasons</li> </ul>

KLA-5:	HEALTH, HYGIENE & SAFETY
	<ul style="list-style-type: none"> <li>• Development of Physical Control, mobility awareness of space and manipulation skills of indoor and outdoor environment</li> </ul>
	<ul style="list-style-type: none"> <li>• Establishing positive attitude towards a healthy and active way of life</li> </ul>

KLA-6:	CREATIVE ARTS
	<ul style="list-style-type: none"> <li>• Development of children’s imagination and their ability to communicate and express ideas, feelings, observations and expressions in creative way</li> </ul>
	<ul style="list-style-type: none"> <li>• Encouraging children to think about new and innovative ideas</li> </ul>

6. Expected Learning Outcomes on the aforementioned Key Learning Areas are given in the subsequent units so as to facilitate the development of the requisite training materials and textbooks.

## **STANDARDS, BENCHMARKS, COMPETENCIES AND EXPECTED LEARNING OUTCOMES**

### **Key Learning Area 1: Personal and Social Development**

#### **Standards**

Students will be able to:

1. Develop an understanding of themselves as unique beings
2. Appreciate the diversity of people around them
3. Interact with peers, teachers, family and neighbors in a positive way
4. Practice politeness and use common courtesy expressions
5. Demonstrate a sense of responsibility for self and others in their class, school, home and neighborhood
6. Appreciate their own culture, heritage and that of their peers and neighbors
7. Understand basic values in their own religion and show respect for others' religious values and practices

#### **Benchmarks**

By the end of year II of Pre-Primary Education, students will be expected to:

1. Perceive themselves in a positive way, and express freely their emotions, strengths, likes and dislikes
2. Recognize, appreciate and respect similarities and differences among people
3. Share and cooperate with each other and form friendly relationships with those around them
4. Care for their own and others' belongings and things in their surroundings
5. Use basic Islamic expressions and duas like Assalam o Alaikum, Bismillah, Alhamdulillah etc., and learn about other religions
6. Identify elements of their culture e.g. dresses, food, folk dance and play local games
7. Share and work with their peers, teachers, family and neighbors regardless of gender
8. Show empathy and cooperate with peers, elders, neighbors and people

## Key Learning Area 2: Language and Literacy (Urdu and English)

### Standards

Students will be able to:

1. Engage in conversation with others and talk confidently about matters of personal and immediate interest
2. Describe different objects, events, activities and their plans for the day
3. Enjoy age appropriate books, stories, poems and rhymes and relate them with their personal experiences
4. Understand how printed material is organized in Urdu and English books
5. Use pictures, symbols and letters for writing purpose
6. Recognize and pronounce sounds of Urdu and English letters
7. Recognize and write Urdu and English letters
8. Write “Aadhi ashkaal ko mussawatton se jor kar arkaan aur ilfaaz saazi kar sakein”
9. Write “Arkaan ko haroof se mila kar chote chote ilfaaz bana sakein”
10. Read rhyming words phonetically (for English) ending with -at, -en,-in, -ot, and -ug

### Benchmarks:

By the end of year II of Pre-Primary Education, students will be expected to:

1. Listen attentively and speak in their turn, without interrupting others
2. Understand and communicate in simple language
3. Name and describe different things in their immediate environment
4. Respond to stories, poems and rhymes verbally or by using actions as appropriate
5. Recognize the cover, back and text orientation of age appropriate books
6. Use correct pronunciation and demonstrate an increasing vocabulary
7. Recognize their name written in Urdu and English
8. Recognize pictures and familiar words in simple texts
9. Hold a pencil correctly
10. Use marks, strokes and scribbles to communicate meaning
11. Make sounds of and write different letters in Urdu and English

12. Write “Aadhi ashkaal ko mussawatton se jor kar arkaan aur ilfaaz saazi kar sakein jaise ke

13. Read rhyming words phonetically (for English) ending with -at,-en,-in, -ot, and -ug

### **Key Learning Area 3: Basic Mathematical Concepts**

#### **Standards**

Students will be able to:

1. Develop basic logical, critical and problem-solving skills by understanding the attributes of different objects on the basis of color, size, weight and texture
2. Recognize basic geometrical shapes and positions of objects in relation to each other
3. Understand the basic concept of quantity, count till 50 and number operations using 0-9
4. Understand the basic concept of measurement

#### **Benchmarks**

By the end of Year II of Pre-Primary Education, students will be expected to:

1. Recognize and differentiate between colors (primary and secondary)
2. Recognize different shapes and use them to draw simple objects
3. Differentiate between objects on the basis of size (big/small), height (tall/short), weight (heavy/light), width (thick/thin or broad/narrow), and textures (smooth/rough, soft/hard)
4. Match, sort and group objects on the basis of similarity of attributes
5. Observe, recognize and create simple sequences and patterns
6. Use numbers to represent quantities in daily life interaction
7. Count up to 50 orally
8. Identify and write correct numerals to represent numbers 0-9
9. Understand the concept of addition in daily life
10. Compare objects using measurement attributes such as length, weight, and temperature
11. Understand informal time unit and know that clocks and calendars mark the passage of time

## Key Learning Area 4: The World Around Us

### Standards

Students will be able to:

1. Develop understanding of their family, people and places around them
2. Recognize plants and animals in their surrounding areas and explore their basic features and habitats
3. Observe the weather and develop an understanding of the seasons and their significance to people
4. Develop a caring attitude towards the environment.

### Benchmarks

By the end of Year II of Pre-Primary Education, students will be expected to:

1. Know the role and importance of their family members
2. Be aware of places in their surroundings
3. Know about people living around them
4. Learn about different types of animals
5. Learn about different features of animals
6. Observe and develop an understanding of different weathers
7. Learn about and name different seasons **Key**

## Learning Area 5: Health, Hygiene and Safety

### Standards

Students will be able to:

1. Develop sense of balance, agility and coordination among different organs
2. Develop an understanding of safe, healthy and hygienic practices
3. Develop an understanding of gross-motor skills, fine motor skills and enhance sensory motor skills
4. Understand personal safety and security

### Benchmarks

By the end of Year II of Pre-Primary Education, students will be able to:

1. Develop awareness of healthy food and its benefits
2. Develop awareness of unhealthy food and its harmful effects
3. Understand the importance of milk and water

4. Develop habit of maintaining personal hygiene and cleanliness
5. Walk, hop and jump on a straight line
6. Climb on a ladder/stairs, tree etc.
7. Differentiate between pleasant and unpleasant smells
8. Distinguish various tastes such as sweet, bitter, salty, sour, spicy
9. Differentiate between different sounds such as loud, soft, shrilly
10. Be aware of dangers: bad touch, strangers, household sharp objects, medicines, chemicals, fire and roads

## **Key Learning Area 6: Creative Arts**

### **Standards**

Students will be able to:

1. Express themselves through the use of various techniques of drawing, colouring and printing
2. Explore and create various techniques of folding, cutting, tearing and weaving paper to make objects, patterns and collage
3. Participate in a variety of dramatic play activities to express themselves
4. Identify and appreciate variety of sounds, patterns, rhythms and rhymes as a form of expression

### **Benchmarks**

By the end of Year II of Pre-Primary Education, students will be expected to:

1. Differentiate colours in the environment
2. Express through colors/drawing
3. Create different crafts with indigenous materials
4. Appreciates different rhymes and songs etc.
5. Identify sounds of different musical instruments
6. Use different techniques to use waste materials to create new items
7. Create various models with clay and plasticine
8. Explore/experiment with different sound producing objects
9. Participate in different dramatic activities.

## COMPETENCIES & EXPECTED LEARNING OUTCOMES FOR VARIOUS KEY LEARNING AREAS

### KEY LEARNING AREA 1: PERSONAL AND SOCIAL DEVELOPMENT

Competencies, Expected Learning Outcomes and Ideas for Implementation

Competency 1: Children will develop an understanding of themselves as unique beings, and their likes, dislikes, strengths, emotions and self-grooming

Expected Learning Outcomes (Year 1)	Expected Learning Outcomes (Year 2)	Examples and Ideas for Implementation (Year 1&2)
<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"> <li>a. Tell their name, age and sex</li> <li>b. Share what they like about themselves and what they like about a friend</li> <li>c. Identify different occasions when they feel happy or sad</li> <li>d. Express their emotions through facial expressions, gestures and movement</li> <li>e. Choose an activity/work that they enjoy doing the most in class and at home.</li> <li>f. Express their likes and dislikes</li> <li>g. Exhibit the skill of:                             <ul style="list-style-type: none"> <li>• Dressing up e.g. buttoning their shirts, tying shoelaces, zipping their jackets etc.,and</li> <li>• Maintaining proper posture while walking and sitting.</li> </ul> </li> <li>h. Take care of his/her and others' belongings</li> <li>i. Perceive himself/herself in a positive way</li> <li>j. Understand and practice honesty, fairness, truthfulness and trustworthiness</li> </ol>	<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"> <li>a. Tell their name, age, sex and class</li> <li>b. Share what they like about themselves and what they like about a friend</li> <li>c. Identify different occasions when they feel happy, sad, loved, angry, excited and scared.</li> <li>d. Express their emotions through facial expressions, gestures and movement</li> <li>e. Choose an activity/work that they enjoy doing the most in class and at home.</li> <li>f. Express their likes and dislikes and talk about their strengths/what they are good at doing.</li> <li>g. Exhibit the skill of:                             <ul style="list-style-type: none"> <li>• Dressing up e.g. buttoning their shirts, tying shoelaces, zipping their jackets etc.,and</li> <li>• Maintaining proper posture while walking and sitting.</li> </ul> </li> <li>h. Take care of his/her and others' belongings</li> <li>i. Observing proper etiquettes while talking, drinking and eating</li> </ol>	<p>This competency focuses on developing children's self- confidence and understanding of their lifestyles and preferences. Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Ask "Why" questions so that children can think about their responses. For examples, if a child says I want to be a pilot, teachers should also be asking her why she/he wants to become pilot-what does she/he 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.</li> <li>• Encourage children to keep learning areas tidy and should keep only those things in his/her bag which belong to them</li> <li>• Encourage children to seek permission before taking others belongings</li> <li>• Putting lunch-boxes and water-bottles at the assigned places in the shelves and remembering to take them back home.</li> </ul>

	<p>j. Perceive himself/herself in a positive way</p> <p>k. Understand and practice honesty, fairness, truthfulness and trustworthiness</p>	
<p>Competency 2: Children will be willing to share and work in collaboration with their peers, teachers, family and neighbors regardless of gender.</p>		
<p>By the end of year children will begin to develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> <li>a. Show an understanding for the feeling of their peers.</li> <li>b. Cooperate with peers and teachers</li> <li>c. Form friendly and interactive relation with peers and adults around them</li> <li>d. Work and share materials amicably in groups.</li> <li>e. Listen patiently when others are talking</li> <li>f. Learn to make queues whenever required</li> </ol>	<p>By the end of year children will begin to develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> <li>a. Show an understanding for the feeling of their peers.</li> <li>b. Cooperate with peers, teachers, parents and community members.</li> <li>c. Form friendly and interactive relation with peers and adults around them</li> <li>d. Work and share materials amicably in groups.</li> <li>e. Learn to respect others' likes and dislikes</li> <li>f. Learn to make queues whenever required</li> </ol>	<p>This competency focuses on developing children's relationship with the people they interact with on a daily basis. Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Encourage children to help each other carrying out small tasks, like handling and using class materials such as, books, blocks and beads.</li> <li>• Help children to work and play amicably by being friendly and respectful towards each other.</li> <li>• Help children make queues when going out of the class for outdoor activities, during break, for washing hands and coming back to the classroom.</li> <li>• Help children take turns during classroom discussion, be attentive and respectful when peers or teacher are sharing their views and experiences.</li> <li>• Support children resolve conflicts, using a problem-solving approach.</li> </ul>

Competency 3: Children will develop an appreciation for the diversity of people around them.		
<p>By the end of year children will begin to develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> <li>Show empathy and cooperate with peers, elders, neighbors and people who might be different in social backgrounds, beliefs and abilities.</li> <li>Respect the feelings and views of others.</li> </ol>	<p>By the end of year children will begin to develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> <li>Show empathy and cooperate with peers, elders, neighbors and people who might be different in social backgrounds, beliefs and abilities.</li> <li>Respect the feelings and views of others</li> <li>Avoid meeting unknown people even if they offer inducements</li> </ol>	<p>This competency focuses on making children pluralistic in their attitudes and thinking i.e; they consider everyone as equal and do not discriminate against anyone on the basis of their identity. Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>Tell/read stories, recite poems or sing songs about people from various countries and cultures and about people with disabilities.</li> <li>Discuss similarities and differences between themselves and people in their environment and talk about everyone’s strengths and unique qualities.</li> <li>Encourage children to interact openly with all their peers and listen to others respectfully and attentively without interrupting them.</li> </ul>
Competency 4: Children will develop an understanding of their own religious values and practices as well as the appreciation, respect, and acceptance of others’ religious values and practices.		
<p>By the end of year children begin to develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> <li>Associate and mingle with children having different beliefs.</li> <li>Know that religion of most of the people of Pakistan is Islam.</li> <li>Know that other religions exist and people belonging</li> </ol>	<p>By the end of year children will begin to develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> <li>Recognize, appreciate and respect similarities and differences among people</li> <li>Know that religion of most of the people of Pakistan is Islam.</li> <li>Know that other religions exist and people belonging to other religions also live in Pakistan.</li> <li>Name their religion.</li> </ol>	<p>This competency focuses on developing children’s concept of religion and respect for all religious. Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>Celebrate days to develop cultural harmony through games, food, dresses etc.</li> <li>Assign tasks to mixed-ability groups with pre- defined rules displayed in the classroom as classroom norms.</li> <li>Promote the values of tolerance and respect for everyone. Young children should be made confident that God loves them. He has</li> </ul>

		created them with love and wants them to love their Fellow-beings.
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<p>to other religions also live in Pakistan.</p> <p>d. Name their religion.</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"> <li>□ Know Allah is the Sole Creator and Prophet Muhammad PBUH is His last and most beloved Prophet.</li> <li>□ Know that Islam stands for peace and harmony.</li> <li>□ Recite Tauz and Tasmiaah</li> <li>□ Recite the first Kalma.</li> <li>□ Recite small dua'as</li> </ul> <p>g. Children belonging to other religions learn about and practice their own religion.</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"> <li>□ Know Allah is the Sole Creator and Prophet Muhammad PBUH is His last and most beloved Prophet.</li> <li>□ Know that Islam stands for peace and harmony.</li> <li>□ Recite Tauz and Tasmiaah</li> <li>□ Recite the first Kalma.</li> <li>□ Recite small dua'as and know why they should be recited.</li> </ul> <p>g. Children belonging to other religions learn about and practice their own religion.</p> <p>h. Respect other religions and have tolerance for other religions.</p>	<p>Notions of 'fear; or 'punishment' should not be inculcated at this young age.</p> <ul style="list-style-type: none"> <li>• Recite small dua'as so that Muslim children are introduced to Islamic living. Help children understand the significance of dua'as. For example why we should recite prayers before eating or sleeping – what do they mean and how they communicate our gratefulness to Allah.</li> <li>• Help and Encourage children belonging to other religions to recite their own prayers.</li> </ul>
<p>Competency 5: Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhood.</p>		
<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p>	<p>By the end of the year children will begin to develop the attitudes, knowledge and skills to:</p> <p>a. Manage small tasks leading to self-Reliance.</p>	<p>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.</p>

<ul style="list-style-type: none"> <li>a. Manage small tasks leading to self-reliance.</li> <li>b. Take care of their own belongings and put classroom materials back in the right place after use.</li> <li>c. Carry out small tasks leading to a sense of responsibility for school and public property.</li> <li>d. Recognize that water, food, electricity and paper are very important and need to be used carefully.</li> <li>e. Recognize and practice their responsibility in keeping the environment, home, classroom and neighborhood clean.</li> </ul>	<ul style="list-style-type: none"> <li>b. Take care of their own belongings and put classroom materials back in the right place after use.</li> <li>c. Carry out small tasks leading to a sense of responsibility for school and public property.</li> <li>d. Recognize that water, food, electricity and paper are very important and need to be used carefully</li> <li>e. Recognize and practice their responsibility in keeping the environment, home, classroom and neighborhood clean.</li> </ul>	<p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Stand back and let children resolve little problems independently, until they ask for help. Encourage them to help other children and adults in the classroom and neighborhood.</li> <li>• Introduce respect for others' property and give them responsibility for: <ul style="list-style-type: none"> <li>▪ Performing tasks assigned individually and in groups</li> <li>▪ Cleaning up after snack time.</li> <li>▪ Using materials with care, keeping tables, shelves and walls clean.</li> <li>▪ Using waste bin for throwing litter and wrappers, after checking for 'junk' that can be recycled.</li> <li>▪ Taking pride in clean, environment.</li> <li>▪ Returning things that do not belong to them, to an adult, switching off fans and lights when leaving room.</li> </ul> </li> <li>• Organize group activities</li> <li>• Talk about the importance of water,</li> </ul>
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		<p>food, electricity and paper.</p> <ul style="list-style-type: none"> <li>• Discuss in simple terms where they come from; how we need these in our daily lives and how these can be depleted and if we don't use them carefully.</li> </ul>
<p>Competency 6: Children will learn about and appreciate heritage and culture of their own family, their peers and neighbors.</p>		
<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"> <li>Understand the cultural aspects of their lives such as, clothing, food and festivals.</li> <li>Play local games e.g. hide and seek, jumping, gudda-guddi ki shaadi, ghar ghar khail, tug of war, kokla chapaaki etc.)</li> <li>Express basic knowledge about Pakistani culture e.g. know about the national game, flag, flower, fruit, juice, animal, bird etc.)</li> </ol>	<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"> <li>Talk about the cultural aspects of their lives, such as, clothing, lifestyle, food, traditions and customs.</li> <li>Narrate stories heard from elders.</li> <li>Play local games e.g. hide and seek, jumping, gudda-guddi ki shaadi, ghar ghar khail, tug of war, kokla chapaaki etc.</li> <li>Express basic knowledge about Pakistani culture. e.g. national game, flag, flower, fruit, juice, animal, bird etc.</li> </ol>	<p>This competency aims to develop children's appreciation of culture and heritage that is part of their daily lives.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Initiate discussions about cultural events which the children experience directly.</li> <li>• Talk about family gathering places such as hall, masjid</li> <li>• Encourage them to talk about and play their favourite local games.</li> <li>• Organize events about cultural aspects such as clothing, food and festivals</li> </ul>
<p>Competency 7: Children will learn to be courteous and will use common courtesy expressions like greetings, please, thank you, sorry, excuse me.</p>		

<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"> <li>Understand the importance of being polite to others</li> <li>Use polite expressions like please, thank you, sorry and excuse me.</li> <li>Take turns when speaking and respect the right of others to speak</li> <li>Show politeness while talking to others</li> </ol>	<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"> <li>Understand the importance of being polite to others</li> <li>Use polite expressions like please, thank you, sorry and excuse me.</li> <li>Take turns when speaking and respect the right of others to speak</li> <li>Show politeness while talking to others</li> </ol>	<p>This competency focuses on developing children’s courteous conversation and mannerism to help develop positive and healthy relationships with peers and elders. Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>Present herself /himself as a role model in front of students by always practicing polite expressions.</li> <li>Reinforce practice of polite expressions through role plays and use of these expressions during classroom activities</li> <li>Encourage students to use these expressions at home and in daily life routine.</li> <li>By displaying some charts/pictorial displays reflecting common courtesy expressions.</li> </ul>
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**KEY LEARNING AREA: LANGUAGE AND LITERACY**  
**COMPETENCIES, EXPECTED LEARNING OUTCOMES AND IDEAS FOR IMPLEMENTATION**

**Listening and Speaking Skills**

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

<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"> <li>Listen attentively to peers and teachers, in small and large groups as peers and understand and follow simple instructions.</li> <li>Recognize and differentiate between sounds in the environment.</li> <li>Wait for their turn to speak and not interrupt when others are talking.</li> </ol>	<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"> <li>Listen attentively to peers and teachers, in small and large groups as peers and understand and follow simple instructions.</li> <li>Recognize and differentiate between sounds in the environment.</li> <li>Use correct pronunciation.</li> <li>Wait for their turn to speak and not interrupt when others are talking.</li> <li>Make eye contact while speaking</li> </ol>	<ul style="list-style-type: none"> <li>The primary function of the competency is to enhance children’s confidence and ability to communicate with fluency.</li> <li>Teachers can facilitate learning in the following ways:</li> <li>Engage children in conversation by talking about special cultural and national events which are meaningful for them.</li> <li>Encourage them to talk about previous day’s events at school and at home. Initiate the conversation by sharing own experience and feelings, taking care that these are appropriate for the children.</li> </ul>
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<p>d. Make eye contact while speaking to others.</p> <p>e. Initiate conversations with peers and adults.</p> <p>f. Respond to and verbally express a range of feelings, such as, joy, sorrow, wonder and anger.</p> <p>g. Recognize letters with their sounds.</p> <p>h. Use correct pronunciation.</p>	<p>to others.</p> <p>f. Initiate conversations with peers and adults.</p> <p>g. Talk about their experiences and feelings with peers and adults.</p> <p>h. Recognize letters with their initial sounds.</p> <p>i. Recognize initial letter sounds in familiar words.</p> <p>j. Use words from the immediate environment.</p> <p>k. Respond to and verbally express a range of feelings, such as, joy, sorrow, wonder and anger</p>	<p>Following the weekend, ask learning questions or comments such as, “I wonder if anyone went to the park yesterday...; or “I can see that Ayesha has Mehdi/henna on her hands; Do you think someone in her family is getting married? It looks like Ali has had a haircut.”</p> <ul style="list-style-type: none"> <li>• Introduce sounds using available technology for practice.</li> <li>• Encourage children to listen different sounds in environment for example, paper tearing, dropping and hitting things, animal voices, blowing wind, and musical instruments.</li> <li>• Establish an environment where children feel free to talk setting with children. Be available to converse with all the children throughout the day. Refer one child’s questions and problems to another.</li> <li>• Listen actively to children and wait for them to complete what they are saying. Be patient with their hesitation 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. Show appropriate facial expressions and body language to communicate respect, joy, sorrow and wonder.</li> <li>• Play games where they have to understand and follow simple instructions. For example, “Touch your head and then your nose and then clap your hands.”</li> <li>• Use phonic rhymes and sounds in</li> </ul>
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		<p>audio/video form. Children will learn the rhyme and will identify letters with their initialsounds.</p> <ul style="list-style-type: none"> <li>• Prepare a word list from the immediate environment.</li> <li>• Read the words and help children to identify initial letter sound.</li> <li>• Repeat the correct pronunciation of word that children may have mispronounced, without telling them that they are wrong.</li> <li>• 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 words.</li> </ul>
<p>Competency 2: Children will describe objects, events and their plans for the day.</p>		
<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"> <li>Name things in their environment.</li> <li>Recognize and differentiate between sounds in the environment</li> <li>Describe and talk about pictures/objects.</li> <li>Share their plans for the day.</li> </ol>	<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"> <li>Name things in their environment.</li> <li>Describe and talk about pictures and objects what they see in their immediate environment.</li> <li>Share their plans for the day</li> <li>Express their ideas with clarity.</li> <li>Extend their ideas or accounts by providing some detail about their topic.</li> </ol>	<ul style="list-style-type: none"> <li>• This competency is designed to help children to process and comprehend spoken language and to communicate their thoughts, needs, interests and feelings to others. Teachers can facilitate learning in the following ways:</li> <li>• 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.</li> <li>• Talk about and discuss pictures from children’s story books, or pictures that have been cut out from old magazines or newspapers.</li> <li>• Encourage children to share which gosha</li> </ul>

		<p>they would like to work in and what they plan to do there during work time. be patient if initially children are unable to describe their plans. Help them to plan or giving them ideas and ask them simple questions to help them communicate their plans.</p> <ul style="list-style-type: none"> <li>• Help and monitor children to implement their plans while they can working in goshas.</li> <li>• Play games where children have 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 sound such as clapping, tapping or stomping your foot and ask them to identify and describe the sound.</li> </ul>
<p>Competency 3: Children will enjoy listening to stories and poems/rhymes and make up their own stories and rhymes.</p>		
<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"> <li>Enjoy rhymes and stories.</li> <li>Respond to stories, songs and rhymes verbally or with actions as appropriate</li> </ol>	<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"> <li>Enjoy rhymes and stories.</li> <li>Respond to stories, songs and rhymes verbally or with actions as appropriate.</li> <li>Build their imagination and generate creative ideas regarding what happens next in the stories.</li> </ol>	<ul style="list-style-type: none"> <li>• This competency focuses on enjoying stories, poems and songs and on making up own stories and taking part in role play with confidence. Teachers can facilitate learning in the following ways:</li> <li>• Tell children traditional stories and tales which have cultural relevance for them.</li> <li>• Use simple props such as puppets and masks and local toys.</li> <li>• Sit with children on the floor, on a darri so that you are closer and at the same physical level as them.</li> <li>• Tell stories without props too, so that children can rely and build their imagination.</li> </ul>

		<ul style="list-style-type: none"> <li>• Maintain their interest in stories and telling or reading a story with intonation and with pleasure. Pause while telling or reading a story for children’s comments or questions and enjoy their responses.</li> <li>• Sing songs and recite poems in similar manners with actions and encourage children to role play.</li> <li>• 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 altogether. Develop a playful interest in repetitive sounds and words, aspects of language such as rhythm, rhymes, and alliteration and an enjoyment of nonsense stories and rhymes.</li> </ul>
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**READING SKILLS**  
Competency 4: Children will enjoy age appropriate books and handle them carefully.

<ul style="list-style-type: none"> <li>• By the end of the year children will begin to develop the attitudes, knowledge and skills to:</li> <li>• Enjoy looking through age appropriate books.</li> <li>• Hold a book.</li> <li>• Predict what comes next in the story.</li> <li>• Repeat simple repetitive sequences in traditional and popular children’s books.</li> <li>• Tell a simple story by looking at pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of the year children will begin to develop the attitudes, knowledge and skills to:</li> <li>• Enjoy looking through age appropriate books.</li> <li>• Hold, open and turn pages of a book with care.</li> <li>• Predict what comes next in the story.</li> <li>• Repeat simple repetitive sequences in traditional and popular children’s stories.</li> <li>• Tell a simple story by looking at pictures.</li> <li>• Retell a favourite story.</li> </ul>	<ul style="list-style-type: none"> <li>• This competency focuses on pre-reading skills. Children will enjoy books and handle them carefully.</li> <li>• Teachers can facilitate learning in the following ways:</li> <li>• Hold up books for children when reading a story and show them the pictures. Show respect for books through actions and facial expressions. <ul style="list-style-type: none"> <li>○ Share own feelings about books during greeting circle time. Encourage the children to tell a story by looking at the pictures. If they make up their own stories, just</li> </ul> </li> </ul>
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		<p>accept them. However, if they are re-telling a favourite story, and they miss important steps in the sequence, help them to remember by questioning gently and appealing to their sense of reason.</p> <ul style="list-style-type: none"><li>• Establish a library area in the classroom.<ul style="list-style-type: none"><li>○ Encourage children to bring books (used books) from home (wherever possible) to keep in the library area for a few days.</li></ul></li><li>• Show children how to hold and open a book without spoiling or tearing it. Show them also how to turn the pages with care. Learning to respect other people's property is an important part of learning about right and wrong.</li><li>• Build up a sense of anticipation and give children the opportunity to guess what will happen next in a story. Also wait for and encourage them to join in when a sentence is repeated in a familiar story.</li></ul>
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Competency 5: Children will understand how printed material in books is organized.		
<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"> <li>Recognize the cover and back of a book.</li> <li>Know that some books tell stories and others give information.</li> </ol>	<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"> <li>Differentiate between the front and back of a book.</li> <li>Identify story books and books with other information.</li> <li>Know that Urdu is read from right to left and top to bottom.</li> <li>Know that English is read from left to right and top to bottom</li> </ol>	<ul style="list-style-type: none"> <li>This competency will help children understand the different parts/sections of a book, the different kinds of books and the orientation of different languages</li> <li>Teachers can facilitate learning in the following ways:</li> <li>Tell children in a conversational tone, what the different parts of a book are, such as front cover, back cover. When reading out a story, show them, without expecting them to understand or remember straight away, where a sentence begins and which direction we read in and how we read from top to bottom</li> <li>Talk to them about different kinds of books that some tell us story and other tell us about so many different things, such as animals, plants, people and places.</li> </ul>
Competency 6: Children will recognize familiar words in simple text.		
<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"> <li>Understand that words and pictures carry meaning.</li> <li>Identify and name the characters in a story.</li> <li>Recognize their first names in print (Urdu).</li> <li>Recognize letters of the alphabet (a -z).</li> </ol>	<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"> <li>Understand that words and pictures carry meaning.</li> <li>Identify and name the characters in a story.</li> <li>Recognize their first names in print (Urdu &amp; English).</li> <li>Recognize letters of the Alphabet (a – z, A – Z).</li> </ol>	<ul style="list-style-type: none"> <li>This competency will help children 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.</li> <li>Teachers can facilitate learning in the following ways:</li> <li>Provide a print rich environment. Children learn to read by trying to make sense of the print.</li> </ul>

<p>e. Recognize “Alif se yey”</p> <p>f. Identify letter sounds</p> <p>g. Think of a variety of objects beginning with a single letter of the alphabet.</p>	<p>e. Recognize Urdu letters of the alphabets (Alif se yey)</p> <p>f. Identify sight words that are meaningful for them</p> <p>g. Identify letter sounds through words that carry meaning for them</p> <p>h. Associate initial letter sounds with names of objects in their classroom environment.</p> <p>i. Think of a variety of objects beginning with a single letter of the alphabet.</p> <p>j. Recognize sounds of letter blends (Urdu and English) e.g. th, ch, sh etc.</p>	<p>They come across to support their efforts by labelling objects and areas in the classroom. Place plenty of books in the learning environment for them to look through, and to tell each other their stories.</p> <ul style="list-style-type: none"> <li>• Create symbols for their names and draw these along with the written name on a label which can be pinned (safely) on their clothes. Let them find their own name tags each day when they arrive. When they are confident and can identify their names easily, remove the symbol and leave only their name on the name tag.</li> <li>• Prepare little cards with letters of the Alphabet (remember to move from mother tongue to Urdu to English) and play matching games.</li> <li>• Match the cards to objects and pictures which begin with a particular alphabet. Say the initial alphabetical sounds of objects and match these to sounds of the alphabets present. Begin with words that are personally meaningful for the children like their own name, names of family members, pets, favourite food and places. Keep an ear open for children’s interests and use words that are important for them to help them “read” the respective alphabet and sight words.</li> </ul>
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**WRITING SKILLS**

Competency 7: Children will use pictures, symbols and letters for the purpose of writing.

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- a. Make marks and scribble to communicate meaning
- b. Hold a pencil correctly.
- c. Trace and colour different shapes, such as circles, squares, triangles and rectangles.
- d. Trace and draw (freehand) lines and simple patterns

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- a. Make marks and scribble to communicate meaning
- b. Draw pictures to communicate meaning.
- c. Hold a pencil correctly.
- d. Colour a simple picture keeping within designated space.
- e. Trace, copy, draw and colour different shapes, such as circles, squares, triangles and rectangles.
- f. Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes.
- g. Trace, copy and write the letter of Urdu alphabet
- h. Trace copy and write the letters of the English alphabet (a-z, A-Z).
- i. Write their names (single word) in English & Urdu

- This competency will help children use pictures symbols and letters to different purpose of writing. It will also focus on learning the skills they will need in writing legibly. Teachers can facilitate learning in the following ways:
- Provide a variety of writing and drawing materials to give children marks on paper. Accept children’s scribbling/drawing as their first attempts at writing. Look carefully to find letters and images emerging from their scribbling.
  - Gently, help them to hold their writing tools correctly; use computers with children’s software where possible.
- Talk to them 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 the next or another day and “read” what was written. This will help them see that pictures communicate meaning.
- 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.
- Give them plenty of opportunities to trace, draw and colour pictures prepared for them and simple shapes which have been introduced earlier. Let them trace and copy letters of the alphabet (mother tongue, Urdu, English) and their own names.

**KEY LEARNING AREA: BASIC MATHEMATICAL CONCEPTS**

**COMPETENCIES, EXPECTED LEARNING OUTCOMES AND IDEAS FOR IMPLEMENTATION**

Competency 1: Children will develop basic logical, critical, creative and problem solving skills by demonstrating 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.

<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"> <li>Recognize, name and differentiate between primary colours (Red, Yellow, Blue) (Urdu &amp; English)</li> <li>Differentiate between the objects on the basis of size (big/small) and length (tall/short).</li> <li>Arrange objects according to their size/length, going from smallest to biggest, biggest to smallest, shortest to the longest and longest to shortest.</li> <li>Match and compare one object with another on the basis of similar attributes.</li> <li>Group objects together according to their shapes and colours.</li> <li>Sort and group objects (classify) based on a single attribute (for e.g. colour) and based on two attributes (e.g. colour and weight).</li> </ol>	<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"> <li>Recognize, name and differentiate between primary colours (Red, Yellow, Blue) and a few secondary colours (Urdu &amp; English)</li> <li>Differentiate between the objects on the basis of size (big/small), weight (heavy, light), length (tall/short), width (thick/thin or broad/narrow) and textures (smooth &amp; rough, soft &amp; hard).</li> <li>Arrange objects and later pictures, size/length, going from smallest to biggest, biggest to smallest, shortest to the longest and longest to shortest according to their weight and width, going from highest to lowest, heaviest to lightest and narrowest to widest and vice versa.</li> <li>Match and compare one object with another on the basis of similar attributes.</li> <li>Sort and group objects (classify) based on different attributes (e.g. colour, weight etc.).</li> <li>Observe, identify, extend and create patterns developed with various concrete materials.</li> <li>Observe, identify, extend and create the given picture/symbol patterns.</li> <li>Differentiate between 'more', 'less' and 'equal'.</li> </ol>	<p>This competency requires that children use mathematical language as they explore the similarities and difference between the attributes of objects. It focuses on enhancing children's thinking skills through pattern identification and through building relationship.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>Give the children freedom to explore patterns and relationship. Give them the opportunity to come up with different answers or solutions and accept what they come up with.</li> <li>Design various interesting activities using simple everyday material to help children build their skills. A few ideas are given below:</li> <li>Use concrete materials such as, beads, blocks, and buttons. Help them recognize and describe the attributes of these objects.</li> <li>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.</li> <li>Use a variety of materials to help children build their classification skills. For example, give children red and blue beads of the same size and ask them to sort these in two groups. Later, give them red and blue beads in small and large sizes and ask them to sort these. In the second case, children may come up with different ideas.</li> </ul>
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	<p>i. Observe and identify the “odd one out” from the given set of concrete material or pictures and explain the answer.</p>	<p>They can make four groups (small red beads, large red beads, small blue beads and big blue beads). They may make only two groups (red beads and blue beads or small beads and big beads). (Encourage children to consider various attributes while sorting.</p> <ul style="list-style-type: none"><li>• Use the concept of sorting and sequencing in daily class activities, such as making a queue of children in the order of height, dividing the children for various group activities, organizing class materials in boxes and arranging books in various piles.</li><li>• Use low cost materials, such as, beads, peanut shell, ice cream sticks and pebbles for pattern seeking exercises. Start by showing a few patterns to children, and then engage them in extending the given patterns and developing their own patterns using concrete materials and pictures.</li><li>• Engage children in observing the environment and identifying various patterns. For example, pattern on floor tiles (one red tile and one blue tile) pattern of lines and flowers on various clothes and patterns of day and night.</li></ul>
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Competency 2: Children will develop a basic understanding of quantity, counting up to 100 and simple number operations of 0-9.		
<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"> <li>Understand one to one correspondence.</li> <li>Count up to 20 orally.</li> <li>Use numbers to represent quantities in daily life interaction.</li> <li>Scribble freehand numbers 0-9.</li> <li>Identify and recognize numerals from 0- 9.</li> <li>Sequence numerals correctly from 0-9.</li> <li>Identify which numeral represents a bigger quantity.</li> </ol>	<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"> <li>Differentiate between some and all from a given set of objects, and understand that some is less than all.</li> <li>Understand one to one correspondence.</li> <li>Count up to 50 orally.</li> <li>Use numbers to represent quantities in daily life interaction.</li> <li>Compare quantities of objects in different sets and describe which sets are equal, which have more objects, and which have lesser objects than another.</li> <li>Begin to develop an understanding of the concept of zero.</li> <li>Identify and write correct numerals to represent numbers from 0-9.</li> <li>Sequence numerals correctly from 0-20.</li> <li>Identify which numeral represents a bigger quantity.</li> <li>Add concrete objects in two given sets</li> <li>Identify the signs of addition and equal to.</li> <li>Substitute numerals for concrete objects during the process of addition.</li> <li>Use mathematical language, such as, adds and makes to describe the process of addition.</li> <li>Use the concept of addition in their daily lives.</li> </ol>	<p>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.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>Encourage children to sing number songs and poems, count different objects in the environment, count while bouncing a ball /clap/ jump.</li> <li>Engage children in hands-on activities to help them build an understanding of numbers and their numeral representation</li> <li>Provide manipulative material, 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</li> <li>Provide daily opportunities to the children to count and recount objects in the environment.</li> <li>Encourage children to compare relationships between quantities in their daily life. Ask question to stimulate thinking. For example: - Are there more brown objects or black objects in our class? - Are there more girls or more boys in our class? - Do more children in our class like bananas or do more like apples?</li> </ul>

	<p>o. Remove the identified number of objects from a given set, and tell how many objects are left in the set.</p>	<ul style="list-style-type: none"> <li>• Give two sets of materials (such as, cups and spoons) to children, and ask them to arrange them in one to one correspondence.</li> <li>• Introduce numeral representation once children have developed a good sense of numbers and their values. For example, count objects and show its numerals to children on a card or on the board; give number cards (cards on which different numerals from 1-9 are written) 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.</li> <li>• 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.</li> <li>• Engage children in various activities using concrete materials to build the concept of addition and subtraction.</li> <li>• Provide opportunities to use addition and subtraction in daily life. For example, Ali has two books. Asma has three books. How many books does that make? Saima had four biscuits. She ate two now, how many biscuits does she have?</li> <li>• Use mathematical language to describe number operations and encourage children to do the same.</li> </ul>
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Competency 3: Children will recognize basic geometrical shapes and the position of objects in relation to each other.		
<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"> <li>Recognize, name and trace two dimensional shapes, such as circle, square, or triangle.</li> <li>Identify the shapes in their environment.</li> <li>Draw object of their own choice using various shapes.</li> <li>Develop understanding and describe the position and order of objects using position words up, down, and inside, outside.</li> </ol>	<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"> <li>Recognize, name and draw two dimensional shapes, such as circle, oval, square, rectangle or triangle.</li> <li>Identify the shapes in their environment.</li> <li>Draw object of their own choice using various shapes.</li> <li>Develop understanding and describe the position and order of objects using position words such as, in front of, behind, up, down, under, inside, outside, between and next to.</li> </ol>	<ul style="list-style-type: none"> <li>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. Teachers can facilitate learning in the following ways:</li> <li>Provide several sets of shape cards in the same colour, and ask children to sort the cards using their own criteria; describe their sorting and talk about the criteria they used; and name each shape. Children may use and name each shape. Children may use various names, and at this stage, it needs to be accepted.</li> <li>Introduce the shapes and their proper names. Involve children in identifying and talking about similarities and differences among the shapes.</li> <li>Take children on a 'shape walk' looking for geometric shapes in the environment.</li> <li>Provide experiences in making shapes with natural and recycled materials, such as, clay string and ice-cream sticks.</li> <li>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.</li> <li>Engage children in various games in which they give instructions to each other using position words.</li> <li>Involve children in describing pictures using position words.</li> </ul>

Competency 4: Children will develop an understanding of measurement.		
<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"> <li>Describe and compare objects using length; weight and temperature (hot &amp; cold) as measurement attributes.</li> <li>Understand informal time units (e.g. morning, evening, yesterday, tomorrow) and know that clocks and calendars mark the passage of time.</li> <li>Sequence events in time and anticipate events.</li> </ol>	<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"> <li>Describe and compare objects using length; weight and temperature (hot &amp; cold) as measurement attributes.</li> <li>Observe various objects and estimate their weight and length.</li> <li>Verify their estimations using simple objects.</li> <li>Understand informal time units e.g. (morning, evening, yesterday, tomorrow) and know that clocks and calendars mark the passage of time.</li> <li>Sequence events in time and anticipate events.</li> </ol>	<ul style="list-style-type: none"> <li>This competency emphasizes developing basic ideas about measurement and measuring attributes through hands-on experiences.</li> <li>Teachers can facilitate learning in the following ways:</li> <li>Provide concrete materials to children such as long and short pencil, strips of paper or strings, 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.</li> <li>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, rope, scale or measuring tape.</li> <li>Using a calendar indicates special days, months, birthdays and use terms such as yesterday, today or tomorrow. Use a clock in the daily routine to anticipate what will happen next. <ul style="list-style-type: none"> <li>Anticipate how many months before Ramadan and Eid, summer holidays, going to the next class, and other events that are of relevance to the children.</li> </ul> </li> </ul>

**KEY LEARNING AREA: THE WORLD AROUND US**

**COMPETENCIES, EXPECTED LEARNING OUTCOMES AND IDEAS FOR IMPLEMENTATION**

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

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- a. Name their family members and identify their relationship with them (parents, siblings, and grandparents)
- b. Identify various ways of showing love and respect for family members.

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- a. Identify their immediate and extended family relations (parents, siblings, uncles, aunts and cousins)
- b. Tell the names of their parents.
- c. Collect information about their family.
- d. Identify various ways of showing love and respect for family members.

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. The key processes children can be engaged in, are the collection and sharing of information about their family.

Teachers can facilitate learning in the following ways:

- Talk to children about their family members and about their roles and responsibilities. This can be initiated by choosing stories based on family relationships.
- Help children think of a few questions they could ask their family members, in order to learn more about them, such as, their likes and dislikes, hobbies and favorite food etc. with their peers in small groups in class. Children can bring photographs.
- Invite parents and grandparents in the school.
- Make a family tree to show immediate and extended family relationship.
- Celebrate parents' and grandparents' days to reinforce the concept of relationships.
- Help children think of ways in which they can show their family that they love and respect them.

Competency 2: Children will develop an understanding of the people and places around them.		
<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"> <li>a. Recognize different community members (professionals e.g. doctor, policeman, cobbler etc.) and their roles.</li> <li>b. Recognize places such as, school, home, market, park, zoo, mosque etc.</li> <li>c. Identify and name some means of familiar transportation.</li> </ol>	<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"> <li>a. Talk about various community members and explore their roles.</li> <li>b. Recognize places such as, school, library, clinic/hospital/dispensary, shopping mall/market, post office, cinema, bank, park, museum, zoo, mosque, airport, railway station and talk about their purpose and importance.</li> <li>c. Identify and explore various means of transportation.</li> </ol>	<p>This competency focuses on exploration and enhanced understanding the world around it. It also focuses on helping children realize the importance of community structures and their services.</p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Help children identify and learn more about community members, who are most relevant to their context. These may be the people who provide services to others such as, lady health visitor, carpenter, cobbler, milkman, cleaner, doctor, driver, tailor.</li> <li>• Help children identify and learn more about community places which are of significance in their local community. Children in different schools may explore different places.</li> <li>• Take children on field trips where they can observe the places and talk to the people there.</li> <li>• Invite various community members to class to talk about their work. Encourage children to have discussions with them.</li> <li>• Give children a choice of drawing or making clay models of imaginary forms of transport, for examples, a flying rickshaw. Encourage children to come up with their own ideas. Talk to them about their experiences of travelling and mode of transportation as used by them.</li> <li>• Involve children to collect pictures of different places mentioned above (like museum, hospital, post office, railway station etc.) from newspapers, sticker charts or other means and share with their friends in the classroom.</li> </ul>

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

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- a. Recognize and name some animals and explore their basic features.
- b. Demonstrate a caring attitude towards plants and animals
- c. Know that animals have different types of homes.
- d. Recognize and name at least five common fruit and vegetables, each.

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- a) Recognize and name animals, their young ones animals and explore their basic features.
- b) Compare a variety of animals to identify similarities and differences and to sort them into groups, using their own criteria.
- c) Know that there are different types of plants
- d) Recognize plants and explore their basic parts.
- e) Talk about the significance of animals and plants for human beings and their relationships with each other like some plants provide food for animals and some give them homes.
- f) Demonstrate a caring attitude towards plants and animals
- g) Know that animals have different types of homes. Some live on land, some live-in water and some can fly.
- h) Know that some animals are friendly (pet animals), some are useful (farm animals), some are dangerous (wild animals), some can fly (birds) and some are very small (insects).
- i) Recognize and name common fruit and vegetables

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.

Teachers can facilitate learning in the following ways:

- Read or tell animal and plant stories, and talk to children about their observations and experiences with animals and plants.
- Ask children to observe local animals and their basic features, such as, body parts, sounds, habits, food and habitat.
- Organise trip to park to observe different types and sizes of plants/trees.
- Organise field trips to the zoo to see animals that are not locally observable. In the classroom, they can depict various animal movements and sounds
- Help children recognize the main parts of plants, such as, root, stem, leaves, flowers and seeds and compare the parts of various plants. Give them the opportunity to touch, smell and feel the different textures of leaves, and talk about similarities and differences.
- Organise a pet day in class where children who have pets at home can bring them to the classroom or talk about them.
- Encourage children to reflect on and share ideas about actions which are harmful for animals and plants, for example, beating animals and pulling off flowers and leaves from their stems.

		<ul style="list-style-type: none"> <li>• Discuss ways of taking care for animals and plants.</li> <li>• Involve children in a role play to show how to take care of animals and plants.</li> </ul>
<p>Competency 4: Children will observe the weather and develop an understanding of the seasons and their significance to people.</p>		
<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"> <li>Observe and describe daily weather conditions.</li> <li>Identify and talk about key features of different seasons.</li> </ol>	<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"> <li>Observe and describe daily weather conditions.</li> <li>Describe key features of different seasons.</li> <li>Explore and discuss how the changing seasons affect our food, clothes and lifestyles.</li> </ol>	<p>This competency focuses on helping children understand their environment by becoming good environmental observers and explorers. Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Clock or sticking chart with different weathers (pictorials) which can be changed every day according to the weather.</li> <li>• Record daily weather condition on a weather chart using symbols(sightreading/vocabulary)</li> <li>• Spend a few minutes each day, talking about the daily weather conditions, using simple indicators such as sunny, cloudy, warm, cold, rainy, windy, dry, or humid day.</li> <li>• 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.</li> <li>• 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.</li> <li>• Show them pictorial display and/or video to know the harmful effects of cutting old trees and</li> </ul>

		<p>pollution caused by plastic bags, smoke, putting fire on rubbish.</p> <ul style="list-style-type: none"> <li>Engage children in discussion to understand the harmful effects of these acts (like rise in temperature) and know the importance of planting tree.</li> <li>Engage the children in activity of planting and adopting a tree.</li> </ul>
<p>Competency 5: Children will develop a caring attitude towards the environment.</p>		
<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"> <li>Understand the importance and uses of water.</li> <li>Use resources/materials carefully.</li> </ol>	<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"> <li>Understand the importance and uses of water and the need to conserve it.</li> <li>Understand the need for clean air and how to prevent air pollution</li> <li>Identify pleasant and unpleasant sounds leading to an awareness of noise pollution</li> <li>Use resources and materials carefully.</li> <li>Identify practices that are useful and harmful to the environment.</li> </ol>	<p>This 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.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Children in activities which encourage them to think of alternatives. For examples, ask children to think of various possible uses for an empty plastic bottle, an old calendar, an empty carton or biscuit box.</li> <li>Discuss and share ideas for replacing environmentally harmful practices with better alternatives. For example, use of cloth/paper bag instead of plastic bags.</li> </ul>

		<ul style="list-style-type: none"> <li>• Engage children in answering open-ended questions which are imaginary and from daily life, such as             <ol style="list-style-type: none"> <li>1. If you could choose, would you rather be a flower or a bird? Why?</li> <li>2. What would happen if all the toys are disappeared from the world?</li> <li>3. What could you do if you saw two of your friends fighting in the playground?</li> <li>4. What would you do if your teacher was not in the class and your friend got hurt?</li> </ol> </li> </ul>
<p>Competency 6: Children will recognize and identify natural resources and physical features of Earth</p>		
<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"> <li>a) Recognize different physical features of the Earth like mountains, desert, forests, sea.</li> <li>b) Understand that air, water and light are Natural resources .</li> </ol>	<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"> <li>a) Recognize different physical features like mountains, desert,</li> <li>b) Identify some natural resources of the earth like air, water, light, etc.</li> <li>c) Name at least three natural resources and three physical features</li> </ol>	<p>This competency focuses on developing abilities to observe and differentiate amongst land features around them. It also sensitizes them towards the importance of land diversity and importance of its conservation.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Use stories and poems about mountains, jungle, sea, rivers, desert etc.</li> <li>• Encourage children to share their experiences if they have seen any of these resources and features.</li> <li>• Use flash cards to make children familiar with the names and pictures (of Natural resources/physical features) Encourage children to talk with their family about these natural resources/physical features.</li> <li>• Involve children in the discussion to know the responsible use of resources like water, energy means like electricity and gas.</li> </ul>

KEY LEARNING AREA: HEALTH HYGIENE AND SAFETY: COMPETENCIES, EXPECTED LEARNING OUTCOMES AND IDEAS FOR IMPLEMENTATION		
PHYSICAL DEVELOPMENT AND SAFETY		
Competency 1: Children will develop a sense of balance, agility and coordination.		
<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"> <li>a. Move in a number of ways, such as running, jumping, skipping, sliding and hopping., maintain balance while walking on a straight and curved line</li> <li>b. Refine and improve their movements as they repeat actions.</li> <li>c. Develop gross motor skills and flexibility through physical exercise, such as stretching, bending and other drills.</li> <li>d. Move through spaces with consideration of other children/people and objects in the environment.</li> <li>e. Show respect for other children’s personal space while playing.</li> <li>f. Develop an understanding of spatial intelligence.</li> <li>g. Demonstrate the control necessary to hold objects or hold themselves in fixed positions for a couple of minutes.</li> </ol>	<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"> <li>a. Move in a number of ways, such as running, jumping, skipping, sliding and hopping. Maintain balance while walking on a straight and curved line.</li> <li>b. Refine and improve their movements as they repeat actions.</li> <li>c. Develop gross motor development and flexibility through physical exercise, such as stretching, bending and other drills.</li> <li>d. Move through spaces with consideration of other children/people and objects in the environment.</li> <li>e. Show respect for other children’s personal space while playing.</li> <li>f. Development of spatial intelligence</li> <li>g. Demonstrate the control necessary to hold objects or hold themselves in fixed positions for a couple of minutes.</li> </ol>	<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>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Dedicate time for physical activity every day.</li> <li>• Monitor children’s height and weight on a monthly basis and keep the record. Identify the children who are falling behind in physical growth according to the National Health Standards and refer to basic health unit in consultation with parents and follow up for improvements.</li> <li>• To help children learn to balance by engaging them to walk with a book on his/her head.</li> <li>• Model healthy and safe practices and promote healthy lifestyles for children.</li> <li>• Provide safe spaces and opportunities for children to walk, run and play every day.</li> <li>• Provide opportunities to throw ball at a certain distance, walk backwards, climb stairs, and jump over small objects with balance and control.</li> <li>• Support children in using outdoor gross motor equipment such as swings, climbing frames safely and appropriately.</li> <li>• Encourage both girls and boys to participate in active play.</li> </ul>

		<ul style="list-style-type: none"> <li>• Participate in gross motor activities during transition time, from the segment of the daily routine to another. For example, “hop to the table” or “jump five times while you wait to wash your hands.” <ul style="list-style-type: none"> <li>• Jump in Place</li> <li>• Walk and Run</li> <li>• Easily changing</li> <li>• Direction and speed</li> </ul> </li> <li>• Demonstrate control to hold objects or hold them self in fix position in couple of minutes</li> </ul>
<p>Competency 2: Children will have increased hand-eye coordination and ability to handle tools and materials effectively.</p>		
<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"> <li>a) Demonstrate the use range of child-appropriate tools with increasing control and confidence.</li> <li>b) Handle malleable materials safely with increasing control.</li> <li>c) Show increasing control over fastening of clothes and utility items. Able to manipulate small objects with ease (string beads, fit small objects into holes), pick up small objects with fingers</li> </ol>	<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"> <li>a) Use a range of child-appropriate tools with increasing control and confidence.</li> <li>b) Handle malleable materials safely with increasing control.</li> <li>c) Show increasing control over fastening of clothes. Able to manipulate small objects with ease (string beads, fit small objects into holes), pick up small objects with fingers.</li> </ol>	<p>This competency focuses on developing children’s skills to accomplish tasks and activities that require balance and safe handling of tools and objects. Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Provide opportunities to use simple tools such as, scissors, thread, paper knives, and hammers and screw drivers.</li> <li>• Provide sensory experiences to children such as water and sand play where children can pour, fill and empty.</li> <li>• 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.</li> <li>• Routinely check the environment to ensure that healthy and safe practices are followed. Review safety rules before involving children in activities, such as cutting, so that children are conscious of them while working.</li> </ul>

Competency 3: Children will develop sensory motor skills		
<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"> <li>Name five senses and identify related sense organs.</li> <li>Differentiate between different smells.</li> <li>Differentiate between sweet and salty taste.</li> <li>Differentiate between textures; smooth, rough, hard, soft</li> <li>Enhance observation skills by looking at the environment around them</li> <li>Understand the difference between loud and soft sounds.</li> <li>Differentiate between hot and cold temperature.</li> </ol>	<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"> <li>Name five senses and identify related sense organs.</li> <li>Differentiate between different smells</li> <li>Differentiate between different tastes; sweet, bitter, salty, sour, spicy etc.</li> <li>Differentiate between textures; smooth, rough, hard, soft, silky, fluffy</li> <li>Enhance observation skills by looking at the environment around them</li> <li>Differentiate between different sounds; loud, soft, shrilly etc.</li> <li>Differentiate between different temperatures hot, cold, warm etc.</li> </ol>	<p>The main focus of this competency is to help children through a variety of activities to develop their sensory skills:</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>□ Take a bag full of different objects with different textures (mystery bag) to be given to children and they will identify by just putting their hand inside the bag and will identify the objects without looking into the bag.</li> <li>□ Introduce different smells through opaque jars containing different smelling objects such as an onion, garlic, swab of perfume, vinegar, talcum powder, soap etc. Children will smell each jar and identify the smell like bad, good, strong, light, fruity, flowery, pungent etc.</li> <li>□ Teacher will place an object on the table and will ask the children to describe it in 2 to 3 sentences verbally. Teacher will show different pictures to the children and will ask them to describe those pictures. Children will be asked to name objects in the class.</li> <li>□ Teacher may involve children in different activities and games to identify different sounds; for example, tapping table, bouncing ball, clapping, musical instruments, dropping things, sounds in the environment etc.</li> </ul>

**SAFETY AND HYGIENE PRACTICES:**

Competency 4: Children will develop an understanding of the importance of safe, hygienic practices.

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- a) Demonstrate an awareness of healthy lifestyle practices.
- b) Identify healthy and unhealthy food.
- c) Understand the importance of milk
- d) Understand the importance of clean water
- e) Learn healthy eating habits
- f) Take care of their personal hygiene (washing hands, keeping hair clean and tidy, keeping teeth clean, taking bath and proper use of toilet and keeping belongings clean)
  
- g) Recognize and follow basic safety rules:
  - ☐ Cross the road carefully
  - ☐ Identify and seek adult help whenever required e.g. when feeling unwell, hurt or uncomfortable.
  - ☐ Be aware of harmful effects of taking medicines without adults' supervision
  - ☐ Avoid touching electronic devices, sockets and mechanical tools

By the end of the year children will begin to develop the attitudes, knowledge and skills to:

- a) Demonstrate an awareness of healthy lifestyle practices.
- b) Identify healthy and unhealthy food.
- c) Understand the importance of milk
- d) Understand the importance of clean water
- e) Learn healthy eating habits
- f) Take care of their personal hygiene (cutting nails, keeping hair clean and tidy, keeping teeth clean, taking bath and proper use of toilet and keeping belongings clean)
- g) Recognize and follow basic safety rules:
  - ☐ Cross the road carefully
  - ☐ Identify and seek adult help whenever required e.g. when feeling unwell, hurt or uncomfortable.
  - ☐ Be aware of harmful effects of taking medicines without adults' supervision
  - ☐ Avoid touching electronic devices, sockets, switches and mechanical tools.
  - ☐ Identify people in the community who care for health needs.

The main focus of this competency is on hygiene, safety and wellbeing. It emphasizes helping children to internalize the importance of hygiene and safety.

Teachers can facilitate learning in the following ways:

- ☐ Model hygienic and safe practices and read stories about healthy lifestyles.
- ☐ 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, pushing, being considerate and walking slowly in a queue, so as not to bump into others.
- ☐ Discuss and put up pictorial messages/signs in the classroom about broken wires, loose switches, sharp edges and tools, door and windows handling and broken glass etc.
- ☐ Display safety rules/signs on a prominent place in the classroom
- ☐ Discuss how germs are spread. Advise children not to buy snacks from vendors who do not cover, and allow flies to sit on the food which in turn spread diseases. Discuss the hazards of spitting in the surroundings and the risks of smoking and air pollution.
- ☐ Talk about the importance of washing hands especially before and after meals and after using toilets, keeping nose clean and dry, keeping bodies clean, brushing teeth regularly

		<p>and wearing clean clothes. Demonstrate these practices through action rhymes and songs.</p> <p>*Engage children in a discussion on food types. Over a period of time, children can talk about benefits of healthy food and harmful effects of junk food for example the hazards of eating meethi-chalia, chewing gum, excessive intake of oily foods, sweets/toffees and fizzy drinks.</p> <ul style="list-style-type: none"> <li>□ Encourage children to drink milk and plenty of clean drinking water.</li> <li>□ Talk about clinics, hospitals, doctors, dentists and other health professional and their role in society.</li> </ul>
<p>Competency 5: Children will develop an understanding of personal safety and security.</p>		
<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"> <li>a) Demonstrate an understanding on private body parts (good touch and bad touch)</li> <li>b) . Understand that except their parents and doctor no one else can touch those body parts</li> <li>c) Understand that they are not allowed to touch the private parts of others</li> <li>d) Understand that they must report parents and teachers immediately if someone touches them inappropriately</li> <li>e) Understand that they should not: <ul style="list-style-type: none"> <li>□ talk to strangers</li> <li>□ go with strangers</li> <li>□ take anything from strangers</li> </ul> </li> </ol>	<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"> <li>a) Demonstrate an understanding on private body parts (good touch and bad touch)</li> <li>b) Understand that except their parents and no one else can touch those body parts</li> <li>c) Understand that they are not allowed to touch the private parts of others</li> <li>d) . Understand that they must report parents and teachers immediately if someone touches them inappropriately</li> <li>e) Understand that they should not <ul style="list-style-type: none"> <li>□ talk to strangers</li> <li>□ go with strangers</li> <li>□ take anything from strangers</li> </ul> </li> </ol>	<p>Develop the attitudes, knowledge and skills to:</p> <ol style="list-style-type: none"> <li>a) Demonstrate an understanding on private body parts (good touch and bad touch)</li> <li>b) Understand that except their parents and doctor no one else can touch those body parts</li> <li>c) Understand that they must report parents and teacher immediately if someone touches them inappropriately</li> <li>d) Understand that they should not <ul style="list-style-type: none"> <li>□ talk to strangers</li> <li>□ go with strangers</li> <li>□ take anything from strangers</li> </ul> </li> </ol> <p>This competency focuses of promoting self-awareness of personal safety and security to help them safeguard from unseen/unpleasant happenings in their environment.</p>

		<p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>□ Telling short stories from daily life and fiction.</li> <li>□ Show videos related to know the importance of being careful from the unpleasant happenings</li> <li>□ Discussion with children about private body parts and how good touch is different from bad touch</li> <li>□ Role plays to emphasize the importance of being careful of strangers.</li> </ul>
<p><b>KEY LEARNING AREA OF CREATIVE ARTS:</b>  <b>COMPETENCIES, EXPECTED LEARNING OUTCOMES AND IDEAS FOR IMPLEMENTATION</b></p>		
<p><b>VISUAL ARTS</b>  <b>Competency 1: Children will express themselves through the use of drawing and colours.</b></p>		
<p>By the end of the year children will begin to develop the attitudes, knowledge and skill to:</p> <ol style="list-style-type: none"> <li>a) Hold crayons/colour pencils correctly.</li> <li>b) Recognize and use a variety of colours to express their imagination and observations.</li> <li>c) Recognize colours and use them to express their thoughts and feelings.</li> </ol>	<p>By the end of the year children will begin to develop the attitudes, knowledge and skill to:</p> <ol style="list-style-type: none"> <li>a) Hold crayons/colour pencils/paint brushes correctly</li> <li>b) Recognize and use a variety of media and colours to express their imagination and observations.</li> <li>c) Recognize colours and use them to express their thoughts and feelings.</li> </ol>	<p>This competency focuses on helping children to initiate the process of building their skills and understanding of drawing and colours. It does not require proficiency in drawing specific objects or to use colours with great skill. Emphasis should be placed on the enhancement of children’s confidence to use colours and various drawing tools for self-expression.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>□ Introduce a variety of drawing media such as, crayons, charcoal, paint, chalk, etc. and drawing tools on children’s computer software where possible and provide children with opportunities to experiment with all of them. Give children the assurance that they can draw anything they like, and can use colours of their own choice.</li> </ul>

		<ul style="list-style-type: none"> <li>□ Introduce a variety of colours, including black, and provide opportunities for them to explore these colours by mixing them in water and applying them on large sheets of paper and newspaper. Give children the freedom to represent their thoughts and feelings through the use of these colours.</li> <li>□ Provide sufficient time for children to work on their drawings and painting. Encourage them to talk about the art work.</li> <li>□ Display children’s drawing and paintings in the class and place samples in each child’s portfolio</li> </ul>
<p>Competency 2: Children will work with a variety of low cost and waste material to create craft project of their choice</p>		
<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"> <li>a) Understand different ways of using waste material to create craft.</li> <li>b) Use various art techniques, such as, drawing, colouring, collage or printing to create their craft work.</li> </ol>	<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"> <li>a) Understand different ways of using waste material to create craft.</li> <li>b) Use various art techniques, such as, drawing, colouring, collage or printing to create their craft work.</li> <li>c) Share ideas for creating various objects from waste material.</li> <li>d) Create objects of their own choice using a variety of waste and indigenous materials collected from their immediate surroundings.</li> </ol>	<p>This competency focuses on nurturing children’s creativity, decision making skills, and confidence in their choice of materials.</p> <p>Teacher can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>□ Ask children to collect waste material such as used ice cream cups, pieces of cloth, used tissue boxes, straws, pencil shavings and peanut shells, from their home, school and neighbourhood.</li> <li>□ Involve children in sorting the collected materials and organizing them in boxes and jars. It is important to place all the material within easy access of children. Materials for colouring, sticking and cutting should also be made available.</li> <li>□ Invite children to share ideas for creating new projects.</li> </ul>

		<ul style="list-style-type: none"> <li>☐ Encourage them to decide what they want to make and to work in pairs or groups, if they choose to.</li> <li>☐ Provide sufficient time for children to work on their projects, and to discuss the process and the product. Display children’s final products in the class.</li> <li>☐ Place samples of work in each child’s portfolio.</li> <li>☐ Encourage them to use imaginations to create their art work.</li> </ul>
<p>Competency 3: Children will experiment with a variety of materials to represent their observations and imagination, in the form of models.</p>		
<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"> <li>a) Enjoy engaging with clay, papier-mache and other available modelling materials like play dough and plasticine.</li> <li>b) Create various models.</li> <li>c) Colour or decorate their models if they choose to do so.</li> </ul>	<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"> <li>a) Enjoy engaging with clay, papier-mache and other available modelling materials like play dough and plasticine.</li> <li>b) Create various models.</li> <li>c) Colour or decorate their models if they choose to do so.</li> </ul>	<p>This competency focuses on nurturing children’s creative abilities by engaging them in designing and developing models/sculpture using clay, papier-mâché, and other available modelling materials.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>☐ Help and encourage children in thinking about new ideas and providing them the material, freedom, and encouragement to create models of their own choice.</li> <li>☐ Provide sufficient time for children to work on their projects. Display children’s final products in the class and encourage them to present their work as well as appreciate/comment on others’ projects.</li> </ul>

<p>Competency 4: Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.</p>		
<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"> <li>a) Fold paper in a variety of ways to make simple designs</li> <li>b) Observe adults and practice using various techniques of paper cutting and paper folding to make simple objects and designs</li> <li>c) Explore various ways to make different objects by folding and cutting paper</li> </ul>	<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"> <li>a) Fold paper in a variety of ways.</li> <li>b) Use Various techniques of paper cutting and paper folding to make simple objects and designs.</li> </ul>	<p>This competency focuses on paper art for the expression of children’s creativity and imagination. Like other competencies the elements of imagination, choice and decision making are critical.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>□ Demonstrate the art of paper folding step by step, for example, how to fold paper in halves, quarters, diagonals, etc. with increasing precision.</li> <li>□ Organise activities where children can practice paper folding and making a few simple objects such as, a fan or a boat with the help of demonstrations. Encourage them to manipulate the paper in various ways to make different objects.</li> <li>□ Provide sufficient time for children to work on their projects, discuss the process and the product. Display children’s final products in the class. Place samples of work in each child’s portfolio.</li> <li>□ Involve children in cleaning up the place at the end of all activities.</li> </ul>

Competency 5 : Children will learn the skills for collage work and printing and use these in a variety of ways to create their own art pieces and patterns.		
<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"> <li>Identify a variety of materials for collage making.</li> <li>Make personal choices from the available material for creating their own collage.</li> <li>Create their collage by pasting materials of their own choice.</li> <li>Identify a variety of materials for printing.</li> <li>Use available material for creating their own art work.</li> <li>Create own patterns and designs using different techniques for printing</li> </ol>	<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"> <li>Identify a variety of materials for collage making</li> <li>Make personal choices from the available material for creating their own collage</li> <li>Create their collage by pasting materials of their own choice.</li> <li>Identify a variety of materials for printing.</li> <li>Use available material for creating their own art work.</li> <li>Create own patterns and designs using different techniques for printing.</li> </ol>	<p>This competency focuses on nurturing children’s creative abilities and thinking, through collage work and printing. Like other competencies, it emphasizes on children’s choice and decision making for creating designs and use of material. The competency also focuses on the development of fine motor skills.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>□ Involve children in the collection of materials for collage work, such as, pieces of paper, old photographs magazine cutouts, cotton, wool, used buttons and pencil shavings etc. For printing, collect materials, such as, threads, sponges and tops of vegetables that are usually thrown away.</li> <li>□ Place all necessary items such as glue, scissors, paper and colours, in a place which can be easily accessed by children during art activities.</li> <li>□ Show the children some samples of collage work prior to the activity day. Encourage them to think about different ideas for their own collage work.</li> <li>□ Encourage children to develop their own collage by selecting materials of their own choice.</li> <li>□ Demonstrate a variety of printing techniques such as: sponge printing, stamping (with wooden stamps, rubber stamps) thread printing, bubble printing, thumb/finger, hand/foot printing, flower/leaf printing and block printing.</li> </ul>

		<ul style="list-style-type: none"> <li>☐ Engage children in the process of developing their own prints, using their own choice of techniques.</li> <li>☐ Provide sufficient time for children to work on their projects, discuss the process and the product. Display children's final products in the class.</li> <li>☐ Place samples of work in each child's portfolio.</li> </ul>
<p><b>SOUND, RHYTHM AND ACTION</b> Competency 6: Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression.</p>		
<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"> <li>a) Listen to and identify sounds and rhythms in their surroundings.</li> <li>b) Experiment with different sound producing objects and observe the differences in the sounds produced by them.</li> <li>c) Produce sound patterns/rhythms by counting out beats.</li> <li>d) Explore the sounds made by various musical instruments.</li> <li>e) Recite poems, folk songs, national songs in chorus and solo.</li> <li>f) Participate in teacher guided action poems.</li> </ol>	<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"> <li>a) Listen to and identify sounds and rhythms in their surroundings.</li> <li>b) Experiment with different sound producing objects and observe the differences in the sounds produced by them.</li> <li>c) Produce sound patterns/rhythms by counting out beats.</li> <li>d) Explore the sounds made by various musical instruments.</li> <li>e) Recite poems, folk songs, national songs in chorus and solo.</li> <li>f) Participate in teacher guided action poems.</li> </ol>	<p>This competency focuses on developing children's sense of sound in terms of rhythm and rhyme, using a variety of objects from their environment.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>☐ Collect several sound producing objects such as, wooden and metallic spoons, wooden sticks, hard plastic tubes, metallic and plastic bowls etc.</li> <li>☐ Engage children in exploring sounds produced by various objects when they are struck with another object, (such as a spoon or stick) or tapped with the fingers.</li> <li>☐ Provide opportunities to explore the difference in sound when a bottle/container is filled with different levels of water and when it is empty.</li> <li>☐ Engage children in producing repetitive sounds using various objects, leading to musical patterns. For example, gently tapping a metallic bowl and plastic cup with a metallic spoon in sequence and listening to the sound and then changing the sequence and observing the difference.</li> </ul>

		<ul style="list-style-type: none"> <li>□ Demonstrate beats and rhythms by clapping out number patterns, for example, 1-2-3 stop 1-2-3 stop. These beats can then be played out by tapping or shaking various sound producing objects.</li> <li>□ Engage children in reciting poems, folk songs and national songs in chorus and in solo with rhythm and appropriate actions and expressions.</li> <li>□ Sound boxes/shakers can be made with empty boxes, grains and pebbles.</li> </ul>
<p><b>DRAMATIC PLAY</b> Competency 7: Children will participate with increasing confidence in a variety of dramatic play activities to express themselves.</p>		
<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"> <li>a) Imitate the movements they observe in their environment. <ol style="list-style-type: none"> <li>a. Explore and enact a variety of roles.</li> <li>b. Perform/depict a variety of roles and situations in front of the class with increasing confidence.</li> <li>c. Dramatize stories, poems and folk tales.</li> <li>d. Enact daily experiences and fantasy while working/playing cooperatively with other children.</li> </ol> </li> </ol>	<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"> <li>a. Imitate the movements they observe in their environment.</li> <li>b. Explore and enact a variety of roles.</li> <li>c. Perform/depict a variety of roles and situations in front of the class with increasing confidence.</li> <li>d. Dramatize stories, poems and folktales.</li> <li>e. Enact daily experiences and fantasy while working/playing cooperatively with other children.</li> </ol>	<p>This competency focuses on building children’s confidence, enhancing their imagination and nurturing creative expression by encouraging them to participate in dramatic play activities.</p> <p>Teachers can facilitate learning in the following ways:</p> <ul style="list-style-type: none"> <li>□ Help children to develop the confidence to participate in dramatic play activities by engaging them in various mimicking and enacting games such as: <ol style="list-style-type: none"> <li>I. 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, plants in the wind, the different movements of water, airplanes and whatever else they can think of.</li> </ol> </li> </ul>

II. Children can enact the roles of various family members and the occupations of community members, such as, a doctor, a carpenter, a washer man, a tailor, a policeman, etc.

III. 'Guessing games,' In these games, children think of a situation, a person or an object. The chosen subject is depicted in front of the other children and they try to guess what is being enacted.

- Engage children in acting out poems and stories by selecting roles for themselves.
- Children can be invited to represent their own imaginations through role play. For examples, children can develop a role play to depict 'If I were a magician, I would...'

# **CREATING LEARNING ENVIRONMENT FOR PRE-PRIMARY EDUCATION CLASSROOM,** **EFFECTIVE TEACHING LEARNING STRATEGIES AND CRITERION OF ASSESSMENT**

## **INTRODUCTION**

Children are unique individuals with different personalities, abilities and interests, as well as pace of development. Their languages, cultures and living habits also vary. As schools adopt “Child-centeredness” as the core value of the curriculum, teachers should care for, accept and understand children’s individual needs and uphold the principles of inclusion so as to allow children to develop their strengths and unleash their potential.

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 and 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.

## **EARLY LEARNING ENVIRONMENT**

Pre-Primary Education 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 planning for an effective Pre-Primary Education program, it is important to make sure the environment includes and caters to the different learning styles of young children. Children during the early years learn best through direct sensory encounters with the world. They acquire knowledge by manipulating, exploring, and experimenting with real objects. We can say that they almost exclusively learn by doing and through hands-on experiences. The indoor and outdoor play areas form the physical environment for facilitating learning for the children. These must provide opportunities for children to explore discover and learn in a safe environment.

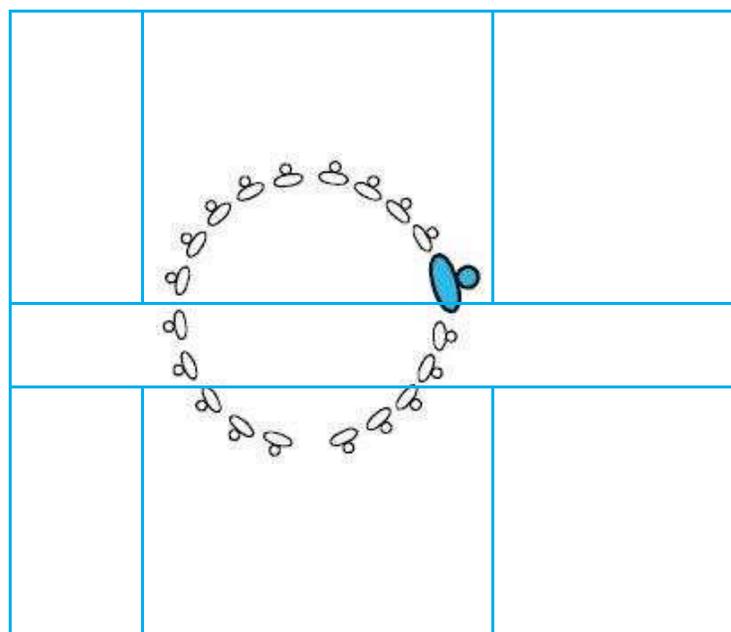
- The outdoor environment plays an equally important role in the development of children as it provides a space for play, exploration and social interactions. It is mandatory that all children have the opportunity to engage in daily outdoor physical activity. A specific time must be set aside every day for break time and for outdoor play/activities. This time can be used for free play, for more structured activities involving physical movement and balance, and for practical activities such as digging, planting and nature walks. The sand and water play can be in troughs with wheels to enable both indoor and outdoor play. It is important that the learning materials are modified for children with special needs.
- The indoor environment should be planned keeping in mind the interests and developmental needs of young children. Classroom space can be divided into

learning/activity corners with an appropriate arrangement of shelves and furniture. It is of utmost importance to keep in mind that the quality of the physical classroom space, along with the materials provided, affects the level of child involvement and the quality of interactions between adults and children. Further details on organizing the Pre-Primary Education classroom are provided in the following section.

### Setting up Pre-Primary Education Classroom

The Pre-Primary Education classroom arrangement must be flexible, which can be adjusted to lesson plans and activities, such as large groups for singing and storytelling and smaller groups for drawing, coloring, and individual play. It should also have learning 'corners', such as creative art corner, library corner, and home corner, so that the children can play according to their interests and choose their activity. An example of optimal utilization of classroom space which allows flexibility is given below:

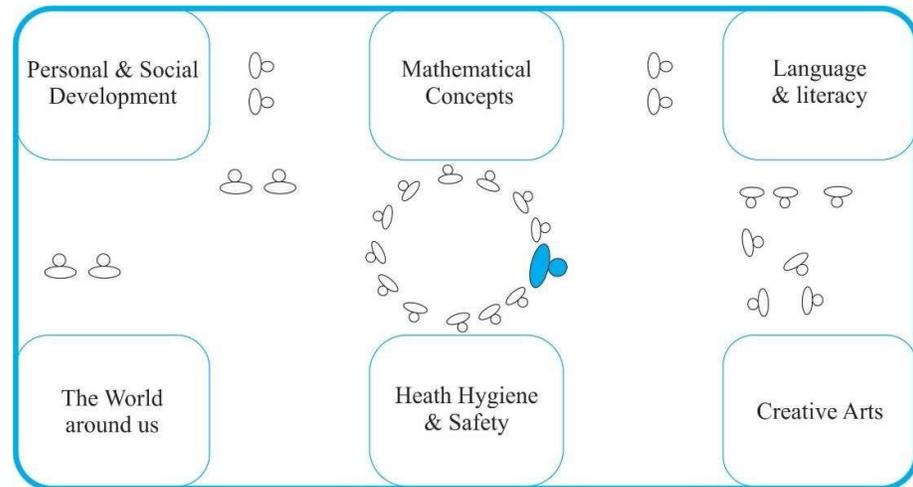
Classroom arrangement during large group activities e.g. circle time: During this time, the children sit in a circle, along with the Pre-Primary Education teacher. Circle time may be used for engaging the children in a discussion, reading a book or singing songs/ rhymes etc. Sitting in a circle allows all children to face each other clearly. The teacher sits on the same type of chair/ mat as the children, which conveys that the Pre-Primary Education teacher is a facilitator rather than a director.



Circle Time

Classroom arrangement during small group activities: The classroom should allow for the Pre-Primary Education teacher to engage children of a particular age group in small group activities. During this time, other children can play independently in one of the learning corners (free play). The children should

be encouraged to choose a corner of their own interest as this will motivate them to be engaged in the learning process. Meanwhile, in the small group, the Pre-Primary Education teacher can focus on facilitating activities or discussions that are somewhat challenging and need guidance. In this way, the space in the Pre-Primary Education classroom can be used efficiently by dividing them into small groups. It should be ensured that the Pre-Primary Education teacher can observe all children in each of the corners from where s/he might be working with a group of children.



### Setting Up Learning Centers/Corners

A learning center is usually defined as an area in a child care or school where children go to small groups to focus their attention on a specific kind of play activity. A good learning center should be a learning experience. The teacher should create each center with a certain goal in mind, and when that goal is met, those centers will be successful.

Learning centers should constantly be changing because they are incorporating lesson plans from the teacher. Having successful learning centers will require that teachers be creative.

A teacher should have a thorough knowledge of child development and learning in order to be able to understand the characteristics of children within the given age groups. Teachers must be able to determine what activities, materials, interactions, and experiences will be safe, healthy, appropriate (age, individual, and sociocultural) and challenging for the age group that they will be working with. For more on the subject, take the continuing education course: Early Childhood Growth and Development.

Learning centers help with better classroom management and better overall achievement. With learning centers students begin to see how they learn best and it promotes physical activity which helps with overall mood.

Young children learn best by experimenting with their environment through hands-on activities and play, which is why learning centers are such a vital part of the Pre Primary Education classroom. Using learning centers to give children the hands-on experiences and play opportunities they need is important, but there are a variety of factors that influence

which learning centers would work best for space, how teacher should set them up, and the materials teacher should include in each.

### **Art**

An art learning center serves as a great creative outlet for kids to help express their emotions and ideas. Children can experience different textures and use different materials as they create their works of art. Fine motor skill development and improved hand-eye coordination are other ways an art learning center will benefit the children in your care.

### **Block**

Children can improve their motor skills, practice problem solving, and learn to work with their classmates while playing in a block learning center. Block play enables children to explore their creative side by building unique structures and communities with blocks, block people, and block animals. A block learning center will also teach children about basic engineering and architecture concepts.

### **Literacy**

A literacy center is a must-have in any preschool classroom or Pre Primary Education environment. Having a quiet area to practice their reading, writing, and comprehension skills will help children express ideas, explore their interests, and learn about the world around them. Including a literacy center in your classroom will help foster skills in children that will influence their overall success in school and in life.

### **Technology**

A technology learning center provides plenty of great educational resources that can be utilized to teach children new subjects in a fun and interactive way. You can also teach children how to appropriately use technology to find a variety of information about the world. Integrating a technology learning center in your preschool classroom will ensure that children are digitally literate and can use technology to accomplish various tasks.

### **Dramatic Play**

Including a dramatic play learning center in your classroom will give children opportunities to role play as adults in everyday situations and a variety of careers. Dramatic play encourages creativity, self-expression, and knowledge of the community. You can also use a dramatic play learning center to help teach children about other countries, cultures, and customs.

### **Sand and Water**

A sand and water learning center encourages children to participate in sensory play. Children can learn about sand and water and learn to share with others as they play in the learning center. Including sand and water play sets in the learning center can also help broaden children's sensory play experiences and encourage creativity as they use sand and water to explore their senses.

### **Nature and Science**

Also known as a discovery or exploration center, a nature and science center brings the outdoors indoors and gives children opportunities to explore nature and science concepts. Including a weather station in this learning center would also give children a way to actively learn about the weather and climate in their community and make observations about daily changes they see in the weather. Using a nature and science learning center to help foster a strong connection with and understanding of the environment in children can only be beneficial to everyone's future.

### **Music and Movement**

Including a music and movement center in your preschool classroom encourages children to be physically active and gives them opportunities to experiment with sound and

music. A music and movement center can also promote self-expression, foster creativity, and help children relax. Movement props aid creative expression and offer additional fun activities for children in the learning center.

### **Math and Manipulative**

A math and manipulative center can help children further develop their fine motor skills and better understand beginning math concepts. Children can also practice their problem-solving skills and improve their hand-eye coordination by sorting counters and participating in other similar activities. A math and manipulative center can help children have a more positive relationship with math, which may influence their education and career choices later in life.

### **Displays on the walls**

It is essential to display children's artwork and projects on the wall. This helps children to remember the activities in which they participated and fosters their self-esteem, as they feel their work is valued. Parents also feel proud of their children and take a more active interest in their education when they see their children's work displayed on the walls of the classroom. All displays should be at children's eye level.

Other pictures displayed on the walls must relate directly to the Pre-Primary Education curriculum. It is best to label pictures as this helps young children understand that written words can be used to represent objects, which in turn helps them to understand the curriculum purpose of reading and writing. Pictures can also include those of the children in the class or the community in which they live.

### **Furniture and mats**

The furniture in the classroom must be child-sized, so children are comfortable sitting and working on it. It should have rounded edges and the height of furniture should be such that children can sit comfortably and use their hands freely. Furniture can be replaced by mats for Pre-Primary Education classrooms. Colourful mats can be used to mark the sitting area. It is important to consider the texture when selecting mats. Children must feel comfortable as they sit on the mat and focus on their tasks.

### **Shelves**

Shelves should be low in height and hold manipulative toys, puzzles and other learning materials for children to explore. Children must have easy access to these resources. Storage shelves and/or low room dividers can be used to separate learning corners to clearly mark boundaries.

### **Grouping**

An effective Pre-Primary Education programme should use appropriate grouping practices. It is well known from research that a multi grade as well as mixed-age grouping is on the whole more appropriate for young children. In classroom environments, teachers have the flexibility to use grouping that ranges from

individual work, to small and large group work, as well as whole class engagements to facilitate learning.

- **Individual / multi age groups and ability:** If the children in the class are more or less of a similar age, consider grouping them according to their developmental needs and abilities. Offer a range of activities for each group that caters to individual children and their educational needs.

If a class has children with different ages, consider dividing them into groups according to their ages. Let each group of children work together. The curriculum should be planned to meet the developmental levels of each age group. Consider each child, observe, collect and record significant data that provides you with information that highlights his/her strengths and needs. The next step is to plan and set goals for individual children.

- Individual, small and large group interactions: While planning the day and activities, make sure to balance quiet individual time with large and small group interactions. Individual time might include the choice of free play in quiet centres such as the reading, writing or the puzzle Centre. Group time is often energetic and noisy. Songs, rhymes, finger plays, dramatics, science, math and physical activities can be used during group time. Group times should fit into the whole curriculum and support themes and projects. Plan opportunities for group interactions both in the indoors and outdoors settings. Balance it with active and quiet activities. A large group quiet time might include a story read aloud session. Small group interactions might include children working together in the creative centre on a collage or in construction work in the block centre.

The Pre-Primary Education learning environment should be planned creatively and imaginatively. While planning specific activities, remember to include the development of the whole child. A well thought out and planned activity can involve several aspects of development.

#### **Essential Learning and Play Material**

In early childhood stage, a child learns through interacting with immediate environment hence environment should be stimulating with a variety of materials to arouse and sustain the child's curiosity, interest and promote his learning. Any preschool care and education centre should have adequate and varied supply of play equipment and materials which is developmentally and age appropriate. Developmentally appropriate play materials to foster all round development should be available at the Pre-Primary Education centre.

- The materials should be safe, clean and in good condition. Sufficient quantity should be available to work in small groups and it should be easily accessible to the child.
- The materials should promote gross and fine motor development and help the child to discover and explore including constructing and reconstructing. It should promote sensory exploration and social interaction along with creative expressions through arts, painting, etc.

- The materials and teaching strategies should be differentiated on the basis of children's needs and context. Materials which can be adapted for meeting diverse abilities and multi-purpose usage should be given preference. Strategies such as simplifying directions, use of concrete materials/examples, sequencing learning tasks from easy to hard, repeated opportunities to practice skills and adapting materials by increasing stability (by utilising Velcro), accessibility ( e.g. developing a hand splint to hold materials,), visual clarity or distinctiveness (adding contrast or specialized lighting) etc can be adopted
- The materials should be differentiated on the basis of child use, teacher use and home use. Materials which can be adapted for multi-purpose usage should be given preference.
- Teachers should be encouraged to develop learning materials using resources available. Parents, local toy makers, craftsperson and other community members may be involved to create play materials for children.
- Naturally occurring materials may be adapted and used for different purposes.

**Some essential learning and play materials are:**

- Blocks for constructive play
- Manipulative toys
- Material for imaginative play/Dramatic play – dolls, puppet, masks, kitchen sets, mirrors, old spectacle frames, purses, old shoes, weighting scales, clock etc.
- Material to develop Language skills – Books and picture books, story telling aid-puppet, etc., story cards, sound board, conversation cards, flash cards, picture dominoes, collection of rhymes and stories, visual discrimination and auditory and visual association, slates, chalks, crayons, blackboard, drawing paper, etc.
- Material to develop cognitive skills – sound boxes, visual discrimination cards, touch cards, feel bag, food items of varying kind to develop sensory skills and materials in the environment, cards, picture jigsaw and self-correcting puzzles for matching, sorting, arranging, classifying, problem solving, memory and sequential thinking to develop cognitive skills
- Musical and art material for creative expression such as paints, crayons, sketches, pencil, paint brushes, cotton, threads, clay, knife, papers, scissors, cloth, gum and fevicol, bead, etc. Any open ended material that can be used by children in a variety of ways
- Nature as learning material.
- Indigenous play materials and teacher made learning materials using available resources

**SCHEDULE AND DAILY ROUTINE OF PRE-PRIMARY EDUCATION CLASSROOM:**

Preschool children are very sensitive to their settings, and their behaviors and interactions with other children and adults are often different in different situations. This

means that preschool-age children are likely to have different learning experiences when involved in different types of activities. To help preschool children develop all of the diverse skills they need to succeed, they should be exposed to different settings and activities throughout the school day.

Creating an effective schedule is like putting together a puzzle or a favorite recipe. There are certain “ingredients,” or elements that go into an effective schedule. The order and style of those elements are up to teacher. Then teacher will have a chance to consider how best to arrange these pieces for classroom. The schedule is the “big picture” of the main activities. Routines, on the other hand, are the steps done along the way to complete the schedule. Routines help provide a pattern and predictability to one’s day.

A consistent daily routine is an important support for young children in an early learning environment. It builds their sense of trust and control and enables them to participate more fully in planning their own explorations and in engaging as active members of the classroom community. Basic ingredients of an effective schedule are circle time, group work time, outdoor time, free-choice time, snack time, story and rhyme time.

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.

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**8:00-8:15 Assembly:** Dua /National Anthem/small prayer

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**8:15-8:30 Circle Time:** Children and teachers sit at circle time as a group to discuss the past day’s events, to plan for the current day, and to discuss issues that have emerged in the classroom and can benefit from group discussion, writing, or drawing.

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**8:30-9:15 Language and Literacy (Urdu/ English ):**

It may be organized in a small group or in large groups. Children participate in teacher-initiated learning experiences designed to extend classroom explorations and promote the development of new skills. It provides an opportunity for cooperative and independent learning within a developmentally supportive structure. It can also be organized in rhyme time, story time etc. Teachers and children gather for songs, finger plays, and games, followed by shared book reading.

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**9:15- 10:00 Basic Mathematical Concepts:** It may be organized in groups either small or large groups. Teacher discuss the concepts from the different key learning areas, with all the children.

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**10:00 -10:30 Snack Time:** Children wash their hands. Pray and transition to snack.

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**10:30 -11:15 The World Around Us:** It may be organized as outdoor activity time. In this time children develop their gross and fine motor skills, collaborate, work out conflicts and explore the world around them. Children participate in open-ended learning experiences in a natural setting.

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**11:15-12:00 Health, Hygiene and Safety/Sports & Games:** It may be organized in learning areas, small groups and practicing different activities as well as outdoor.

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**12:00-12:12:45 Creative Arts:** It may be organized in groups, indoor or outdoor activities. Students may be given free choice time so they feel freedom to do tasks as per their choice. Children and teachers tidy the outdoor classroom together.

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**12:45-1:00 Pack up Time:** Children and teachers work together to tidy the classroom.

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## **Learning and Teaching**

Child centeredness is the core value of Pre-Primary Education curriculum. Teachers should understand the features of the ways children learn when designing curriculum and learning activities. Highly effective learning activities entail the following features, which can sustain and enhance children's interest and motivation in learning:

- Learning content should be selected from real-life themes to offer children interesting learning experiences and help them connect what they have learned with their everyday life experiences.
- Learning content should be in line with the interests and needs of children and respect individual differences to enable different children to derive satisfaction from learning, and sustain their interest in learning.
- Children should be encouraged to explore with multiple senses through learning activities and play to help them accumulate firsthand new learning experiences.
- Professional support and resources from schools, families and community should be solicited for curriculum planning to provide children with quality and enriched learning experiences.
- A learning atmosphere full of friendliness, respect, acceptance, appreciation and harmony would help children feel loved and cared for, as a result they would establish positive values and attitudes.

## **ASSESSMENT FOR PRE-PRIMARY EDUCATION**

Research indicates 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 on 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 for Pre-Primary Education suggest that we compare one child's score with another's, which is inappropriate for children. This comparison is meaningless because children learn 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 Pre-Primary Education classroom.

#### **CHILD ASSESSMENT AND RECORD KEEPING**

Throughout the day, Pre-Primary Education 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:

**A. CHECKLIST OF CHILDREN'S PROGRESS**

For 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 and anecdotes the teacher may have about a child must be recorded here.

**B. PORTFOLIO OF CHILDREN'S WORK**

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

**C. PROGRESS REPORT FOR PARENTS**

The teachers 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 evaluation. 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.

**D. ASSESSMENT OBJECTIVES**

A suggested list of Assessment objectives is as follows to assess children progress at certain level:

## ASSESSMENT OBJECTIVES FOR PRE-PRIMARY EDUCATION

AREA 1: PERSONAL AND SOCIAL DEVELOPMENT		
Competencies	Assessment Objectives (Year 1)	Assessment Objectives (Year 2)
<p><b>Competency 1:</b> Children will develop an understanding of their likes, dislikes, strengths, emotions and self-grooming</p>	<ol style="list-style-type: none"> <li>1. Tell their name, age and sex</li> <li>2. Exhibit the skill of:                             <ul style="list-style-type: none"> <li>☐ Dressing up e.g. buttoning their shirts, tying shoelaces and zipping up their Jackets.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Tell their name, Class, age and sex</li> <li>2. Exhibit the skill of:                             <ul style="list-style-type: none"> <li>☐ Dressing up e.g. buttoning their shirts, tying shoelaces and zipping up their Jackets</li> </ul> </li> <li>3. Share their like and dislikes.</li> <li>4. Differentiate between Emotions such as Happy, sad, angry.</li> </ol>
<p><b>Competency 2:</b> Children will be willing to share and work in collaboration with their peers, teachers, family and neighbors regardless of gender.</p>	<ol style="list-style-type: none"> <li>1. Share materials amicably in groups.</li> <li>2. Make queues whenever required</li> </ol>	<ol style="list-style-type: none"> <li>1. Share materials amicably in groups.</li> <li>2. Make queues whenever required</li> <li>3. Interact easily and appropriately with others</li> </ol>
<p><b>Competency 3:</b> Children will develop an appreciation for the diversity of people around them.</p>	<ol style="list-style-type: none"> <li>1. Cooperate with others through sharing of objects.</li> <li>2. Show empathy towards emotional or physical pain of other children and animals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Show empathy and cooperate with other.</li> <li>2. Respect the feelings of others who have different abilities</li> </ol>
<p><b>Competency 4:</b> Children will develop an understanding of their own religious values and practices as well as the appreciation, respect, and acceptance of others' religious values and practices.</p>	<ol style="list-style-type: none"> <li>1. Tell that Allah is the Sole Creator and Prophet Muhammad PBUH is His last and most beloved Prophet.</li> <li>2. Recite the first Kalma</li> <li>3. Recite small dua'as</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell that Allah is the Sole Creator and Prophet Muhammad PBUH is His last and most beloved Prophet.</li> <li>2. Recite the first Kalma.</li> </ol>

	4. Children belonging to other religions, tell about their own religion.	3. Recite small dua'as and tell why they should be recited. 4. Show tolerance for other religions.
Competency 5: Children will demonstrate a sense of responsibility for self and others in class, school, home and neighborhood.	1. Show sense of responsibility for school and public property E.g. Switch off lights and Fan while living the class. 2. Use water, food, and paper responsibly. 3. Throw litter in the bin to keep their environment, home, classroom and neighborhood clean.	1. Show sense of responsibility for school and public property E.g. Switch off lights and Fan while living the class. 2. Use water, food, and paper responsibly. 3. Throw litter in the bin to keep their environment, home, classroom and neighborhood clean.
Competency 6: Children will learn about and appreciate heritage and culture of their own family, their peers and neighbors.	1. Tell about Pakistani culture. i.e. that is national game, flag, flower, fruit, animal, bird etc.	1. Tell about Pakistani culture. i.e. know about the national game, flag, flower, fruit, animal, bird etc.
Competency 7: Children will learn to be courteous and will use common courtesy expressions like greetings, please, thank you, sorry and excuse me.	1. Use polite expressions like please, thank you, sorry, excuse me where appropriate.	1. Use polite expressions like please, thank you, sorry, excuse me as per requirement.
AREA 2: LANGUAGE AND LITERACY		
Listening and Speaking Skills		
Competency 1: Children will engage in conversation with others and talk confidently about matters of immediate and personal interest.	1. Differentiate between sounds in the environment 2. Identify letters with their initial sound	1. Differentiate between sounds in the environment 2. Identify letters with their initial sounds 3. Use correct pronunciation.

	<ol style="list-style-type: none"> <li>3. Use correct pronunciation</li> <li>4. Express a range of feelings, such as, joy or sorrow, wonder and anger.</li> </ol>	<ol style="list-style-type: none"> <li>4. Talk about their experiences and feelings with peers and adults.</li> <li>5. Use words from an enhanced vocabulary.</li> <li>6. Express a range of feelings, such as, joy, sorrow, wonder and anger.</li> </ol>
<p>Competency 2: Children will describe objects, events and their plans for the day.</p>	<ol style="list-style-type: none"> <li>1. Name things in their environment.</li> <li>2. Describe and talk about pictures.</li> <li>3. Describe their plans for the day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name things in their environment.</li> <li>2. Talk about pictures and Describe appearance of object/ animals.</li> <li>3. Explain their plans for the day</li> <li>4. Express their ideas with clarity.</li> </ol>
<p>Competency 3: Children will enjoy listening to stories and poems/rhymes and make up their own stories and rhymes.</p>	<ol style="list-style-type: none"> <li>1. Retell a Simple story.</li> </ol>	<ol style="list-style-type: none"> <li>1. Predict about what happen next in story</li> <li>2. Retell a Simple story using correct sequence of events.</li> </ol>
Reading Skills		
	(Year 1)	(Year 2)
<p>Competency 6: Children will recognize familiar words in simple texts</p>	<ol style="list-style-type: none"> <li>1. Recognise their first name in print (Urdu).</li> <li>2. Recognise some letters of the alphabet (a - z).</li> <li>3. Recognize some letters from alif ta yey</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise their first names in print (Urdu &amp; English).</li> <li>2. Recognise some letters of the Alphabet (a – z, A – Z).</li> <li>3. Recognize and read about Alif ta Yey</li> <li>4. Recognize sounds of letter blends English e.g. th, ch, sh etc.</li> <li>5. Recognise sounds of and bhari Alfaz like bhay, phay, ...</li> </ol>

<p>Competency 7: Children will use pictures, symbols and familiar letters and words to communicate meaning, show awareness of some (symbols, letters and words), for the different purposes of writing.</p>	<ol style="list-style-type: none"> <li>1. Make marks and scribble to communicate meaning</li> <li>2. Hold a pencil correctly.</li> <li>3. Trace and draw (freehand) lines and simple patterns</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw pictures to communicate meaning.</li> <li>2. Hold a pencil correctly.</li> <li>3. Trace, copy and write the letter of Urdu alphabet from key document – alif taa yay.</li> <li>4. Trace copy and write the letters of the English alphabet (a-z, A-Z).</li> <li>5. Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes.</li> </ol>
<p><b>AREA 3: BASIC MATHEMATICAL CONCEPTS</b></p>		
<p>Competency 1: Children will develop basic logical, critical, creative and problem solving skills by demonstrating 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.</p>	<ol style="list-style-type: none"> <li>1. Identify primary colours (Red, Yellow, Blue) (Urdu &amp; English)</li> <li>2. Differentiate between the objects on the basis of size (big/small) and length (tall/short).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify primary colours (Red, Yellow, Blue) and a few secondary colours (Urdu &amp; English).</li> <li>2. Differentiate between the objects on the basis of size (big/small), weight (heavy, light), length (tall/short), width (thick/thin) and textures (e.g. smooth &amp; rough, soft &amp; hard).</li> <li>3. Develop patterns with various concrete materials.</li> <li>4. Differentiate between 'more', 'less' and 'equal'.</li> <li>5. Observe and identify the “odd one out” from the given set of concrete material or pictures and explain the answer.</li> </ol>

Competency 2: Children will develop a basic understanding of quantity, counting up to 100 and simple number operations of 0- 9.	<ol style="list-style-type: none"> <li>1. Count up to 20 orally.</li> <li>2. Sequence numerals correctly from 0-9.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify that 'some' is less than 'all'</li> <li>2. Count up to 50 orally.</li> <li>3. Sequence numerals correctly from 0-20.</li> <li>4. Add concrete objects in two given sets</li> </ol>
Competency 3: Children will recognise basic geometrical shapes and the position of objects in relation to each other.	<ol style="list-style-type: none"> <li>1. Identify and name two dimensional shapes, such as circle, square, or triangle.</li> <li>2. Describe the position and order of objects using position words in, out and inside, outside.</li> </ol>	<ol style="list-style-type: none"> <li>3. Recognize, name and draw two dimensional shapes, such as circle, oval, square, rectangle or triangle.</li> <li>4. Describe the position and order of objects using position words such as, in front of, behind, up, down, under, inside, outside, between and next to.</li> </ol>
Competency 4: Children will develop an understanding of measurement.	<ol style="list-style-type: none"> <li>1. Compare length, weight and temperature</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare length, weight and temperature.</li> <li>2. Estimate weight and length of different objects.</li> </ol>
<b>AREA 4: THE WORLD AROUND US</b>		
Competency 1: Children will develop an understanding of families and their immediate extended family.	<ol style="list-style-type: none"> <li>1. Name their Parents and siblings.</li> <li>2. Talk about their likes and dislikes</li> </ol>	<ol style="list-style-type: none"> <li>1. Name their Parents and siblings and Talk about their likes and dislikes</li> <li>2. Talk about their family members and each one's role and importance to the well-being of the family.</li> </ol>
Competency 2: Children will develop an understanding of the people and places around them.	<ol style="list-style-type: none"> <li>1. Name different places, professions, and means of transportation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name and talk about different places, professions, food and means of transportation.</li> </ol>
Competency 3: Children will recognise the plants and animals in their environment and explore their basic features and habitat.	<ol style="list-style-type: none"> <li>1. Tell names of few animals.</li> <li>2. Tell about different types of plants.</li> <li>3. Demonstrate a caring attitude towards plants and animals</li> <li>4. Tell names of animals' homes.</li> <li>5. Identify pet animals, farm animals , wild animals, birds and insects</li> <li>6. Name at least five common fruit and</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise animals and tell their basic features.</li> <li>2. Compare a variety of animals to identify similarities and differences to sort them into groups</li> <li>3. Recognise plants and identify parts of plants.</li> <li>4. Identify different types of plants.</li> </ol>

	vegetables, each.	<ol style="list-style-type: none"> <li>5. Talk about the significance of animals and plants for human beings and their relationships with each other like some plants provide food for animals and some give them homes.</li> <li>6. Demonstrate a caring attitude towards plants and animals</li> <li>7. Tell names of animals' homes. identify pet animals, farm animals, wild animals, birds and insects</li> <li>8. Name common fruit and vegetables</li> </ol>
<p>Competency 4: Children will observe the weather and develop an understanding of the seasons and their significance to people.</p>	<ol style="list-style-type: none"> <li>1. Name four seasons.</li> <li>2. Tell about daily weather conditions e.g Cloudy, Sunny, Windy etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name four seasons.</li> <li>2. Tell about daily weather conditions e.g Cloudy, Sunny, Rainy, Windy etc.</li> <li>3. Tell about changes in food and clothes in during summer and winter.</li> </ol>
<p>Competency 5: Children will develop a caring attitude towards the environment.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate careful attitudes towards use of resources / materials e.g Water, paper etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate careful attitudes towards use of resources / Materials e.g Water, paper etc.</li> <li>2. Identify unpleasant sound that cause noise pollution.</li> </ol>
<p>Competency 6: Children will recognise and identify natural resources and physical features of Earth</p>	<ol style="list-style-type: none"> <li>1. Name three natural resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Name at least three natural resources physical features of the earth.</li> </ol>

AREA 5: HEALTH, HYGIENE AND SAFETY		
Physical Development and Safety		
Competency 1: Children will develop a sense of balance, agility and coordination.	<ol style="list-style-type: none"> <li>1. Jump in Place</li> <li>2. Walk and Run easily by changing Direction and speed.</li> <li>3. Demonstrate control to hold objects or hold them self in fix position in couple of minutes</li> </ol>	<ol style="list-style-type: none"> <li>1. Jump in Place</li> <li>2. Walk and Run easily by changing Direction and speed.</li> <li>3. Demonstrate control to hold objects or hold them self in fix position in couple of minutes</li> </ol>
Competency 2: Children will have increased hand-eye coordination and the ability to handle tools and materials effectively.	<ol style="list-style-type: none"> <li>1. Grasp and control small objects can fasten and unfasten button, zips shoes lasses. Can cut with scissors.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grasp and control small objects can fasten and unfasten button, zips shoes lasses. Can cut with scissors.</li> </ol>
Competency 3: Children will develop sensory motor skills	<ol style="list-style-type: none"> <li>1. Name sense organs.</li> <li>2. Relate Organs with them its sense.</li> <li>3. Differentiatebetween different</li> <li>4. smells. Differentiate between textures; taste Temperature, Sounds</li> <li>5. and smells Name some objects from the environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Name sense organs.</li> <li>2. Relate Organs with them its sense.</li> <li>3. Differentiatebetween different</li> <li>4. smells. Differentiate between textures; taste Temperature, Sounds</li> <li>5. and smells Name some objects from the environment</li> </ol>
SAFETY AND HYGIENE PRACTICES:		
Competency 4: Children will develop an understanding of the importance of safe, hygienic practices.		

Competency 5: Children will develop an understanding of personal safety and security.		
CREATIVE ARTS		
VISUAL ARTS		
Competency 1: Children will express themselves through the use of drawing and colours.	<ol style="list-style-type: none"> <li>1. Hold crayon and colour pencils correctly</li> <li>2. Identify basic colours Red, Blue and yellow</li> <li>3. Tell preference four favorite colours.</li> </ol>	<ol style="list-style-type: none"> <li>1. Hold crayon and colour pencils and paint brushes correctly</li> <li>2. Draw a person or animals with two or three body parts.</li> </ol>
Competency 2: Children will work with a variety of low cost and waste material to create craft project of their choice	<ol style="list-style-type: none"> <li>1. Use various arts techniques such as drawing, colouring, collage or printing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use various arts techniques such as drawing, colouring, collage or printing.</li> </ol>
Competency 3: Children will experiment with a variety of materials to represent their observations and imagination, in the form of models/sculptures.	PORTFOLIO will be prepared by the teacher and details will be mentioned separately for each child.	PORTFOLIO will be prepared by the teacher and details will be mentioned separately for each child.
Competency 4: Children will learn the skills for collage work and printing and use these in a variety of ways to create their own art pieces and patterns developing their fine motor skills.	PORTFOLIO will be prepared by the teacher and details will be mentioned separately for each child .	
Competency 5: Children will observe, practice and explore various techniques of folding,		

cutting, tearing and weaving paper to make objects and patterns.	
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.	Can enact different roles and situations
Competency 7: Children will participate with increasing confidence in a variety of dramatic play activities to express themselves.	

# GUIDELINES FOR PRE-PRIMARY LEARNING MATERIAL DEVELOPMENT

## KEY CONSIDERATIONS FOR MATERIAL DEVELOPMENT

The first step towards developing learning materials is to ascertain its utility and impact on children's learning. Information and guidelines for the use of these materials should be already communicated to the teachers and concerned stakeholders in advance. It is critical to identify specific learning areas and key competencies for which the learning materials will be used. 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 this Pre-Primary Education stage of childhood 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 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 Pre-Primary Education 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 Pre-Primary Education 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 Pre-Primary Education 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 dense 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 more. 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. For example, illustrations

and visuals may also be utilized to communicate important messages such as small family size particularly showing happy family with two daughters only.

**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 incisive when they:

- Include all children, including those with diverse backgrounds and abilities.
- Are relevant to the children's learning needs and abilities and 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.

**Safety of Materials:** Learning resources related to the Key Learning Area 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.

#### **A SUGGESTED LIST OF MATERIALS FOR THE PRE-PRIMARY EDUCATION CLASSROOM:**

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 necessarily all materials have to be purchased; families and community members will certainly be willing to share old/used (but clean) objects and "junk" which can be very useful to build up a conducive and equipped Pre- Primary Education learning environment. However there is no limit to quality and if resources permit a Pre-Primary Education classroom must be the best equipped classroom in any school. 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**

##### **A. Materials for painting art and craft**

- paint
- Soap shavings, pencil shavings, wood shaving , Plastic bottles
- Paint brushes of different sizes and toothbrushes
- Saucers, dishes for paint
- Sponges
- Used T- shirts Toothbrushes
- Bits of wood
- Small pieces of cloth
- Egg shells
- Pencils, crayons, markers, chalk
- Old /Used magazines, newspapers, catalogues
- Paper of different sizes and textures of Wax paper, tissue paper

- Scraps of paper, paper plates
- Invitation/greeting cards
- Shoe boxes, small/large boxes
- Clay, plasticine
- Buttons, straws, small empty cartons
- Empty thread spools/reels
- Cardboard tubes, paper bags
- Cloth, felt, vinyl scraps, feathers/fallen leaves
- Recycle/indigenous materials
- **Materials for holding things together and for taking them apart**
  - White glue
  - Masking tape
  - Yarn
  - staplers
  - String
  - paper clips
  - Rubber bands
  - scissors
  - Cellophane tape
  - paper knives
- **For Music**
  - LCD/LED,CD/DVD Player with a variety of CDs/DVDs /CD players and tapes/CDs of a variety of music
  - Computer Speakers, mike
  - Radio
  - Musical instruments (drum, flute, xylophone, duff, guitar etc.)
  - Bottles of different sizes and textures, metal spoons, wooden sticks
- **For Pretend Play/Role Play**
  - Old telephones, old clocks, tool box, soft chair, broom and dustpan etc.
  - Set of gardening tools, construction tools, carpenter tools and made of plastic
  - Props for pretending –play
  - Dolls, stuffed animals, doll bed, baby rattles, bibs, bottles
  - Cushions
  - Child-sized stove/choolha, fridge, sink(pots, pans, tea cups, bowls, plates, boards and rolling pin, cutlery etc.)
  - Potholders, aprons, towels, dishcloths, sponges, napkins, place mats
  - Empty food boxes, cartons, jars, bags
  - Milk cartons, carpet piece
  - Small pieces of wood with round edges
- **For Experimentation and Discovery**

- Small cars and trucks, small animals, insects, birds
- Magnifying glass
- Puzzles, boxes and bottles with lids in different sizes
- Jigsaw puzzles
- Stacking rings
- Magnets
- Sets of matching picture cards
- Sand and strainers
- Weather Chart
- Clock
- **For Language Skills**
  - Assorted books (big books, small books, picture books with and without text)
  - Child-made books
  - Photograph books from field trips
  - Cozy chair / pillows/cushions
  - Puppets
  - Slate & chalks
  - Puppet stand, puppet theatre, finger puppets etc.
  - Takhti, qalam & dawat

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