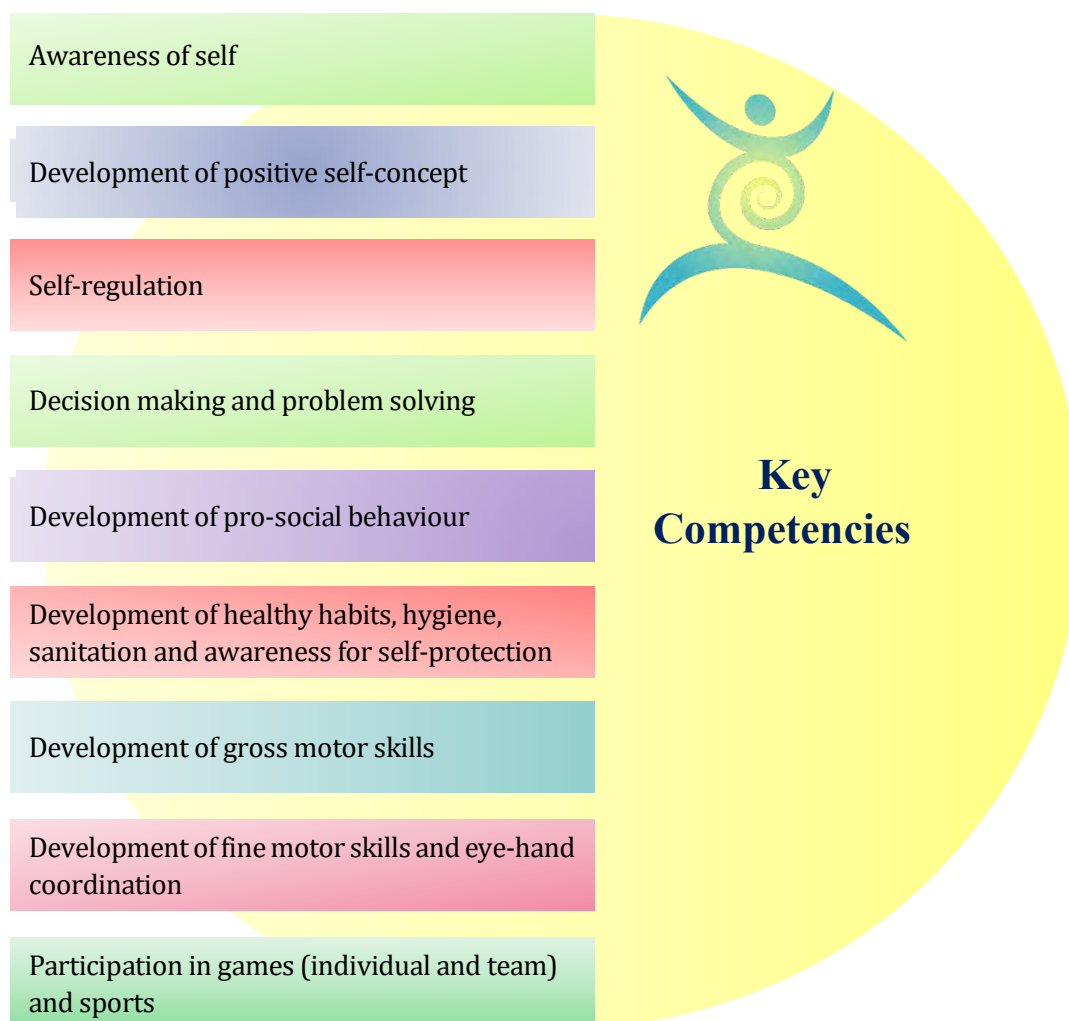# Preschool - I

Competencies
&
Learning Outcomes
with Ideas for
Pedagogical Practises
and Assessment

Early Learning
is most meaningful when it is integrated across the
Three Developmental Goals

DEVELOPMENTAL GOAL 1

CHILDREN MAINTAIN GOOD HEALTH AND WELL-BEING (HW)

Awareness of self

Development of positive self-concept

Self-regulation

Decision making and problem solving

Development of pro-social behaviour

Development of healthy habits, hygiene, sanitation and awareness for self-protection

Development of gross motor skills

Development of fine motor skills and eye-hand coordination

Participation in games (individual and team) and sports

Key Competencies

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.1 **Begins to state some physical characteristics about self**	• Interest areas • Dolls • Outline of a smiley face • Free play area • Collection of rhymes • Puppets • Crayons	• During circle time discussing about various parts of the body using a doll and encouraging the children to talk about it. • Singing simple rhymes about body parts like: *"Head, shoulders, knees and toes"* • Letting the children free play with dolls in the interest areas. • Telling stories using puppets. • Giving the children an outline of a smiley face to colour. **Guiding Question for Assessment** • Can the child state some physical characteristics about herself /himself?
Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.2 **Identifies close family members**	• Circle time • Finger puppets of family members • Collection of rhymes	• Showing pictures of a family during circle time and encouraging each child to look at the picture and describe it. • Helping the children realise that a family, the people we live with, is something we all have in common. • Asking each child how many brothers and sisters s/he has. • Asking questions about pets. (Do they have a pet? Let children describe them.) • Singing the finger play, e.g.: 'This is the father...............' with the help of finger puppets. **Guiding Question for Assessment** • Is the child able to identify close family members?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment

HW 1.3
 	
Participates in activities and takes initiative
	• Activity area
	• Games like:
	  - Ring a Ring o' Roses
	  - Please Mr. Crocodile
	  - Hopscotch
	• Leaves, vegetables, paper, glue
		• Asking the children to select their own play/activity area.
		• Letting children participate in activities with the peer group (let them initiate the activity, for example, if they are playing in the puzzle area you can be one of the participants but do not solve their problems, let them do it themselves).
		• Taking children outdoors and playing games such as, 'Ring a ring o' roses', 'Please Mr. Crocodile' or 'Hopscotch' etc.
		• Doing activities like, printing of various kinds i.e., leaf printing, vegetable printing, thumb printing, etc. Activities like simple paper folding, tearing and pasting can also be given.
		Guiding Questions for Assessment
		• Is the child happily participating in various activities?
		• Is the child taking the initiative to do the activity?
		• Does the child choose an activity herself /himself?

Learning Outcome	**Suggested Learning Materials and Resources**	**Suggested Pedagogical Processes and Assessment**
HW 1.4 **Waits for her/his turn and follows simple instruction with the teacher's support**	• Job responsibility chart • Daily schedule • Labels in the activity areas • Print-rich classroom	• Providing one or two instructions to the children to follow, for example, "Wash your hands and then turn the tap off" or "Go to the storybook area and pick up a book to read". • Instructing children to wait for their turn during every classroom activity, for example, when they go to wash their hands, or to the toilet, or to play on the outdoor equipment. **Guiding Questions for Assessment** • Is the child able to follow one or two instructions? • Does the child wait for her/his turn?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.5 **Seeks adult help in adjusting to a new environment**	• Circle time • Fun movements • Rhymes/songs • Interest area • Blocks, puzzles • Kitchen area • Puppets, stories • Picture books • Outdoor free play area	• Playing songs that are rhythmic and making children do some simple fun movements during circle time. • Singing rhymes/songs together. • Organising for the children to play in the interest areas and letting them choose what they want to play with. (You can play with them, for example, build a tower with blocks, play in the kitchen area or with puzzles, etc.) • Using puppets to tell interesting stories to the children. • Looking at picture books with the children, asking them to identify objects in the book and naming them. • Organising free play outdoors. • Making children comfortable enough to be able to come to you or any adult and ask for help. **Guiding Question for Assessment** • Is the child seeking adult help in adjusting to the new environment?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.6 **Chooses an activity area and gets engaged in the activity**	• Pictures • Visual aids • Toys • Interest area • Hands-on activities • Stories • Movement activities	• Using pictures and visual activities to keep children engaged. Playing with a variety of toys and materials to motivate the children. • Allowing the children to go to the interest areas and choose an activity. (Rotate the activities every ten to fifteen minutes to avoid loss of interest. Do hands-on activities with them). • Making children listen to interesting stories with voice modulation and facial expressions. • Organising movement activities in between. **Guiding Questions for Assessment** • Does the child choose an activity herself/himself? • Is s/he completely engaged in the activity?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.7 **Identifies her/his feelings /wants e.g. "I don't want to colour today." "I want to go out."**	• Circle time • Song: "If you're happy and you know it" • Stories • Emotion cards • Pretend play • Outdoor play • Water or sand play	• Talking about various emotions such as being happy, sad, scared, angry, excited, etc., during circle time. • Singing songs with children like, "If you're happy and you know it…" • Using stories to help the children understand all the different emotions and how others may be feeling. • Playing 'matching the emotion with emotion cards', for example, matching a happy face with a happy face emotion card and calling out the emotion. • Letting children pretend play with dolls, kitchen toys, clothes, etc. • Organising activities outdoor (free and guided) and allowing children to play with water or sand. **Guiding Question for Assessment** • Is the child able to identify her/his feelings and say them aloud?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.8 **Makes choices and expresses preferences**	• Picture dominoes • Storybooks • Flash cards • 'I can' command cards • 'I like' cards	• Discussing words related to making choices and preferences during circle time. • Telling the story "Lion and the Rabbit" to the children and then showing them a picture of a lion and a rabbit. (Ask each child which one they would want to be and why.) • Doing picture dominoes activity with the children. • Playing the game 'Musical Chairs' with the children. **Guiding Question for Assessment** • Is the child able to make her /his choices and express her/his preferences?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.9 **Resolves minor conflicts with the help of adults**	• Conflict Resolution Poster • Puppets • Activity areas • Games (both indoor and outdoor)	• Discussing that all the children must play together peacefully during circle time. Telling them that if they do so they will be called 'Peace Makers', but if there is a fight or a conflict, they will be called 'Peace Breakers'. • Showing and discussing the Conflict Resolution Poster. • Helping children understand conflict resolution through Puppet plays at the child's level. **Guiding Question for Assessment** • Is the child able to resolve minor conflicts with or without the help of an adult?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.10 **Expresses joy while working and playing with other children**	• Emotion cards • Puppets • Emotion Wheel game • 'I can' cards • Show and tell activity • Small group play	• Sharing and discussing the different emotion cards with the children and letting them identify each one of them during circle time. Telling them that they can show a card of how they are feeling to the teacher at any time of the day. • Using puppets, teach children to play together with other children without having conflicts and also to express their feelings. • Organising a 'Show and Tell' activity where the children can be asked to show an emotion card and express in their own words the emotion displayed on the card. • Playing an 'Emotion Wheel' game that can be made for and with the children to express their feelings and be able to name them. **Guiding Question for Assessment** • Is the child expressing her/his feelings while playing or working with peers?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.11 **Helps other children, cares, and shares belongings with them**	• Circle time • Stories • Games • Songs • Simple activities • Interest areas	• Talking about what children think about sharing, caring and helping their peers, during circle time. • Telling stories and singing songs on 'Sharing is Caring', playing games such as, 'Tug of War'. • Encouraging sharing of crayons, storybooks, writing tools, etc. • Organising group activities in the interest area where children share their toys, blocks etc. with one another, and help each other too. **Guiding Questions for Assessment** • Does the child help other children in simple day to day activities? • Does the child share her/his toys/crayons, with other children?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.12 **Begins to understand differences among people (based on ethnicity, culture, abilities and disabilities) and demonstrates sensitivity to diversity**	• Circle time • Books in the classroom library • Flags of different countries • Different cuisines • Songs of different languages • Festival items/ dances	• During circle time discussing with the children how each child is different in her/his own way and the need to acknowledge and respect every child since each of us is unique (Remember, children come to the preschool with different skills, abilities, and values and from different cultures/ethnicities. Pay special attention to children with special needs so that children are sensitised towards them). • Showing the children pictures of flags of different countries. • Celebrating festivals of all the religions in the classroom to display diversity. • Asking the children to bring food of different states or countries (if possible) and share it with their classmates. • Making children listen to songs in different languages. • Teaching the children simple dances of different states of our country. **Guiding Questions for Assessment** • Does the child understand and respect the differences in one another? • Is s/he sensitive to diversity?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.13 **Communicates immediate needs and follows hygiene and healthy eating practices with adult's guidance**	• Circle time • Songs • Puppet show • Pictures of junk and healthy food • Boxes labelled 'J' for Junk and 'H' for Healthy.	• Discussing about children's individual needs, hygiene and healthy eating practices, telling them how and why they need to communicate their immediate needs to an adult who is present. • Making children sing "Here We Go Round the Mulberry Bush" and the "Growing Song". • Practising and promoting dental health and hygiene, e.g., visiting a dentist's clinic, calling a dentist to speak to the children, dramatisation of a dentist's clinic. • Organising a puppet show on "Good Health". • Making children do the "Glitter Hands". • Making children sort out pictures of food items and put the picture of healthy and junk food in the boxes marked 'H' for healthy and 'J' for junk. **Guiding Questions for Assessment** • Does the child communicate her/ his immediate needs? • Does the child follow hygiene and healthy eating practices with the guidance of an adult?

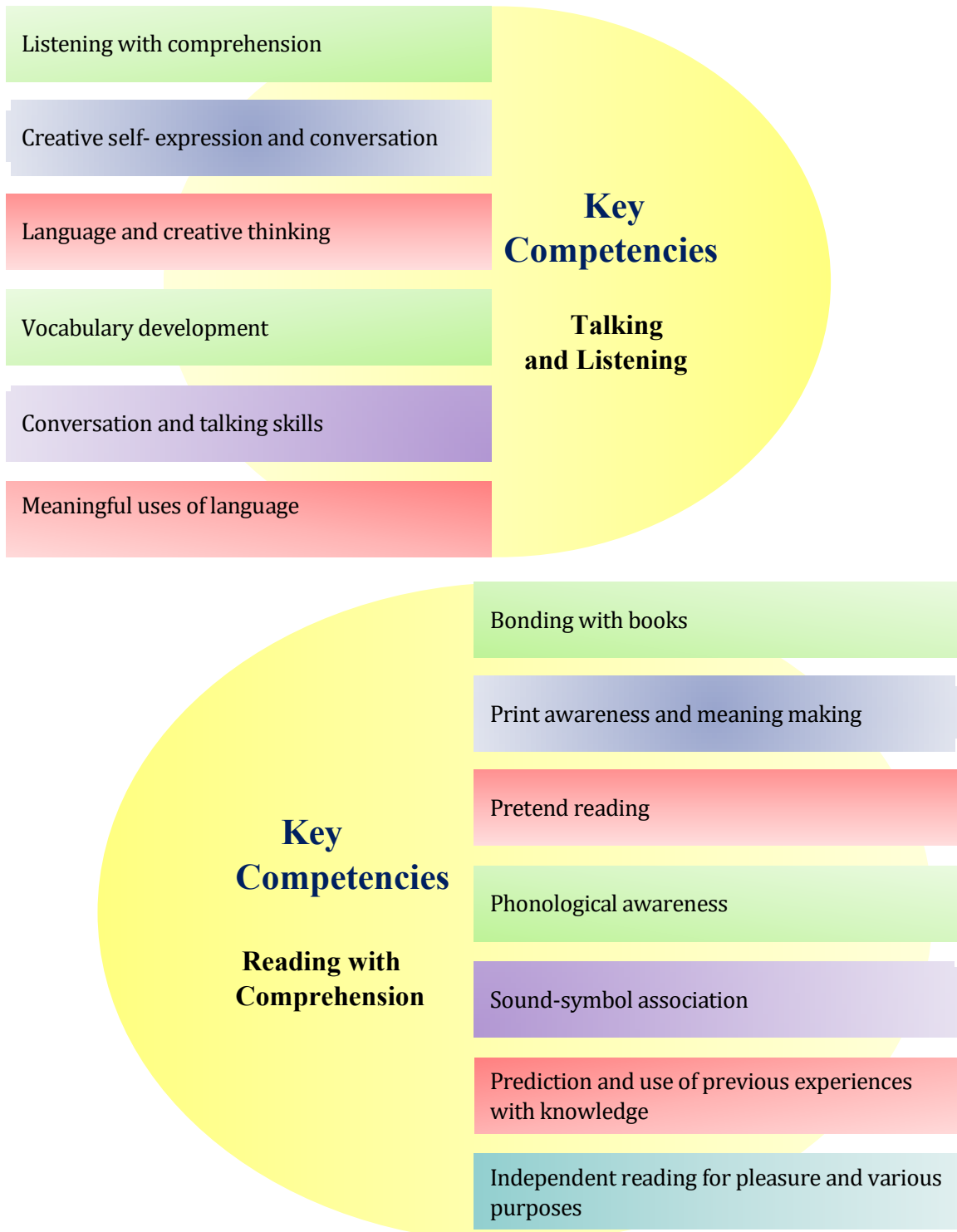| Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.14 Maintains distance from strangers and is aware about good touch and bad touch (guidance from parents and teachers)	• Circle time activities • Show and tell activity • Songs and stories on safety	• Explaining to the children why they need to stay away from strangers during circle time. • Telling the children that they can share any information with their teacher and parents (Telling the children about their body parts when they are very young is important-specially that their body is their property). • Talking about good and bad touch (try to keep it simple) without scaring the children. Make them understand what good/ safe touch is and that only very few (parents/caretakers) can touch their private parts. Teach them to say "NO" loudly and run away if they are uncomfortable with someone touching them. • Telling them about the swimsuit rules. • Telling children that if they do not feel comfortable in the presence of someone, they should tell their mother/caretaker if they are at home and the teacher in school. • Showing the video "Kid's awareness – Good touch, Bad touch". **Guiding Questions for Assessment** • Does the child maintain distance from strangers? • Is the child aware about 'good touch' and 'bad touch'?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.15 **Recognises common dangers and hazardous objects and places and keeps distance**	• Circle time activities • Show and tell activity • Songs and stories on safety	• Talking to the children about road safety, fire safety during circle time. Discussing with them about staying away from electrical gadgets, sharp objects, medicines, roads. • Making children sing songs like, "Fire fighter", "Twinkle, Twinkle", "Traffic light". • Taking the children for a Safety Walk around the school and showing them things that are not safe. Telling them that they should stay away from these things. • Planning a mock fire drill and making sure that the school is evacuated as early as possible. (The children can be shown the fire safety equipment and exits before the drill.) **Guiding Questions for Assessment** • Can the child recognise the common dangers? • Is the child aware of hazardous objects and places? • Does s/he keep away from them?

Learning Outcomes	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment

HW 1.16
 	
Demonstrates gross motor coordination in play/routine activities like walking, running, jumping, climbing, dancing, etc.
	• Action songs
	• Music and movement games and activities
		• Helping the child develop gross motor coordination through:
		  - Moving like an animal: Hop like a frog, fly like a bird, jump like a kangaroo, etc.
		  - Touching the knees and then the shoulders 10 times.
		  - Marching like a soldier counting to 10.
		  - Doing 10 jumping jacks.
		  - Doing 10 arm circles.
		  - Jumping in one place "10" times.
		• Making the children walk in a line with one foot in front of the other.
		• Organising games like Treasure Hunt, Hide and Seek, Hopscotch, Obstacle race and Catching hula hoops and throwing a ball. (Let children do movements like Hop, skip, jump and balance on a beam.)
		• Conducting indoor games like, tossing the ball in the basket, walking on paper plates made of green and red paint laid out in a line, walking only on the green plates or only on the red plates, etc.
		
		Guiding Question for Assessment
		• Does the child demonstrate gross motor coordination during play or routine activities?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.17 **Explores and participates in music, dance, and creative movements**	• Animal movements • Musical chairs • 'Simon says' game • Freeze dance • Pretend dance	• Making children do animal movements to music like pretend to be a butterfly, Insy Winsy Spider, etc. • Playing 'Musical chairs' with loud music and "Simon says". (Children to wave their arms in the air to music and perform freeze dance/ Children to dance fast and slow to music and follow the musical leader.) • Encouraging children to use various items to produce music. **Guiding Question for Assessment** • Does the child explore and participate in music, dance and creative movements?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 1.18 **Exhibits fine motor skills and simple eye-hand coordination in various activities like scribbling, printing, threading, colouring, clay moulding, tearing and pasting, etc.**	• Beads • Clay • Colour pencils • Glue pencils • Paints • Clothes with zips • Buttons • Wastepaper • Sand • Water • Child-friendly scissors • Nuts and bolts • Beans • Coloured blocks	• Conducting activities like tying shoe laces, threading beads, buttoning, zipping, clay moulding, scribbling, colouring, printing of various kinds, tearing and pasting, playing with water and sand, making patterns with coloured blocks, using clothes peg to hold paper, playing with nuts and bolts, using the scissors, gluing beans etc. help in developing eye-hand coordination and fine motor skills. **Guiding Question for Assessment** • Does the child exhibit fine motor skills and simple eye-hand coordination?

DEVELOPMENTAL GOAL 2

CHILDREN BECOME EFFECTIVE COMMUNICATORS (EC)

Listening with comprehension

Creative self- expression and conversation

Language and creative thinking

Vocabulary development

Conversation and talking skills

Meaningful uses of language

Key Competencies

Talking and Listening

Bonding with books

Print awareness and meaning making

Pretend reading

Phonological awareness

Sound-symbol association

Prediction and use of previous experiences with knowledge

Independent reading for pleasure and various purposes

Key Competencies

Reading with Comprehension

Early literacy skills

Writing for self-expression

Makes use of her/his knowledge of letters and sounds, invents spellings to write

Makes effort to write in conventional ways

Responds to reading with drawings/ words and meaningful sentences

Writes rhyming words

Writes meaningful sentences using naming words and action words

Writes messages to express herself/himself

Uses mixed language codes

Writes for different purposes in the classroom's activities and at home, such as making lists, writing greetings to grandparents, messages/ invitation to friends, etc.

Key Competencies

Writing with Purpose

FIRST LANGUAGE

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment

ECL1-1.1 a
 	
Attempts to engage in conversation/ small talk with known/unknown children/adults in her/his own language/ home language
	• Circle time
	• Rhymes
	• Stories
	• Group activities
	• Outdoor play
	• Games
	• Small jump play in interest areas
	• Pretend play
		• Discussing what the children did the previous day during circle time. Listening to what the children have to say. Talking about their families, friends etc.
		• Making children recite rhymes such as:
		  - "Row, Row, Row your Boat"
		  - "Here We Go Round the Mulberry Bush"
		  - "Incy, Wincy, Spider"
		  - "Old McDonald had a Farm"
		  - "Wheels on the Bus"
		• Reading storybooks to the children, such as:
		  - *The Gingerbread Man*
		  - *The Enormous Turnip*
		  - *The Very Hungry Caterpillar*
		  - *Chicken Licken*
		  - *The Little Red Hen*
		  - *The Three Little Pigs*
		  - *The Monkey and the Crocodile*
		  - *The Monkey and the Cap Seller*
		• Using lunch time, outdoor play, indoor play and interest areas to engage the children in conversation.
		• Playing the guessing game with children.
		• Organising pretend play.
		• Encouraging the children to participate in lots of group activities where the children get the opportunity to converse with one another. (Let the children converse in the language they are comfortable in.)
		
		Guiding Question for Assessment
		• Does the child attempt to engage in conversation with known/unknown children and adults?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-1.1 b **Attempts to understand gestures, signs, expression while talking/interacting**	• Role-play • Game: Body language charades • Flash cards • Emotion cards • Dumb charade	• Making use of body language to help the children understand gestures as well as using hand gestures. • Using the right tone, voice, gestures, signs and expression while talking to the children. • Pointing to an object and calling out its name. • Making gestures an everyday part of interaction with the children. (If a child uses gestures, acknowledge it.) • Playing body language charades. **Guiding Question for Assessment** • Does the child understand hand gestures, signs, expressions during interactions or while talking?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-1.2 **Observes with interest, illustrated books/posters with big font**	• Picture books • Big storybooks with big font • Videos • Smart boards • Pictures from old books and magazines • Dramatisation • Picture reading poster • Reading area with appropriate books	• Reading a lot of picture books to the children every day. • Asking the child about her/his favourite part of a story. • Reading half of the picture book and letting the children read the other half. • Showing and reading a lot of picture storybooks and asking the children to retell the story in their own words. • Using big books to draw attention to the text. (Expose children to big picture books with big font every day, for at least a week.) • Asking the children some open-ended questions about the story. • Showing videos of different stories like that of animals, fairies, etc. • Giving the children picture books to read/go through whenever they feel like. Keep the books within the reach of the children. • Making a picture book with the involvement of children using pictures from old books and magazines. • Giving the children a set of pictures of a known story and asking them to put these in a sequence. • Asking each child to tell a story and dramatise the story as well. • Singing rhymes and songs with the children. **Guiding Question for Assessment** • Is the child interested in illustrated books/posters with big font?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-1.3a **Expresses likes-dislikes using gestures/ body language**	• Social-emotional games • Circle time • Songs • Stories on emotions • 'I like' cards • Show and tell	• Talking about likes and dislikes using body language and gestures during circle time. • Singing the song: "Do you Like Broccoli Ice Cream." • Letting the children express their likes and dislikes by saying 'I like' and 'I don't like' e.g., 'Foods I like and dislike'. • Organising a group activity by dividing the children into groups of five or six and letting them make a collage of things they like/dislike. • Teaching the children through 'DIY' activities, how to express their likes and dislikes using gestures and body language. **Guiding Question for Assessment** • Is the child able to express her/his likes and dislikes through body language and gestures?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-1.3b **Expresses fondness/liking for animals/birds in her/his surroundings- plays and talks to them**	• Circle time • Songs/rhymes • Visit to the zoo • Nature walk • Twigs, feathers, • Dry grass • Materials to make a mask • Waste paper • Outline of animals for colouring	• Discussing about the animals and birds the children see in their surroundings during circle time. (Ask them if they have seen a bird's nest or feathers lying or a bird perched on a tree. Tell them that there are many more animals.) • Talking about the different kinds of animals one by one i.e., domestic, wild and aquatic/water animals. • Singing songs/rhymes like **"**Old Mc Donald**", "Five Little Monkeys"**, "Five Little Fishes" with the children. • Providing children with opportunities to visit animal farms, a zoo, etc. where they can see different animals. • Taking the children for a nature walk as often as possible. (Even a common dog, bird or a butterfly would excite the children a lot.) • Helping them collect feathers, twigs and dry grass. (Once back in the classroom, have a discussion on what all they saw outside during the nature walk and let them draw what they liked the best. Accept any drawing even if it does not look like what they say they have drawn. Give each child a chance to describe her/his drawing.) • Letting children select a long feather from the ones collected and do feather printing. • Helping children make a nest with the twigs and dry grass collected during nature walk. • Giving children the materials to make a mask of any wild animal. (You may cut out the mask and let the children colour it, e.g., making a monkey face on a paper plate.) • Organising for children to colour within the outline drawing of any domestic animal, tearing paper and pasting it within the outline drawing of a fish. **Guiding Question for Assessment** • Does the child express fondness for animals/birds in her/his surroundings?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment

ECL1-1.4a
 	
Recites repeatedly interesting poems, songs with actions, participates in rhythmic activities
	• Age-appropriate rhymes/songs
	• Music player
	• Tambourine
	• Music and movement activities
	• Child-friendly musical instruments
		• Making children perform action songs like:
		  - "Put your right hand in…"
		  - "If you're happy and you know it.."
		  - "Five little monkeys jumping on the bed…"
		  - "I am a Teapot …"
		  - "Teddy Bear, Teddy Bear…"
		• Playing with sound and rhythm and asking the children to move to the beat of the music. A tambourine can also be used.
		
		Guiding Questions for Assessment
		• Does the child recite poems/songs with actions?
		• Does the child participate in rhythmic

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-1.4b **Sings/hums rhyming words/ sentences from familiar poems and stories**	• Reading/literacy area • Storybooks • Poems • Classroom library • Post-story activities • Game: Rhyming words • Action songs • Music and movement activities	• Reciting the same poem every day during the circle time so that the children are familiar with them. • Asking the children to sing along every time you play or sing a poem. • Playing a game with rhyming words. (Give the children a word and ask them to say a rhyming word. Give all the children a chance.) • Creating a classroom library to arouse interest in books/stories and inculcate reading habits. • Narrating / reading the same story to the children every day from a big storybook, at least for a week, as children love to hear the same story again and again. • Doing an activity based on a story. (After the story session is over the children can do an activity based on the story e.g., ask the children to illustrate or enact the story. They can also talk about their favourite character or tell the story in their own words.) **Guiding Question for Assessment** • Does the child sing/hum rhyming words/sentences from familiar stories and poems?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-1.5 **Picks selected books with curiosity and interest. Flips over pages to make sense of it**	• Circle time • Classroom library • Dramatisation • Self-made storybook • Old books and magazines • Newspapers • Colour pencils • Paints • Printing tools • Props for stories	• Reading a variety of storybooks during circle time to the children. Showing children the illustrations and the sentences written on it by pointing the index finger on the lines while reading the book. • Helping them understand that we flip pages from the right to the left and read from the left to the right. • Asking open-ended questions in between the stories to arouse curiosity. • Giving the children opportunities to handle/ read a lot of books and reading print material. • Keeping the storybooks at the level of the children so that they can pick up any book of their choice whenever they feel like it. • Creating interest in the stories by using voice modulation and an enthusiastic body language. • Doing activities based on the story after reading it e.g., colouring or doing different type of printing within the outline of one of the characters in the story. • Dramatising some of the stories along with the children using props. For example, to dramatise the story of the "Three Little Pigs", make the three houses with the help of the children. • Making a picture storybook with the help of children. Asking them to get pictures from old books, magazines, newspaper etc. and build a story. Ask the children to give it a title. **Guiding Questions for Assessment** • Does the child select books with curiosity and interest? • Does s/he flip over pages to make sense of it?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment

ECL1-1.6
 	
Exhibits skills of early literacy and print awareness in the class and at home, for example, recognising/ reading the wrapper of their favourite toffee or biscuit
	• Storybooks in the class library
	• Labels for objects in the classroom
	• Sight word chart
	• Word wall
	• Labelled activity areas
		• Reading a lot of big storybooks to the children during circle time. (Show them the illustrations and with the help of the index finger point to the words as you read them.)
		• While telling or narrating a story make it come alive by using voice modulation and facial expressions.
		• Making children sing poems and songs every day.
		• Helping children understand how to turn pages, how to find the top and bottom of a page, and how to identify the title and the front and back covers.
		• Providing for a print-rich classroom by:
		  - Labelling all the objects in the classroom to create print awareness.
		  - Having a chart of sight words in the classroom e.g., *a, the, is, was,* and *you*.
		  - Having a classroom library with lots of age-appropriate storybooks with big pictures and only about a couple of lines written.
		• Showing pictures of familiar wrappers and letting the children identify them.
		• Giving the children alphabet cards in duplicate and asking them to sort them into pairs.
		• Saying words and asking children "What is the beginning sound?"
		• Making children dramatise a story.
		
		Guiding Question for Assessment
		• Does the child exhibit skills of early literacy and print awareness in the classroom and at home?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-1.7 **Listens attentively and repeats familiar words and their sounds**	• Storybooks • Rhymes • Games like 'Simon says...' , 'I spy with my little eye....', The 'yes and no', Chinese Whisper, Sit/stand, Jump in/out • Find the beginning sound • Nature walk	• Doing a lot of storytelling and singing songs/rhymes during circle time. Use stories to develop children's listening skills. • Making sure that the child listens attentively to others when they are talking in a group. • Developing listening skills in children by asking them to close their eyes and listen to the sounds they can hear. This can be done during nature walk too. • Saying a word and asking the children to identify the beginning sound. • Playing the "Sit/stand" game with the children. • Making a circle on the floor and asking the children to jump in and out of the circle. • Using story time to teach children listening skills. • Playing games like 'Simon says.....' , 'I spy with my little eye....', The 'Yes and No', 'Chinese Whisper'. • Helping the children develop their vocabulary by using words in different contexts. **Guiding Question for Assessment** • Does the child listen attentively and repeat familiar words and their sounds?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-1.8 **Identifies the various familiar sounds in the surroundings for example- sound of the falling rain, chirping of the birds, etc.**	• Musical instruments • Recordings of various sounds • Nature walk • Picture cards of various animals, means of transport • Musical instruments	• Having a free conversation during circle time, about what all sounds the children hear on their way to school. Next have a guided conversation about the various sounds that animals make, of musical instruments, of means of transport, etc. • Taking the children for a nature walk and asking them about the sounds they can hear in the environment. Once you are back in the classroom, play a game/ do a recap activity to see how many different sounds the children heard. • Showing picture cards of various animals, means of transport, musical instruments, rain, thunder etc. and asking them to make the sounds of the given pictures. • Asking the children to close their eyes and identify the sounds of different musical instruments that you are playing. **Guiding Question for Assessment** • Is the child able to identify various familiar sounds in the surroundings?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-1.9 **Attempts to write by drawing lines, scribbling**	• Thick crayons • Waste paper • Activity sheets to trace on curved, horizontal and vertical lines • Dotted pictures • Pencil • Glue • Objects to be used for printing	• Providing the children with paper and thick crayon for scribbling and drawing lines. • Doing various activities like printing, tearing paper, pasting paper, colouring within an outline, etc. to develop fine motor skills of the children. Once the children have a proper grip on the crayon, help them to draw horizontal and vertical lines by tracing along dotted lines. Once they are able to draw horizontal and vertical lines, move to curved lines. • Encouraging them to draw whatever they like. It may not look like what they are saying it is, but it is fine so long as they are trying. • Asking the children to describe what they have drawn and appreciating their efforts to motivate them. (Only once their grip is good, give them pencils, in PS-II /III.) **Guiding Question for Assessment** • Does the child attempt to write by drawing lines, scribbling?

SECOND LANGUAGE

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.1 **Participates in singing poems, rhymes**	• Circle time • Poems/rhymes • Games • Outline of a sheep • Cotton	• Singing the same poem every day during circle time so that the children get familiar with them. (Ask the children to sing along every time you play or sing a song/ poem.) • Playing a game with rhyming words. (Give the children a word and ask them to say a rhyming word. Give all the children a chance to say the rhyming words.) • Doing an activity based on a rhyme. For example: "Baa, Baa, Black Sheep". Asking the children to paste cotton within the outline drawing of a sheep. **Guiding Question for Assessment** • Does the child participate in singing poems and rhymes?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.2 **Participates in music and movement activities**	• Action songs • Dance movements • Balloons • Handkerchief • Chairs • Music Player	• Making the children play 'Dance, Dance - Freeze, Freeze' (rhythmic music). When the teacher says "dance" they dance and the moment she/he say "freeze", they stop. • Letting the children dance to music by throwing and catching balloons. • Organising for children to play musical chairs, do animal dances by moving like the animal whose name you call out, put a handkerchief on their head and keep dancing until it falls off. **Guiding Question for Assessment** • Is the child participating in music and movement activities?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.3 **Enjoys listening to stories bilingually**	• Circle time • Bilingual Storybooks • Props • Puppets • Activities • Outline of "A Hare and a Tortoise"	• Reading aloud stories to the children during circle time every day. • Telling stories using props, voice modulation, facial expressions, body language, puppets etc. While telling the stories use both, the first and the second language. Listening to stories will help children develop vocabulary and also help them develop the interest to read. • Encouraging children to ask questions in between the story. (A bilingual story will help all the children from different backgrounds, understand the story.) • Doing an activity based on the story. For example, for "The Hare and the Tortoise" story, the children can crumple green crepe paper and paste it on the shell of the tortoise and then colour the rest. They can also paste cotton within the outline drawing of a rabbit. **Guiding Question for Assessment** • Does the child enjoy listening to stories bilingually?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.4 a **Spends time in the reading area/ play area**	• Labels in all interest areas • Reading area • Play area • Appropriate books in the reading area	• Having a variety of areas like reading, kitchen, dramatics, puzzle, beads of different colours to thread, sort, match etc. • Making the interest area very creative and interesting for the children to want to go there and spend time. (The interest areas may be equipped with different kinds of manipulatives, musical instruments, dolls, doll houses, toy cars, car garages, blocks, magnifying glass, microscope, colour mixer, etc.) • Taking the children to the interest areas and letting them choose the one they would like to play in. • Encouraging the children to play in whichever centre they desire or an interest area of their choice to develop their decision-making skill. • Getting age-appropriate books with big bold pictures and only a couple of lines written. **Guiding Question for Assessment** • Does the child spend time in the reading corner/play area?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.4 b **Looks/explores books, posters/ available material**	• Reading area • Lots of books/posters • Literacy related activities • Poster making activities • Book making	• Doing a lot of picture reading, storytelling with big and attractive pictures/storybooks during circle time. (After telling a story, children can be given a picture related to a character from the story and they can talk about it.) • Narrating more than half of a story and then asking the children to complete it. Make storytelling interesting by asking the children to predict what they think will happen next. • Having lots of books/ picture books and posters in the reading area of the classroom. The books should be colourful and have an interesting element in them. • Letting children explore what they would like to read. Keep books within reach of the children and encourage them to pick up a book and read. • Engaging children do arts and crafts activities related to the stories read, for example, children can make the face of a bear using a paper plate for the story 'Goldilocks and the Three Bears'; for the story 'The Gingerbread Man' give them a cut-out of the Gingerbread Man and let them colour it. **Guiding Question for Assessment** • Does the child look/explore books/ posters/ other available material?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.5 **Identifies familiar sounds in the environment**	• Nature walk • Circle time discussion • Sounds in the environment • Sounds of different animals, birds, bees, storm, rain etc. • Sound box • Recording of different sounds	• Talking to the children about the sounds in the surroundings, then, asking them to close their eyes and identify the sounds of different animals, birds, bees, storm, rain, etc. which are played one by one during circle time. • Taking the children for a nature walk and asking them to listen to the sounds in the environment. Then taking them back to the classroom and asking them which sounds they heard in the environment. • Asking the children to close their eyes and listen to the sounds that they can hear and letting them talk about it. **Guiding Question for Assessment** • Does the child identify familiar sounds in the environment?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.6 **Spends time in the reading area/play area**	• Reading / play area • Lots of books/posters • Literacy related activities • Poster making activities • Book making	• Having a variety of areas like reading, kitchen, dramatics, puzzle, beads of different colours to thread, sort, match etc. • Making the interest area very creative and interesting for the children to want to go there and spend time. (The interest areas may be equipped with different kinds of manipulatives, musical instruments, dolls, doll houses, toy cars, car garages, blocks, magnifying glass, microscope, colour mixer, etc.) • Taking the children to the interest areas and letting them choose the one they would like to play in. • Encouraging the children to play in whichever centre they desire or an interest area of their choice to develop their decision-making skill. • Getting age-appropriate books with big bold pictures and only a couple of lines written. **Guiding Question for Assessment** • Does the child spend time in the reading corner/play area?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.7 **Expresses liking for a few books**	• Reading area • Lots of story books/picture books of different kinds	• Reading storybooks and exposing the children to a lot of books every day. (Have interesting books like pop-up books, books that make sounds, books with big attractive pictures, etc.) • Giving children the opportunity to go to the reading area as often as they can and observe which books each child is reading. • Talking to the children about the books they like. (Let them express which books they like the most and why.) • Using voice modulation and facial expressions while reading a story and asking the children to predict what they think will happen next. **Guiding Question for Assessment** • Does the child express liking for a few books?

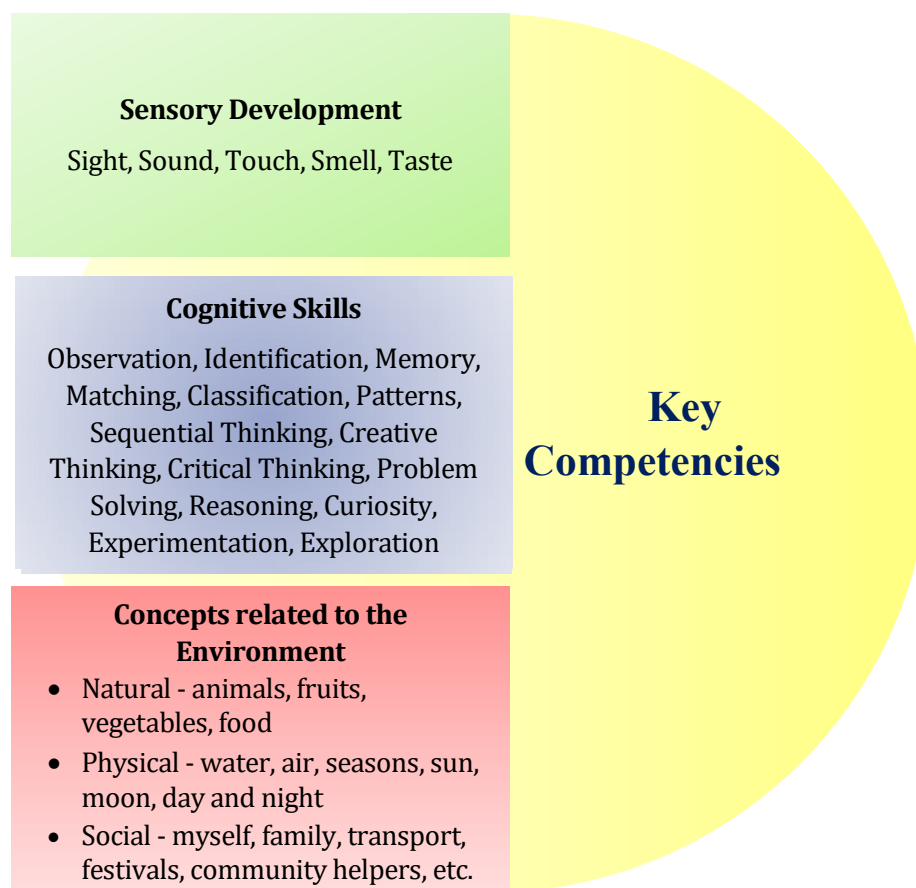| Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.8 **Explores the reading area and shows interest in books**	• Labels in the reading area • Old magazines, story books, newspapers, picture cards • Graded books, children's literature, pop-up books, big books, lap books • Flannel boards with cut-outs of favourite characters	• Having an exclusive reading area equipped with age-appropriate graded books, children's literature, pop-up books, big books, lap books, etc. • Making available a variety of puppets like finger puppets, glove puppets, stick puppets to be used as props for storytelling, read aloud, shared reading, dramatisation and so on. • Making available old magazines, story books, newspapers, picture cards for children to create their own stories. **Guiding Questions for Assessment** • Does the child spend time in the reading area? • Does the child enjoy looking at the books? • Does the child create her/his own short stories?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.9 **Pretend plays with toys**	• Interest areas with different centres e.g., kitchen centre, puppet corner, costume centre/ dramatics centre • Simple science equipment like magnifying glass, microscope, magnet, plants, objects, science magazines, stopwatch, items collected by children, plastic beaker, scales, etc.	• Encouraging the children to use the centres like the kitchen centre, puppet corner, costume centre/dramatics centre, simple science equipment, etc. and allowing them to play in these centres as and when they like. • Giving them a comfortable environment to pretend play. **Guiding Question for Assessment** • Does the child pretend play with toys and puppets?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.10 **Sings/hums words/lines/parts of songs and rhymes, in own language/L2**	• Collection of poems/songs • Circle time • Music area • Music and movement activities	• Exposing the children to a lot of singing, music and playing of musical instruments during circle time. • Playing songs in the children's own language and making sure all the children are participating. • Repeating the songs and rhymes in the children's home language every day. **Guiding Question for Assessment** • Is the child singing or humming words/lines/parts of songs and rhymes in her/his own language?

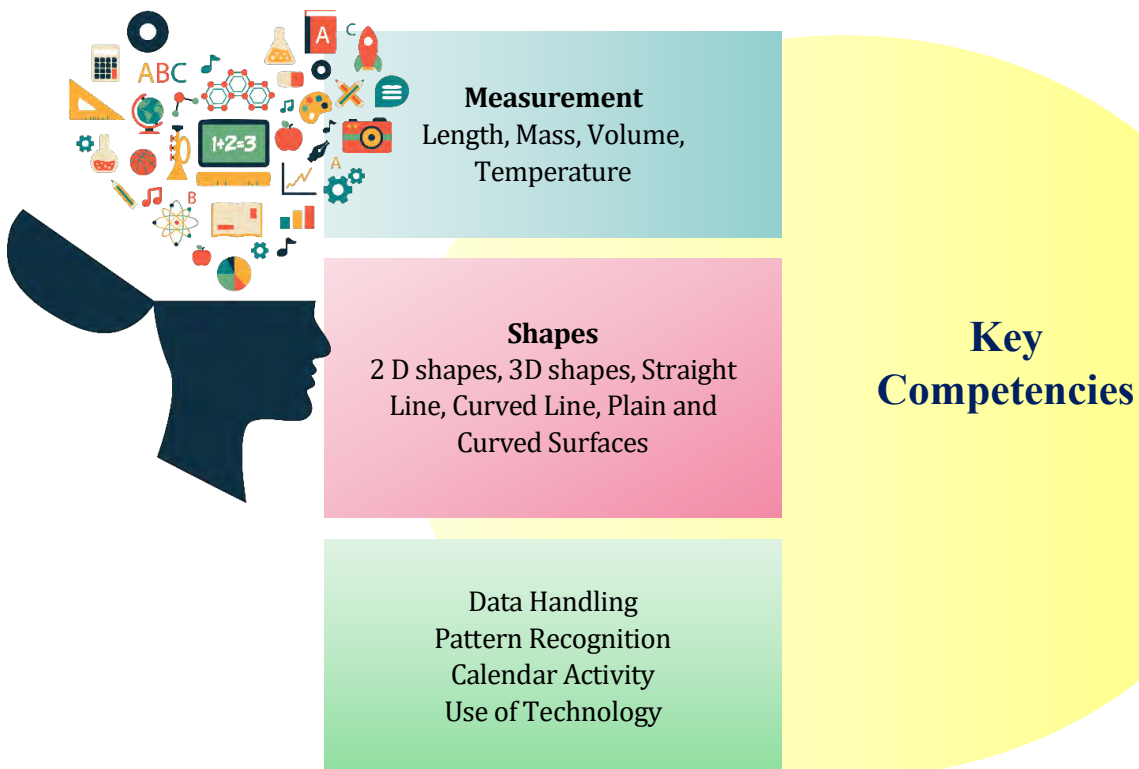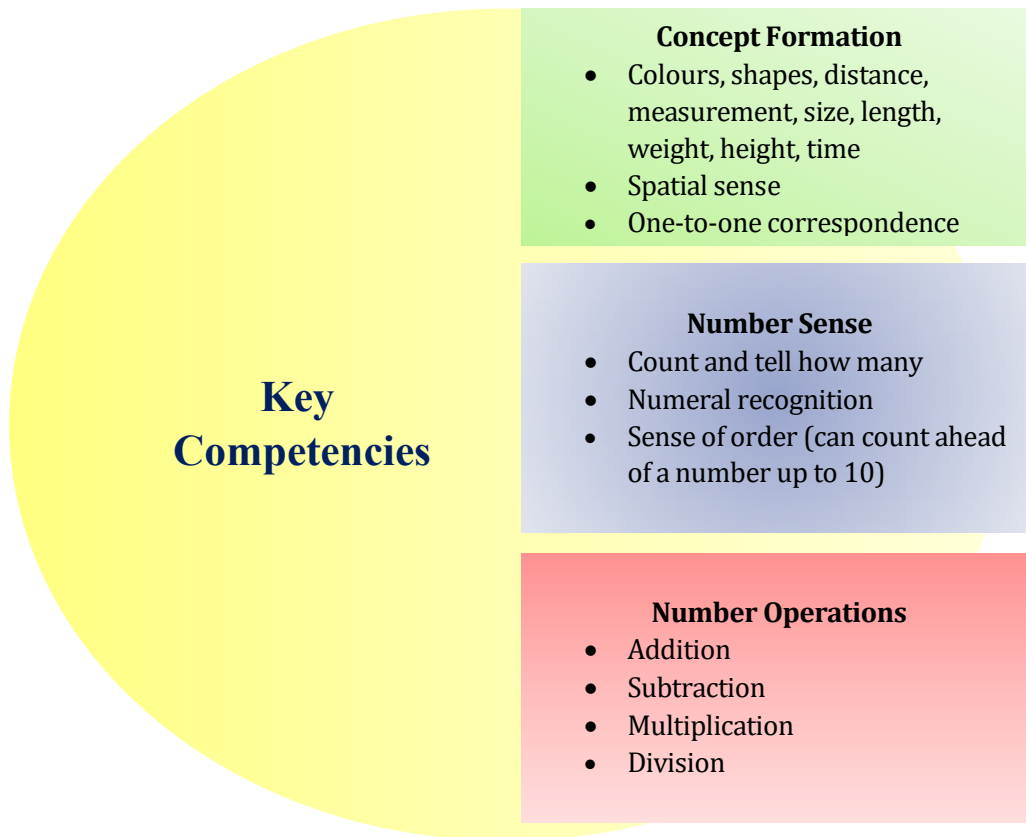| Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.11 **Scribbles with crayons**	• Thick crayons • Variety of paper/ newspaper	• Giving the children thick crayons and paper/newspaper to scribble on. Making sure all the children scribble and that they have a firm grip on the crayon. **Guiding Question for Assessment** • Does the child scribble with crayons on the paper provided?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.12 **Collects objects from their immediate environment e.g., leaves, twigs, pebbles, feather etc. and talks about them bilingually**	• Nature walk • Objects from the environment like leaves, twigs, pebbles, feathers	• Talking to the children bilingually about their immediate environment, during circle time and listening to what they have to say patiently. • Making children sing songs/rhymes/poems about the environment. • Taking the children for a nature walk as many times as possible in a week. (Give each child a small bag to collect objects they like from the environment. Listen to what they are conversing about carefully during the walk. Observe what kind of things they pick up from the environment. If they do not know what a certain object is, tell them bilingually. Once they are back from the walk, ask them to explain what and why they have collected a particular item. Put together all the items the children have collected and help them make a collage with it.) **Guiding Questions for Assessment** • Did the child collect objects from the immediate environment? • Is the child able to tick the boxes which have pictures of the objects which s/he may have collected during the nature walk? • Is the child able to talk bilingually about the objects collected?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.13 **Watches cartoons/ films of a short duration**	• Appropriate cartoons • Children's films • Smart board • Cartoon Strip	• Giving children opportunities to watch cartoons or films meant for small children. Keep explaining what is going on so that all the children understand what they are seeing. Show the children something interesting (age and developmentally appropriate) and ensure that the cartoons/films are of a short duration. **Guiding Question for Assessment** • Is the child able to watch cartoons/films of a short duration?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-1.14 **Participates in singing songs and rhymes**	• Songs/rhymes • Music and movement activities	• Exposing the children to a lot of songs and rhymes. (Make sure all the children are participating. The songs/rhymes should be interesting for the children.) **Guiding Question for Assessment** • Does the child participate in singing songs and rhymes?
Learning Outcome	**Suggested Learning Materials and Resources**	**Suggested Pedagogical Processes and Assessment**
ECL2-1.15 **Talks about friends, school, etc.**	• Circle time • Small group play time	• Giving the children an opportunity to talk amongst themselves during circle time. • Letting children discuss their friends, school and home. • Talking to the parents and finding out if the children are talking about their school, friends, etc. **Guiding Question for Assessment** • Does the child talk about her/his school, friends, etc.?

DEVELOPMENTAL GOAL 3

CHILDREN BECOME INVOLVED LEARNERS AND CONNECT WITH THEIR IMMEDIATE ENVIRONMENT (IL)

Sensory Development

Sight, Sound, Touch, Smell, Taste

Cognitive Skills

Observation, Identification, Memory, Matching, Classification, Patterns, Sequential Thinking, Creative Thinking, Critical Thinking, Problem Solving, Reasoning, Curiosity, Experimentation, Exploration

Concepts related to the Environment

- Natural - animals, fruits, vegetables, food
- Physical - water, air, seasons, sun, moon, day and night
- Social - myself, family, transport, festivals, community helpers, etc.

Key Competencies

Key Competencies

Concept Formation
- Colours, shapes, distance, measurement, size, length, weight, height, time
- Spatial sense
- One-to-one correspondence

Number Sense
- Count and tell how many
- Numeral recognition
- Sense of order (can count ahead of a number up to 10)

Number Operations
- Addition
- Subtraction
- Multiplication
- Division

Measurement
Length, Mass, Volume, Temperature

Shapes
2 D shapes, 3D shapes, Straight Line, Curved Line, Plain and Curved Surfaces

Data Handling
Pattern Recognition
Calendar Activity
Use of Technology

Key Competencies

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.1 **Uses all senses to observe and explore the environment**	• Different objects e.g., a feather, a piece of cloth, a comb, an eraser, a pencil, a toothbrush, a cotton ball etc., • Feely bag • Smelly bottles • Lemon, honey • Toffee, salty biscuit • Recorded sounds of different animals • Circle time • Game: Scavenger hunt	• Giving the children different objects and asking them to name what they see, smell, taste, hear and feel, during circle time. • Playing "Scavenger Hunt" with the children. • Taking the children for a nature walk and asking them what they can see, hear, feel and smell. • Giving the children a feely bag and letting them feel and tell what they touched. • Giving the children smelly bottles and letting them identify the smell. • Asking children to identify the taste after being blindfolded (food items like, a lemon, a spoon of honey, a salty biscuit, a toffee, etc. can be used). • Letting children listen to the sounds of different animals and asking them to identify the animal. • Showing children different objects and asking them to identify what they see. **Guiding Question for Assessment** • Is the child able to understand the use of the five senses?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.2 **Identifies and names common objects, sounds, people, pictures, animals, birds, events, etc.**	• Circle time • Rhymes • Pictures • Storybooks • Picture books • Labelled objects • Nature walk • SMART board • Picture cards • Worksheets	• Singing rhymes during circle time on animals, means of transport, seasons, family, birds, events, etc. to help children identify and name common objects. • Doing picture reading with the children. • Showing the children various picture charts and talking about the different things that they see in the charts. • Reading a lot of stories on various topics so that the children develop a vast vocabulary of various things and objects. • Showing the children picture books of animals, birds, people and telling them what each one is. Familiarising them with the sounds of the animals. • Labelling everything in the classroom and talking to the children about those objects. • Taking the children for a nature walk and telling the names of the different objects they see outside like the trees, bushes, insects, birds, etc. • Showing objects/places present in the neighbourhood /community on the SMART board or in reality and helping children learn about their importance, e.g., an ambulance, a hospital, a grocery store, a medical store, a fire engine, etc. • Celebrating and learning about different festivals and events through dramatisation. • Giving the children flash cards of objects to make pairs. **Guiding Question for Assessment** • Is the child able to identify and name common objects, sounds, people, pictures, animals, birds, events, etc.in the environment?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.3a **Remembers and recalls 2–3 objects seen at a time**	• Memory game • Matching cards • Picture bingo • Picture cards • Picture board • Activity -"What is missing?"	• Playing memory games with children. (Show all the picture cards to children. Let them take turns to choose any two cards that match. If the child makes a successful match, s/he gets to take another turn. If it does not match, the cards are returned to their original position.) • Playing 'Picture bingo' with the children. (Players take turns to select a card. If the card matches an image on the players board, they have made a match and get to take another turn. If it does not match, the card is placed back face down.) • Showing the children about four or five objects on a tray, giving them some time to have a good look and then removing one item without the children seeing it. Asking children to identify the missing item. • Playing a memory game. (Show the children about five to six objects. Give them some time to have a good look. Cover the items and see how many objects each child can recall.) **Guiding Question for Assessment** • Is the child able to remember and recall 2-3 objects seen at a time?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.3b **Identifies the missing part of a familiar picture**	• "What is missing?" cards • Flash cards with simple objects/animals with a part missing in each	• Making picture cards of objects/ animals/ people with some part missing and asking the children to identify the missing part e.g., a lion without a tail or a chair without a leg. Children can be asked to make similar pictures with missing parts. **Guiding Question for Assessment** • Is the child able to identify the missing part in a picture?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.4 **Places 3–4 objects of two groups in one-to-one correspondence**	• Objects in their surroundings • Chart with four big squares • Large buttons, beads, bowl, a table • Self-corrective cards • Big dice	• Doing the "placing the buttons" activity: Give the children big buttons of different shapes/ colours and a chart with four big squares. Each square should have a number written on it. Ask the children to place as many buttons (of the same shape/colour) as the numbers written, on each square. • Doing one to one bead counting: Keep a bowl on a table. Give a child some big beads and a big dice. Let the child roll the dice, see the number on it and place the same number of beads in the bowl. The same activity may be repeated for other children as well. • Giving the children self-corrective cards with the numbers written on one side and either dots or pictures of the same number drawn on the other: Undo the sets and mix them up. Ask the children to match the self-corrective cards. **Guiding Question for Assessment** • Is the child able to place 3–4 objects of two groups in one-to-one correspondence?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment

IL1.5
 	
Compares two objects based on one observable property, for example length, weight, or size
	• Circle time
	• Objects of different sizes, lengths and weights
	• Pencils
	• A feather/a stone
	• Pictures of a giraffe and a rat
		• Helping students realise that objects can be sorted on the basis of their colour, shape, size, or texture. Showing them examples of each of the properties.
		• Explaining to the children the difference between big/ small, tall/ short, long/ short, heavy/ light through a variety of activities:
		  – Show the children two apples- one big and one small. Ask each child to hold both the apples and say which is big and which is small.
		  – Show children two pencils of different lengths and ask them which is long and which is short.
		  – Similarly, take two objects, like a feather and a stone. Let children hold them and identify which is heavy and which is light.
		  – Show pictures of a giraffe and a rat and ask the children - "Who is tall and who is short?" or "Who is big and who is small?"
		
		Guiding Question for Assessment
		• Is the child able to compare two objects based on one observable property, for example, length, weight, or size?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.6 Seriates / arranges 2–3 objects/ picture cards in a sequence for example- shades of colour, size, length, occurrence of events	• Story cards • Events of a day cards • Nesting cups • Circle time • Three sticks of different lengths/sizes • Leaves	• Talking to the children about seriation. (Take three cars of different sizes and place them from the smallest to the biggest or biggest to the smallest. Explain that it can also be done on the basis of length, shades of colour, etc.) • Giving the children nesting cups and asking them to put them in the order from big to small in a line or like a tower. • Providing the children three sticks of different lengths and asking them to arrange them from short to long on a table/ alternatively three or four leaves of different sizes or shades of green can be given to the children to seriate on the basis of size or colour (any one). • Giving picture cards of events for putting in the right sequence. (Three or four simple flash cards of events of a day can be given to the children to place in the right sequence. Similarly, simple story cards can be given for seriation. Buttons, blocks of different colours/sizes, pebbles, picture cut-outs, etc. can also be used.) **Guiding Question for Assessment** • Can the child seriate or arrange various objects/picture cards given to her/him in a sequence of either size, length, shades of colour or occurrence of events?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.7 Enjoys stories based on occurrence of different events	• Storybooks of various festivals • Dramatisation of festivals • Props, costumes • SMART board • Internet • Animation movies • Festival food • Clothes • Decorations • Pictures	• Explaining to the children why local, national and religious festivals are celebrated. This can be done a few days before the festival so that the children understand why the festival is being celebrated. • Showing a cartoon or an animation film of a festival to the children on a SMART board. • Celebrating local, national, religious, and harvest festivals in school by making the children or the teachers dramatise them. **Guiding Questions for Assessment** • Does the child enjoy festivals or any event related stories? • Does the child enjoy talking about festivals/events (local context)?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.8 a **Solves simple day-to-day problems by herself/himself or with adult support**	• Circle time • Interest areas • Blocks • Storybooks • Mazes • Puzzles	• Role playing with puppets about a child who does not share her/his toys with friends and this leading to a conflict. (Ask how the children would solve this problem. Discuss the solutions given by the children and praise them for their efforts. Talk about the best way to solve the problem. This activity can be done during circle time.) • Telling the children stories about problems that children face and how they manage to solve the problem. • Posing questions like, "What would you do in a situation where someone is not giving you back your toy or is teasing you?" • Helping children solve simple problems (for example, a fight over certain toys) by themselves or by giving them some suggestions or solutions from which they can choose the one they think is the best. • Giving a group of children some blocks and asking them to build a tower or a bridge. (The children can be allowed to come up with the best solution to complete the tower or bridge. A cue can also be given.) • Asking children questions like, "What do you think will happen next?" while telling or reading a story. • Making a simple maze activity sheet and letting the children solve it (more complex puzzles can be given with time). **Guiding Question for Assessment** • Is the child able to solve simple day-to-day problems by herself /himself or with adult support?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.8 b **Expresses curiosity about the immediate surroundings and asks related questions**	• Interest area • Tools for exploration • Nature walk • Sand and water	• Telling the children, stories and asking open-ended questions during circle time. • Selecting stories that interest the children and also arouse their curiosity. • Showing the children picture books of topics they are not familiar with. • Asking a lot of questions related to things children talk about and also encouraging them to ask questions. (Children love asking questions. Always respond to them patiently. Interest areas are the best places for children to develop their curiosity. When the children express curiosity, encourage them and tell them what they want to know. Do not ignore their queries.) • Taking the children for a nature walk and encourage them to look around. • Encouraging the children to explore and providing them with the tools needed for exploration. • Providing children with opportunities to play with sand and water. (This helps to arouse their curiosity. They learn how to make houses and various other things with sand. They can also perform simple experiments to see that some things sink in water while others don't.) **Guiding Questions for Assessment** • Does the child ask questions and express curiosity about her/his immediate surroundings? • Is s/he exploring and collecting things?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.8 c **Demonstrates awareness and sensitivity towards environmental concerns, for example, watering plants**	• Plants • Water • Animals • Flowers • The environment	• Taking the children for a nature walk and talking about why we need plants around us, what plants need to survive, why we should not pluck flowers, why we should save water, etc. • Doing environment related activities with children such as watering plants, adopting a tree, etc. • Teaching children about the concept of "Reduce, Reuse, Recycle" - telling them ways to save water such as turning off the tap while brushing, using a bucket and a mug to take a bath and not the shower, etc. • Sensitising them towards animals in the environment, discussing how many of the animals are becoming extinct and ways to save them. Also talking about not hurting or teasing animals, etc. **Guiding Questions for Assessment** • Does the child understand why s/he needs to be sensitive towards animals, plants and the environment? • Does s/he understand the concept of "Reduce, Reuse, Recycle"? • Is the child conscious about saving water? • Are the parents talking to their children about the environmental concerns?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.9 **Counts to three objects**	• Different objects in the classroom and outdoors like pencils/crayons, leaves, flowers, doors, windows of the classrooms, desks, chairs, etc.	• Giving opportunities to count any three objects in the classroom or outdoors. (This can be done every now and then. Simply rote learning the numbers would be difficult for the children to understand as children at the preschool stage do not understand abstract concepts.) • Helping the children count pencils 1,2,3 or leaves 1,2,3 and so on. **Guiding Question for Assessment** • Is the child able to count objects up to three?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.10 **Recites poems/ stories based on number names up to 5**	• Number rhymes • Number stories • Circle time • Number cutouts and flash cards	• Reciting rhymes and telling stories to the children during circle time. • Reinforcing the concept of numbers through rhymes like: – 1,2,3,4,5 once I caught a fish alive – Baa, baa, black sheep – 5 little ducks went out to play – 5 little monkeys • Narrating stories like "Goldilocks and the Three Bears", "The Three Little Pigs", etc. **Guiding Question for Assessment** • Is the child able to repeat / recite number rhymes?
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.11 **Recites poems using number names up to 5 by hand movements like fingers to show numbers**	• Number rhymes • Number stories • Circle time	• Helping the children learn number rhymes by showing their fingers for each number. **Guiding Questions for Assessment** • Is the child able to show her/his fingers to show numbers? • Is the child able to recite number rhymes?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.13 **Compares two numbers up to 3 and uses vocabulary like more and less**	• Objects • Two boxes • Worksheets	• Doing fun activities with children, such as asking them: "Give me 2 cookies/ Give me 3 cookies" or "Who has got more cookies who has got less cookies?" and so on. **Guiding Questions for Assessment** • Is the child able to use vocabulary like more or less when comparing two or three quantities.
Learning Outcome	**Suggested Learning Materials and Resources**	**Suggested Pedagogical Processes and Assessment**
IL1.20 **Uses vocabulary related to money in poems and stories**	• Circle time • Real money • Poems • Stories • Discussion • Play money	• Singing rhymes with children like: "hot cross buns, hot cross buns, one-a-penny, two a penny…." • Creating stories and talking about Indian currency. • Keeping play money in the activity areas (dolls area, market area etc.). • Showing real money to the children for better understanding. **Guiding Questions for Assessment** • Is the child able to participate in stories, poems and discussions? • Is the child able to understand the concept of money? • Is s/he able to identify money related vocabulary used in day-to-day life?
Learning Outcome	**Suggested Learning Materials and Resources**	**Suggested Pedagogical Processes and Assessment**
IL1.21 **Uses vocabulary to express length through poems, riddles, jokes, and stories**	• Circle time • Stories • Poems • Jokes • Discussion	• Encouraging children to measure their tables/ chairs using their hand span. (They can also do so with crayons and pencils.) **Guiding Questions for Assessment** • Is the child participating in stories, poems, riddles, jokes and discussions related to length? • Is the child able to understand the concept of length?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.22 **Uses vocabulary related to weight in poems and stories**	• Circle time • Stories • Poem • Discussions/ experiment using different objects with varying weights	• Doing an experiment to show the difference in weight of different objects (this can be done in the interest area). • Making sure that all the children are participating in the discussions, stories, poems, riddles and jokes. • Creating a weight balance using DIY with children and helping them to weigh their favourite small toys/ miniatures. **Guiding Questions for Assessment** • Does the child participate in the stories, poems, riddles, jokes and discussions? • Is the child able to understand the concept of weight? • Is s/he able to use the vocabulary in day-to-day life? • Did the child participate in the experiment?
Learning Outcome	**Suggested Learning Materials and Resources**	**Suggested Pedagogical Processes and Assessment**
IL1.23 **Uses vocabulary to express capacities through poems and stories**	• Circle time • Stories • Poems • Discussion/ experiment using different containers with varied capacities	• Doing an experiment to show the difference in capacities of different containers (this can be done in the interest area). • Making sure that all children are participating in the discussions, stories, poems, riddles and jokes. **Guiding Questions for Assessment** • Is the child able to participate in the stories, poem, riddles, jokes and discussions? • Is the child able to understand the concept of capacity? • Is the child using the vocabulary in day-to-day life? • Did the child participate in the experiment?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.25 **Identifies basic shapes like a ball, shoe box, birthday cap, ice-cream cone**	• Circle, square, triangle, rectangle, ball, shoebox, birthday cap, handkerchief and ice-cream cone	• Discussing basic shapes like, a circle, square, triangle and rectangle. • Doing activities to make sure that children understand the basic shapes. • Making children compare real objects to identify their shapes. • Singing songs and rhymes on basic shapes. • Making DIY toys using cut-outs of basic shapes with children. **Guiding Questions for Assessment** • Does the child participate in the discussion on shapes? • Is the child able to understand the concept of different shapes? • Is s/he able to use the vocabulary in day-to-day life? • Is the child able to compare different objects to their shapes?
Learning Outcome	**Suggested Learning Materials and Resources**	**Suggested Pedagogical Processes and Assessment**
IL1.27 **Follows/ reproduces a simple pattern like clapping hands, clicking fingers, tapping feet, etc**	• Songs on patterns • Games on patterns • Circle time • Patterns in hunting the classroom	• Singing the rhyme, "When you're happy and you know it.................." • Playing simple games and asking children to do some basic actions. **Guiding Questions for Assessment** • Does the child participate in songs or patterns and perform simple actions? • Does the child understand the meaning of the different actions in words? • Does the child participate in simple games on patterns?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.28 **Identifies / counts objects around like her/ his own body parts and draws inferences like two hands, one nose etc. through poems**	• Number songs/rhymes • Number games • Circle time • Number calendar • Number dominoes • Number related worksheets	• Using circle time to sing rhymes / songs on body parts. (Make sure that the children are able to identify their body parts.) • Encouraging children to count parts of their bodies by drawing inferences from the poem. **Guiding Questions for Assessment** • Does the child understand the words used for the different parts of the body? • Is the child able to count the body parts? • Does the child participate in simple games?
Learning Outcome	**Suggested Learning Materials and Resources**	**Suggested Pedagogical Processes and Assessment**
IL1.29 **Uses vocabulary in daily life like today, tomorrow and yesterday**	• Collection of song/rhymes • Related games • Circle time • Daily weather chart and conversation	• Singing rhymes/songs to help the children understand the use of words like today, tomorrow and yesterday during circle time. • Giving examples to help the children relate to these words. (Make sure that they use these words in their daily life by relearning them often.) **Guiding Questions for Assessment** • Does the child understand words like today, tomorrow and yesterday? • Does the child show interest in participating in songs/rhymes? • Does the child use words like today, tomorrow and yesterday in her/his daily life?

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL1.30 **Explores different technological tools like TV, remotes, mobile phones, and other available gadgets in the house**	• Interest areas • Various technological tools and equipment • Related child-friendly gadgets	• Exposing the children to age-appropriate technology. • Keeping age-appropriate child-friendly technological tools to play with, for example, an old camera, toy telephone, walkie-talkie, etc. **Guiding Questions for Assessment** • Does the child show interest in technological tools in the interest areas? • Does s/he identify the use of each item? • Can s/he name each item?

EVS as a separate subject starts in Class III while in Classes I and II, it is integrated in Languages and Mathematics. However, elements of EVS are integrated in all activities and experiences from Preschool 1.

POINTS TO CONSIDER

✓ The codified numbers of learning outcomes should not be treated as hierarchical or stand-alone. In each class, across the foundational stage, the experiences and activities may be provided in an integrated manner, simultaneously across the learning outcomes and developmental goals.

✓ Activities/experiences designed and targeted for a particular Learning Outcome, for a particular class, will also address a number of other Learning Outcomes, within and across the three developmental goals (domains subsumed).

✓ The children must be observed in different settings/locations (e.g., how does she/he interact individually/in small group/large group, etc.).

✓ Assessment should not be based on only one or two Learning Outcomes, rather, it should be viewed holistically.

✓ Children's learning needs to be assessed in a progressive manner (the term wise progress of the child in each domain should be in a positive direction).