

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 2.1  Describes self in terms of physical characteristics	<ul> <li>Hand or full-length (child's height) mirror</li> <li>Dolls</li> <li>Books</li> <li>Writing and drawing tools like crayons, sketch pens, markers, colour pencils, chalk, etc.</li> <li>Storybooks on myself, family</li> <li>Flash cards on 'I can do'</li> <li>Materials to create 'My Book' using DIY technique</li> </ul>	<ul> <li>Playing mirror game where children look at themselves in the mirror at home/ centre.</li> <li>Using mats or other special spots to designate a child's personal space during circle time.</li> <li>Giving children a variety of crayons, markers, papers and other art materials.</li> <li>Reading books aloud and discussing about self-awareness.</li> <li>Providing opportunities to the children to look at self-photos and talking about growth.</li> <li>Helping children identify themselves by gender and having a stable sense of their gender identification.</li> <li>Talking to the children about all the things they can do e.g., their eyes can see, their ears can hear, etc.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to speak a few lines about herself/himself, e.g., likes/dislikes, gender, favourite things/people, etc.?</li> <li>Does the child talk about herself/himself in terms of physical characteristics?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.2  Identifies close family members, friends and neighbours	<ul> <li>A variety of papers</li> <li>A variety of thick crayons, markers, and other writing tools</li> <li>Family photos/album</li> <li>Magazines/newspapers to tear pictures from and create a collage</li> <li>Storybooks on myself and my family, friends etc.</li> <li>Creating a family tree using photos</li> </ul>	<ul> <li>Discussing with the children during circle time about their families to help them understand its importance.</li> <li>Helping children identify the important people in their lives.</li> <li>Reading aloud a book about a family and talking about its characters.</li> <li>Talking to the children about a picture of their family members and friends.</li> <li>Working on a real tree branch to hang pictures and names of family members (Place the branch in a container or a pot with rocks to hold it in place. These small, created trees may be displayed around the classroom.)</li> <li>Encouraging children to speak about their friends/group of friends.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to complete the family tree?</li> <li>Is the child able to understand that friends share and play with each other?</li> <li>Does the child identify positive and negative feelings associated with belonging or wanting to belong to a group?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.3  Expresses own preferences and interests	<ul> <li>Circle time discussions</li> <li>'I can do' cards</li> <li>(Refer to HW 2.1 and 2.2)</li> </ul>	<ul> <li>Encouraging children to talk about their own interests during circle time.</li> <li>Offering choices to children to visit their own preferred interest areas.</li> <li>Retelling of favourite stories.</li> <li>Reading books aloud and discussing about self-awareness.</li> <li>Guiding Question for Assessment</li> <li>Does the child tend to choose only activities that s/he is familiar with?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.4  Waits for her/his turn and follows two-line simple instructions	<ul> <li>Crayons (to make class rules)</li> <li>Simple job responsibility charts</li> <li>Labelled and number coded activity areas</li> <li>Command cards</li> </ul>	<ul> <li>Involving children in creating simple classroom rules so that they feel a sense of ownership.</li> <li>Singing songs/ rhymes.</li> <li>Helping children transition smoothly from one activity to another.</li> <li>Guiding Questions for Assessment</li> <li>Does the child show awareness of routines?</li> <li>Does the child respond to transitions, and participate in activities?</li> <li>Does the child respond when given an instruction?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.5  Makes adjustment in the classroom and with other children	<ul> <li>Play in activity areas</li> <li>Books</li> <li>Writing and drawing tools like crayons, sketch pens, markers, colourful pencils, chalk, etc.</li> <li>Storybooks</li> <li>Flash cards</li> <li>Materials</li> </ul>	<ul> <li>Helping children learn simple ageappropriate rules and expectations in social situations, social interactions and social play.</li> <li>Making positive comments on the contributions of children in activities, tasks and play.</li> <li>Using a daily schedule chart to help children follow the day's activities.</li> <li>Guiding Questions for Assessment</li> <li>Does the child adjust with other children in the classroom?</li> <li>Does the child follow classroom rules?</li> <li>Does the child engage socially with classmates and adults around her/him?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.6  Shows focus on a self-selected activity or task to completion	<ul> <li>Small group play time in activity areas</li> <li>Individual play time/activity</li> <li>Age and developmentally-appropriate toys and play materials</li> <li>Writing and drawing tools like crayons, sketch pens, markers, colour pencils, chalk, etc.</li> <li>Storybooks</li> <li>Flash cards</li> </ul>	<ul> <li>Encouraging children to do as much as they are able to do, independently (Avoid hand holding.)</li> <li>Pointing out and complimenting children when they use good judgement e.g., "Jolly, I'm glad to see you carrying those scissors so carefully."</li> <li>Modelling and encouraging practice of self-help skills that the child has not yet mastered.</li> <li>Providing a variety of activity areas that meet the needs and interests of different children.</li> <li>Encouraging children to continue with their play/task/activity until it is completed.</li> <li>Designing and equipping all the interest areas with sufficient play and art materials to facilitate children's access to and selection of materials with which to complete a task.</li> <li>Providing opportunities to practice wherever required.</li> <li>Modelling the behaviour that you expect from the child.</li> <li>Guiding Questions for Assessment</li> <li>Does the child push away an adult trying to help or say, "I can do it!"?</li> <li>Can the child accomplish all the steps in a daily routine?</li> <li>Is the child able to finish a task, game or an activity?</li> <li>Does the child need help as s/he is trying to focus on completing any task/activity?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
imme	<ul> <li>Chants/ songs</li> <li>Daily schedule displayed</li> <li>Feeling and expression cards</li> <li>'I can do' cards</li> <li>Play in activity areas</li> <li>Circle time/talk time</li> <li>(Refer to HW 2.9)</li> </ul>	<ul> <li>Establishing and using chants/songs to help transition from one activity to another.</li> <li>Responding to a child's request for any help or support in a timely and prompt manner.</li> <li>Helping children communicate their needs and wants.</li> <li>Creating and displaying a daily schedule that balances both quiet and active times that allows children to channelise their physical energy.</li> <li>Arranging the classroom and dividing it into zones to provide areas for quiet, soothing and calming down activities.</li> <li>Guiding Questions for Assessment</li> <li>Does the child express her/his feelings during small group play time and circle time?</li> <li>Does the child react when frustrated or angry?</li> <li>Does it take the child a long time to settle and calm down after being upset?</li> <li>Does settling and calming down require your intervention?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.8  Expresses own preferences, interests and makes choices	(Refer to HW 2.1 to HW 2.7)	<ul> <li>(Refer to HW 2.6)</li> <li>Guiding Questions for Assessment</li> <li>Does the child ask questions?</li> <li>Does the child show preference for any particular play area?</li> <li>Does the child express interest in particular activities?</li> <li>Is the child able to make her/his own choices?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.9 Suggests solutions to conflicts (with guidance)	<ul> <li>Role play</li> <li>Talk time</li> <li>Feeling games</li> <li>Feeling cards</li> <li>Storybooks on emotions</li> <li>Charts with steps like 'calm down', 'talk about solution finding', 'discuss the problem', 'think of positive options', 'conflict resolution' and so on.</li> <li>Riddle solving</li> <li>Well zoned-out activity areas in an enabling learning environment</li> </ul>	<ul> <li>Reading aloud and discussing such storybooks that show characters regulating behaviour.</li> <li>Helping children learn simple steps to conflict resolution (these may also be displayed with the help of picture cues).</li> <li>Modelling what you want to see.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to engage in simple social skills like sharing, learning, etc.?</li> <li>Is the child able to resolve conflicts with adult support?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.10  Plays cooperatively with other children and makes plan for what and how they will play	<ul> <li>Toys and play material</li> <li>Dolls and accessories</li> <li>Well-equipped dramatics area</li> <li>Small group play</li> </ul>	<ul> <li>Providing activities having different rules that apply to different settings in the interest areas.</li> <li>Helping children make new friends and learning to get along with others through different group games.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to follow designated rules of different areas?</li> <li>Does the child interact within her/his group and new groups?</li> </ul>

	Suggested Pedagogical ocesses and Assessment
HW 2.11  Shows caring behaviour (hugs, pats) and shares belongings with other children  (Refer to HW 2.1 to 2.10)  Ackn durin  (Refer to Guidir  Do ha	agaging children in discussions and the difference between feelings and behaviour e.g., telling them "It is eat to feel excited when you watch our favourite cartoon, but you should to jump on the chair." "It is okay to the tangry, but you must not hit others because it hurts them." Incouraging children to express their elings in the dolls/dramatics play ea. Incoded the dolls of t

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.12  Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs	<ul> <li>Inclusive and stimulating learning environment</li> <li>Appropriate toys and play materials linked to children's interests and learning goals</li> <li>(Refer to HW 2.1 to 2.11)</li> </ul>	<ul> <li>Making positive comments on the contributions of children in activities, tasks, and play.</li> <li>Encouraging children to identify the feelings of different characters in a story during storytelling.</li> <li>Providing such activities that promote respect for diversity (culture, special needs, and language).</li> <li>Discussing and comparing children's preferences (favourite food, colour, storybook) and talking about the importance of everyone's culture and background.</li> <li>(Refer to HW2.6 and HW 2.10)</li> <li>Guiding Questions for Assessment</li> <li>Does the child show understanding of feelings/emotions?</li> <li>Is the child able to understand that her/his classmates come from different backgrounds?</li> <li>Does the child demonstrate respect for others in her/his behaviour?</li> <li>Is the child sensitive towards children with special needs?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.13  Demonstrates hygiene and sanitation practices and healthy eating practices with increased independence	<ul> <li>Role play</li> <li>Riddles on hygiene and healthy eating habits</li> <li>Charts on healthy eating habits</li> <li>Picture cards on health and hygiene</li> <li>Books related posters at the child's eye level and at appropriate places</li> <li>Board games on health and hygiene (e.g., games based on Snakes and Ladders)</li> </ul>	<ul> <li>Discussing and demonstrating to the children how to clean up one's play space.</li> <li>Giving reminders with pictures/flash cards and verbal cues (on good hygiene and sanitation practices) on how to appropriately use play materials.</li> <li>Using signs/ pictures/flash cards/songs (such as songs on cleaning up, washing hands, brushing teeth twice a day, using toilet appropriately, etc) for making children aware of good hygienic practices.</li> <li>Providing sufficient time for cleaning up play space/ play materials.</li> <li>Using pictures and print to label storage boxes, open shelves /drawers for easy clean up. Providing a space for children to store their personal belongings.</li> <li>Labelling sanitation related places/objects with appropriate pictures and cues at the eye level of children.</li> <li>Modelling appropriate related to healthy eating habits for the children to follow.</li> <li>Inviting doctors to the classroom to talk to the children on personal hygiene and eating healthy food.</li> <li>Guiding Questions for Assessment</li> <li>Does the child maintain hygiene?</li> <li>Does the child maintain hygiene?</li> <li>Does the child maintain hygiene?</li> <li>Does the child use markers/crayons on paper or does s/he still draw on walls or on other surfaces?</li> <li>Does the child follow age-appropriate hygienic practices in daily routine?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.14  Demonstrates awareness about good touch and bad touch (with guidance from parents and teachers)	<ul> <li>Related storybooks</li> <li>Posters at eye level and at relevant places</li> <li>Discussions during circle time</li> <li>Appropriate films/videos</li> </ul>	<ul> <li>Helping children to learn the correct names of all their body parts, including private body parts.</li> <li>Making children aware that they are in control of who touches their bodies, e.g., show children videos /films where 'good' and 'bad' touch has been projected (The film should be age-appropriate.) Also display posters of body parts - 'good' and 'bad' touch.</li> <li>Telling stories to reinforce the concept.</li> <li>Guiding Questions for Assessment</li> <li>Does the child understand that most touch are 'good touch'?</li> <li>Is the child able to identify 'bad touch'?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.15  Recognises common dangers/ hazards and takes safety precautions	<ul> <li>Related storybooks</li> <li>A variety of puppets for related story telling/ dramatisation</li> <li>Safety charts</li> <li>Discussion during story telling</li> </ul>	<ul> <li>Providing opportunities for children to learn how to keep themselves both healthy and safe. Discussing problems, consequences and ways to prevent or respond.</li> <li>Exploring appropriate personal safety strategies - beginning to realise the importance of road safety, precautions to be taken during play while handling learning tools, etc.</li> <li>Helping children understand (through puppet shows and discussions) that many substances can be dangerous, knowing the safety rules that apply to taking medicines, handling sharp objects, common hazards, etc.</li> <li>Narrating a story for children to know what to do or who to seek help from when feeling unsafe.</li> <li>Helping children to develop simple safety rules and strategies to protect themselves from potentially dangerous situations.</li> <li>(Refer to HW 2.14)</li> <li>Guiding Questions for Assessment</li> <li>Does the child look after and protect herself/himself in difficult situations, during pretend play?</li> <li>Is the child able to recognise and safeguard her/his needs and rights?</li> <li>Does the child demonstrate increasing independence in recognising situations that are safe versus dangerous?</li> <li>Does the child understand the importance of preventive measures (e.g., seat belts or helmets; internet and phone safety; stranger danger, appropriate versus inappropriate touch)?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.16  Demonstrates gross motor coordination and control in play activities involving walking, running, jumping, climbing, etc.	<ul> <li>Materials and play equipment for gross motor skills</li> <li>Games like hopscotch, chain, etc.</li> <li>Hoopla rings</li> <li>Hurdle race</li> <li>Balloons and Bubbles</li> <li>Variety of Balls</li> <li>Climbing equipment</li> <li>Rope</li> </ul>	<ul> <li>Organising for children to participate in active gross motor games such as, ball games, etc.</li> <li>Making children do different gross motor activities like climbing, jumping, hopping, clapping, running, etc., through the 'Simon Says' game.</li> <li>Organising other activities for children such as, age- appropriate hurdle race chasing balloons, popping bubbles, etc.</li> <li>Guiding Questions for Assessment</li> <li>Does the child demonstrate gross motor coordination and control in play activities and on play equipment?</li> <li>Is the child able to kick and throw a ball?</li> <li>Is the child able to run, jump, zigzag, and move in ways that require sudden shifts in balance and weight?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
HW 2.17  Explores and participates in music, dance and creative movements	<ul> <li>Music and movement activities</li> <li>Collection of action songs</li> <li>DIY musical instruments</li> <li>Drum</li> <li>Music equipment/system</li> </ul> (Refer to HW 2.16)	<ul> <li>Providing opportunities to children for shaking their hands and legs, twirling around, swinging their arms, tapping their foot, jumping, running and learning some semi-classical movements.</li> <li>Making children dance freely with actions and expressions on rhymes and songs.</li> <li>Getting children to do balancing of different parts of the body, rhythmic movements with hand and eye coordination to music.</li> <li>Guiding Questions for Assessment</li> <li>Does the child show awareness about instructions given for creative body movements such as, twirling around, swinging their arms, tapping their foot, clapping to music, imitating a simple action, etc.?</li> <li>Is the child able to move her/his body easily?</li> <li>Does the child enjoy doing sensory perceptual movements and activities with her/his peer group?</li> <li>Does the child participate readily in music, dance and creative movements?</li> </ul>

## Learning Outcome

#### Suggested Learning Materials and Resources

## Suggested Pedagogical Processes and Assessment

#### HW 2.18

Exhibits fine motor skills and performs tasks that require more complex eyehand coordination such as cutting out shapes, free-hand drawing, colouring, threading beads, stringing, copying, tearing, pasting, lacing, etc., with moderate levels of precision and control

- Writing and drawing tools like crayons, paints, brushes
- Origami sheets, paper for scribbling
- Drawing paper
- Buttoning frame
- Old magazines/ newspapers
- Beads, string
- Child friendly scissors and glue
- Shape cutouts
- Flat brushes
- TRIPOD activities
- Variety of papers
- Lacing/weaving board

- Organising for children to express their thoughts, experiences and ideas using a variety of writing tools.
- Helping children to strengthen their fine motor muscles through activities like copying, tearing, pasting, lacing, etc.
- Providing opportunities for children to use buttoning frames (with small and big holes) during play in activity areas.
- Making children tear pieces of papers from old magazines, apply glue using a flat brush and paste these papers in a drawn picture.

#### **Guiding Questions for Assessment**

- Does the child exhibit age-appropriate precision in her/his fine motor skills?
- Does the child perform tasks requiring complex eye-hand coordination?
- Is the child able to think on her/his own and use her/his own imagination to create individual artwork?
- Is the child able to comprehend and express her/his thoughts on paper in the form of drawings, scribbling and paintings?

#### **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

Key Competencies

Reading with Comprehension

Pretend reading

Phonological awareness

Sound-symbol association

Prediction and use of previous experiences with knowledge

Independent reading for pleasure and various purposes



#### 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

FIRST LANGUAGE		
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.1  Attempts to engage in conversation in school and at home with unfamiliar teachers, new friends, school staff, other adults, etc.	<ul> <li>Picture reading posters (different themes)</li> <li>Conversation starters</li> <li>Family album</li> <li>Photographs of friends and self</li> <li>Circle time discussions</li> <li>Small group interaction time</li> <li>Theme-based conversation</li> </ul>	<ul> <li>Displaying and demonstrating a warm, welcoming behaviour towards ALL the children. Greeting the children by their name at arrival and departure time.</li> <li>Establishing consistent classroom routines and encouraging children to follow these in a flexible manner.</li> <li>Engaging in conversations with each child throughout the day. Asking simple questions to take the conversations further with the children.</li> <li>Getting down to children's level (sit on the floor or on a chair) during conversations as often as possible and maintaining eye contact with each of them.</li> <li>Modelling/using a social story to teach conversational etiquettes of listening and waiting for one's turn to talk e.g., "Jyoti is talking now. When she finishes it is your turn."</li> <li>Guiding Questions for Assessment</li> <li>Does the child interact with unfamiliar caregivers, teachers and other familiar adults?</li> <li>Does the child make friends easily and engage in conversation?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.2  Observes with interest and talks about available children's literature in the class with friends	<ul> <li>Pictures, storybooks</li> <li>Picture reading posters</li> <li>Information books</li> <li>Children's literature from varied sources in graded form</li> </ul>	<ul> <li>Providing age-appropriate children's literature in the reading area.</li> <li>Providing opportunities for creating DIY books during small group play.</li> <li>Encouraging parents to share old and appropriate story books with the school.</li> <li>(Refer to ECL1-2.1)</li> <li>Guiding Questions for Assessment</li> <li>Does the child engage in interaction with her/his friends while exploring books?</li> <li>Does the child observe the print in the classroom and talk about it?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.3  Makes various sounds/words for play- for example using pencil as a train/scooter and makes sounds like an engine/horn	Ideas to use different objects/toys as a symbolic play	<ul> <li>Offering children opportunities for pretend/symbolic play.</li> <li>Giving children the opportunity to identify sounds in the environment</li> <li>Making children enact driving different means of transport during free play.</li> <li>Engaging children in conversation on the 'Means of Transport' that they like.</li> <li>Making children sing rhymes with actions on traffic lights and different modes of transport.</li> <li>Guiding Question for Assessment</li> <li>Does the child show enjoyment from pretend play and interrelate it to environmental sensitivity?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.4  Sings/recites interesting poems with actions, participates in rhythmic activity	<ul> <li>Action songs/poems</li> <li>Musical instruments</li> <li>Rhyming words chart</li> </ul>	<ul> <li>Encouraging children to sing aloud and recite clearly with actions and voice modulation.</li> <li>Asking children to perform different movements using their body parts e.g., clap, twirl, jump, hop, skip etc. to music.</li> <li>Providing the children words and asking them to pair each word with a rhyming word which makes sense.</li> <li>Making the children recite or sing as many rhymes and songs to expose them to rhyme and rhythm.</li> <li>Guiding Questions for Assessment</li> <li>Does the child participate in group music and movement activities?</li> <li>Does the child recite poems with actions?</li> <li>Can the child provide rhyming words?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.5  Attempts to understand the flow and directionality of the print during the read aloud sessions	<ul> <li>Panchtantra tales</li> <li>Storybooks</li> <li>Well-equipped reading area</li> <li>Print-rich classroom</li> <li>Old appropriate magazines</li> <li>Food wrappers</li> </ul>	<ul> <li>Allowing children to pretend read and guiding accordingly.</li> <li>Keeping the reading area well equipped with a variety of children's literature (age and developmentally appropriate) where children have easy access to books that help in enhancing print awareness.</li> <li>Letting children watch how print works by moving the finger beneath the print from left to right.</li> <li>Exposing the children to a wide range of reading material e.g., food wrappers, old magazines, etc.</li> <li>Guiding Questions for Assessment</li> <li>Does the child read from left to right and top to bottom?</li> <li>Does the child like to read the same book over and over again?</li> <li>Does the child participate in print awareness activities?</li> <li>Does the child try to read food wrappers?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.6 a  Recognises, labels, etc., for example sign/symbol of ambulance	<ul> <li>Age-appropriate books</li> <li>Duly labelled activity areas</li> <li>Signs/symbols displayed with pictures at appropriate places</li> </ul>	<ul> <li>Providing a print-rich environment and various age-appropriate books.</li> <li>Encouraging children to read and create their own storybooks.</li> <li>Keeping books at children's level for easy access.</li> <li>(Refer to ECL1-2.5)</li> <li>Guiding Questions for Assessment</li> <li>Does the child show interest in reading signs and symbols?</li> <li>Does the child point out the labels in the classroom?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.6 b  Identifies own name in writing	<ul> <li>Books, magazines etc.</li> <li>Name cards</li> <li>Letter stencil</li> <li>Name puzzles (of self and friends)</li> </ul>	<ul> <li>Motivating children to find letters of the alphabet in their names, in objects and materials.</li> <li>Providing books and print material to enhance the identification of the letters of the alphabet.</li> <li>Emphasising beginning sounds of words.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to use knowledge of letters and sounds to identify her/his own name?</li> <li>Does the child enjoy playing name games?</li> <li>Can the child fix her/his name puzzle?</li> <li>Is the child able to join the letters and create her/his own name?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.7  Identifies a particular sound in different words-for example 'n' sound in name, nail, net	<ul> <li>Sound cards</li> <li>Sound wall</li> <li>Flash cards</li> <li>Picture cards</li> <li>Sound discrimination games</li> <li>Sound stories</li> </ul>	<ul> <li>Making children decode words with regular reading practice.</li> <li>Encouraging children to read aloud to help them associate individual sounds with printed letters.</li> <li>Guiding Questions for Assessment</li> <li>Does the child remember the early sound in a word by the time s/he figures out the latter sound?</li> <li>Does the child identify the initial sound in her/his name?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.8  Listens and identifies repeatedly occurring events in familiar stories, poems, etc.	<ul> <li>Panchtantra tales</li> <li>Appropriate storybooks</li> <li>Poems and rhymes</li> <li>Story cards</li> <li>Read aloud sessions</li> </ul>	<ul> <li>Engaging children in conversations about storybooks to enhance understanding of the words in the stories and the stories themselves.</li> <li>Providing opportunities for active learning through experiences that build language and vocabulary and thus enhance comprehension.</li> <li>Supporting comprehension of storybooks that are read aloud through visual representations e.g., props, illustrations in big books, acting out episodes or scenes from the story, etc.</li> <li>Guiding Questions for Assessment</li> <li>Does the child talk about other similar stories/poems?</li> <li>Does the child ask and answer questions related to familiar poems and stories?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL1-2.9  Expresses by drawing symbolic pictures, paying attention to figures, colours, sizes, etc. and talks about it	<ul> <li>Drawing files</li> <li>Colouring books</li> <li>Crayons</li> <li>Water colours</li> <li>Coloured pencils</li> <li>Variety of papers</li> </ul>	<ul> <li>Communicating verbally with children to analyse their drawings.</li> <li>Exposing children to colouring tools like drawing and colouring books, crayons or water colours.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to represent through symbols?</li> <li>Is the child able to express her/his feelings through drawings?</li> <li>Is the child able to talk about the symbolic pictures or drawings?</li> </ul>

### SECOND LANGUAGE

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.1  Attends/ participates and listens to others during conversation	<ul> <li>Adult-child interaction</li> <li>Child-child interaction</li> <li>Interaction with materials and the environment</li> <li>Circle time discussions</li> <li>Listening games</li> <li>Show and tell activity</li> </ul>	<ul> <li>Providing meaningful, simple jobs that allow each child to participate in the classroom.</li> <li>Providing adequate time, space and materials to children to work together in small and large groups.</li> <li>Providing simple, short poems/songs and activities to engage children during circle time.</li> <li>Displaying children's work and names in the classroom.</li> <li>Engaging children in real conversations.</li> <li>Making groups of two to three children of similar proficiency levels to facilitate instructional conversations.</li> <li>Making groups of ECL2 children with ECL2 native speakers so that they can hear ECL2 spoken regularly.</li> <li>Guiding Question for Assessment</li> <li>Does the child participate in games e.g., social, cooperative, rule-based, with turn taking?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.2  Sings short poems and rhymes	<ul> <li>Music and movement activities</li> <li>Musical instruments</li> <li>Books</li> <li>Collection of poems/rhymes</li> <li>Charts of small poems displayed</li> </ul>	<ul> <li>Selecting words that include sounds that are common to both languages and separates similar sounds.</li> <li>Asking children to repeat words before attempting a task.</li> <li>Including such poems and rhymes that focus on pairing movement and action with rhythmic passages. (Use choral responses.)</li> <li>Guiding Questions for Assessment</li> <li>Does the child who is learning ECL2 vocalise speech sounds and sound patterns of the second language?</li> <li>Does the child experiment using second language speech sounds and words?</li> </ul>
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Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.3  Listens to the picture stories with bilingual text	<ul> <li>Read aloud sessions</li> <li>Bilingual storybooks</li> <li>Story flash cards</li> <li>Flannel board with cut-outs of familiar stories</li> </ul>	<ul> <li>Modelling/using a social story to teach conversational etiquette of listening and waiting for ones turn to talk e.g., "Jyoti is talking now let her finish. Your turn is next".</li> <li>Restating important information by using synonyms and visual cues.</li> <li>Using the child's home language as base to support the development of listening skills in ECL2.</li> <li>Providing simple, easy to understand instructions in the child's home language followed by ECL2.</li> <li>Guiding Questions for Assessment</li> <li>Does the child express her/his thoughts clearly in her/his home language?</li> <li>Is s/he able to understand synonyms while listening to a story?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.4  Takes interest in bilingual books and talks about them bilingually	Bilingual books (Refer to ECL2-2.3)	<ul> <li>Reading to children a variety of concept-related books e.g., birds/animals, vegetables/fruits, transportation, etc.</li> <li>Providing toys, play materials and opportunities that elicit the use of descriptive language like role playing/ dramatisation of a restaurant, market, doctor-patient, etc.</li> <li>Joining the play and modelling the use of descriptive words in the play scenarios like, "The clay is soft and smooth, look at the colour of the clay, it is brown".</li> <li>Guiding Questions for Assessment</li> <li>Does the child use expressions while talking about her/his favourite bilingual books?</li> <li>Does the child take interest in bilingual text?</li> <li>Is the child able to use vocabulary of the second language during conversation?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.5 Identifies few letters and sounds	<ul> <li>Reading areas</li> <li>Letter-puzzles</li> <li>Alphabet chart</li> <li>Alphabet stencils</li> <li>Clay moulding (letters)</li> <li>Letter-sound chart</li> <li>Language games (sound discrimination)</li> <li>Print-rich classroom</li> </ul>	<ul> <li>Speaking clearly and at an appropriate pace (neither too fast nor too slow).</li> <li>Encouraging children to use the language when making requests, expanding upon their language or gestures with appropriate language e.g., "Do you want the yellow colour? Here's the yellow colour."</li> <li>Using songs, chants, and finger play to enhance speech and language.</li> <li>Using multi-sensory approaches for teaching the sounds of the letters of the alphabet.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to identify the sounds and letters related to the language?</li> <li>Does the child match the particular sound with the appropriate letter?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.6  Recognises labelled objects, names, etc.	<ul> <li>Labelled shelves</li> <li>Labelled toy boxes</li> <li>Print-rich classroom</li> <li>Labelling in the activity areas</li> <li>Name cards</li> <li>Name puzzles</li> </ul>	<ul> <li>Labelling materials such as, containers and different areas of the classroom to indicate where the materials belong.</li> <li>Using visual representations along with the words on the labels so that the children can read them easily.</li> <li>Guiding Questions for Assessment</li> <li>Does the child identify the containers by looking at the labels pasted on them?</li> <li>Does the child understand the symbols along with the words?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.7  Picks picture books, talks about posters	<ul> <li>Picture Books</li> <li>Charts</li> <li>Picture reading posters (on different themes)</li> </ul>	<ul> <li>Providing daily opportunities for children to independently pick books, posters and other text and try to read and explore them.</li> <li>Providing plenty of daily opportunities for children to talk to other children and adults in the classroom.</li> <li>Offering children opportunities to visit the reading area and explore a variety of books.</li> <li>Displaying relevant picture reading posters on different topics at the eye level of children.</li> <li>(Refer to EL2-2.3, ECL2-2.4 &amp; ECL2-2.8)</li> <li>Guiding Question for Assessment</li> <li>Does the child pick picture books and posters?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.8  Flips over pages of storybooks and attempts to read on his/her own	<ul> <li>Age-appropriate storybooks</li> <li>Children's magazines/ books</li> </ul>	<ul> <li>Engaging in conversations with children during storybook reading. (Focus some of the conversation on new vocabulary in the story.)</li> <li>Supporting children in expanding their responses and adding details while engaged in group activities, such as, 'Read aloud' and 'Show and tell' time.</li> <li>Guiding Questions for Assessment</li> <li>Does the child participate in group activities like reading, 'Show and Tell', etc.?</li> <li>Does the child demonstrate independence in reading?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.9  Shares toys with friends and pretend plays	<ul> <li>Well-equipped toy area</li> <li>Age and developmentally appropriate toys</li> </ul>	<ul> <li>Encouraging children to engage in pretend play with their friends.</li> <li>Guiding Questions for Assessment</li> <li>Does the child share/relate/interact with others during play?</li> <li>Does the child share toys with friends during pretend play?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.10 Identifies a few rhyming words	<ul> <li>Rhyming word chart</li> <li>Rhyming word cards with/without words</li> <li>Rhymes having rhyming words</li> </ul>	<ul> <li>Offering children opportunities to identify rhyming words during circle time, small and large group time, interest area time, storybook reading and outdoor play time, etc.</li> <li>Singing simple poems having rhyming words with pause and actions/ gestures.</li> <li>Encouraging children to match and identify familiar pictures that rhyme with each other.</li> <li>Providing the children with rhyming word cards to match.</li> <li>Guiding Questions for Assessment</li> <li>Does the child engage in group discussions?</li> <li>Does the child enjoy singing with her/his peer group?</li> <li>Does the child participate in rhyming activities?</li> <li>Is the child able to match the rhyming words cards?</li> <li>Is the child able to identify rhyming words in poems?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.11  Draws pictures depicting some event/situation / feelings for friends, parents, sibling, etc.	<ul> <li>Variety of papers</li> <li>Drawing files</li> <li>Drawing and colouring tools</li> </ul>	<ul> <li>Helping children to use their imagination to draw events/situations (do not judge children's drawings).</li> <li>Making children draw faces to express their feelings.</li> <li>Providing opportunities for children to make a scrapbook to record their expressions and feelings for their friends and family.</li> <li>Guiding Questions for Assessment</li> <li>Does the child draw pictures to express her/his feelings?</li> <li>Is the child able to depict through drawings, events/situations, and explain or describe them?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.12  Observes and talks about the posters and other print in the classroom	<ul> <li>Picture reading posters (on different topics)</li> <li>Food wrappers</li> <li>Toy boxes wrappers</li> <li>Reading area</li> </ul>	<ul> <li>Encouraging children to observe pictures, posters and other text in the classroom and talk about it.</li> <li>Keeping magazines, old newspapers, wrappers of food items and toy boxes in the reading area to create interest in print and talk about it.</li> <li>(Refer to ECL2-2.6 &amp; ECL2-2.7)</li> <li>Guiding Questions for Assessment</li> <li>Does the child participate in verbal communication about posters/prints?</li> <li>Does the child point out print/text in the classroom and ask questions?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.13 Enjoys watching favourite cartoons/films	Age and developmentally appropriate videos and films	<ul> <li>Showing children appropriate films/ videos under adult supervision.</li> <li>Encouraging children to talk about the film and express their feelings about it.</li> <li>Guiding Question for Assessment</li> <li>Does the child watch cartoons/ movies attentively?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.14  Sings short songs/ rhymes about birds/ trees animals, etc.	Collection of poems/rhymes on different concepts/topics	(Refer to ECL2-2.2)
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
ECL2-2.15  Express her/his thoughts through drawings	(Refer to ECL2-2.11 & ECL1-2.9)	(Refer to ECL-2.11)



## 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

# **Key Competencies**

### 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**

#### **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**

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Learning	Suggested Learning	Suggested Pedagogical
Outcome	Materials and Resources	Processes and Assessment
IL 2.1 Uses five senses to observe and explore the environment	<ul> <li>Mystery feely bag, smelly bag</li> <li>Sandpaper</li> <li>Sponge</li> <li>Leaves</li> <li>Sound boxes</li> <li>Textures -Fabric pieces</li> <li>Environmental material e.g. pebbles, twigs, petals, feathers, shells, leaves, etc.</li> <li>Magnifying glass</li> <li>Microscope</li> <li>Weighing scale</li> <li>Shampoo/lotion, candles</li> <li>Visit to a nearby</li></ul>	<ul> <li>Giving the children the opportunity to explore their surroundings by observing different things around them.</li> <li>Letting the children listen to different sounds that can be heard by sitting quietly.</li> <li>Making the children touch and feel different textures like wool, cotton, leather, leaves, etc. (Children can compare things by feeling, seeing, smelling, hearing, and tasting them.)</li> <li>Organising for the children explore things using scientific tools e.g., a magnifying glass, a microscope, a weighing scale, etc.</li> <li>Preparing 6-8 smelly bags and letting the learners smell them and match those that are the same.</li> <li>Playing sounds for the children and having them guess what sound it is. Pictures can be provided to ensure proper association.</li> <li>Showing suitable pictures to the children and asking them questions like, "What will you see, hear, taste, feel and smell, if you were there in the picture?"</li> <li>Guiding Questions for Assessment</li> <li>Does the child collect different things from her/his surroundings like, different types of leaves, twigs, pebbles, shells, etc. and compare them according to their shape, colour, and size?</li> <li>Is the child able to describe a given picture of an indoor/outdoor scene?</li> <li>Is the child able to feel the objects in the feely mystery feely bag and describe them?</li> <li>Is the child able to identify different sounds from the given containers that have objects in them that rattle, clink, and make loud/ soft noises such as, sound made by coins, pebbles, cotton balls, bells, baby rattles, bits of paper, bubble wrap, etc.?</li> <li>Is the child able to identify different things like shampoos, lotions, candles, etc. by smell?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.2  Describes common objects, sounds, people, pictures, animals, birds, events, etc.	<ul> <li>Picture cards</li> <li>Real objects - fruits, vegetables</li> <li>Toys</li> <li>6-8 piece puzzle cards</li> <li>Picture dominoes</li> <li>Picture – letter dominoes</li> <li>Game – Show and tell</li> </ul>	<ul> <li>Providing children opportunities to discover their surroundings by explaining about the animals and birds around them.</li> <li>Encouraging children to observe different colours, shapes, textures, sizes, etc. of different things, comparing similarities and differences and explaining their observations in detail.</li> <li>Playing mixed sounds of different things such as birds, transport, animals, clapping, sneezing, etc. and asking the children to identify/recognise them.</li> <li>Guiding Questions for Assessment</li> <li>Does the child differentiate pictures, and arrange them in designated groups?</li> <li>Is the child able to describe an object, person, picture, animal in 5-6 sentences?</li> <li>Does the child arrange puzzles of different kinds appropriately?</li> <li>Is the child able to draw from her/his imagination, objects around her/him?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.3a  Remembers and recalls 3–4 objects seen at a time	<ul> <li>Memory tray with common objects</li> <li>Feely bag</li> <li>Storytelling (recalling 3-4 objects/people from the picture book)</li> </ul>	<ul> <li>Providing the children opportunities for directly experiencing and interacting with objects, thinking, concentrating and focussing on recalling names of the objects seen.</li> <li>Showing a tray (memory) having some common objects like, an eraser, a pencil, a scale, a chalk, a crayon, a pen, a brush, a comb, etc. for a few seconds and then covering it. Asking children to recall the items seen.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to recall the names of the objects from the memory tray seen at a time (3-4 objects)?</li> <li>Is the child able to recall 3-4 pictures/objects from the picture reading poster?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.3b  Identifies 3-5 missing parts of a picture of a familiar object	<ul> <li>Pictures with one part missing</li> <li>Picture puzzles</li> </ul>	<ul> <li>Providing opportunities for the children to identify the missing parts of a picture, complete a picture or a picture puzzle of familiar objects.</li> <li>Guiding Questions for Assessment</li> <li>Can the child identify and complete a given picture puzzle?</li> <li>Does she/he take too much time or does she/he do it easily?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.4  Places 4–5 objects of two groups in one-to-one correspondence	<ul> <li>Pom-poms</li> <li>Number cards</li> <li>A dice</li> <li>Picture cards</li> <li>Popsicle sticks</li> <li>Egg tray</li> <li>Letters or numbers with corresponding sounds or objects</li> </ul>	<ul> <li>Making the children match counted objects with the corresponding number card.</li> <li>Asking the children to throw a dice and count the same number of pompoms.</li> <li>Showing a number card and asking the children to count corresponding number of popsicle sticks.</li> <li>Guiding Question for Assessment</li> <li>Is the child able to touch count the objects in one-to-one correspondence (1 to 5 objects)?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.5  Compares and classifies objects by two factors like shape and colour, size and shape, etc. Describes objects using size words like big/small, tall/short	<ul> <li>Blocks</li> <li>Balls</li> <li>Pom-poms (different sizes and colours)</li> <li>Buttons</li> <li>Objects from immediate surroundings like leaves, flowers, pebbles, twigs, seeds, etc.</li> </ul>	<ul> <li>Giving the children toys to sort/divide into two groups like big and small.</li> <li>Organising for the children to make towers with blocks and use prenumber terms such as tall and short.</li> <li>Making the children segregate pompoms in different bowls according to their colours and shapes.</li> <li>Guiding Questions for Assessment</li> <li>Does the child see similarities and differences between objects?</li> <li>Does the child group different objects with one or more attributes?</li> <li>Is the child able to sort objects according to their shape, size and colour?</li> <li>Is the child able to describe objects using terms like- big/small, tall/short/long, etc.?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.6  Seriates / arranges 3–4 objects/ picture cards in a sequence for example- shape, size, occurrence of events	<ul> <li>Measuring cups</li> <li>Spoons</li> <li>Blocks</li> <li>Leaves</li> <li>Twigs</li> <li>Bathing sequence cards</li> <li>Germination of seed cycle cards etc.</li> </ul>	<ul> <li>Providing opportunities for the children to stack blocks in a sequence, like-red, blue, green; red, blue, green and so on.</li> <li>Making the children arrange objects from the smallest to the biggest, biggest to the smallest, shortest to the tallest or thinnest to the thickest.</li> <li>Giving opportunities to the children to observe and explain the sequence of daily routines, or even occurrence of events in nature.</li> <li>Asking the children to count forward verbally.</li> <li>Guiding Questions for Assessment</li> <li>Does the child arrange picture cards in a sequence?</li> <li>Does the child organise blocks in order e.g., from the smallest to the biggest and so on?</li> <li>Does the child narrate a story in a sequence?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.7  Narrates random events of her/his daily life in her/his own words	<ul> <li>Picture reading posters (on different themes)</li> <li>Circle time (discussion)</li> <li>Show and tell game</li> <li>Daily routine depiction cards (in sequence)</li> </ul>	<ul> <li>Providing opportunities for the children to talk on different events/topics during circle time and free conversation time.</li> <li>Motivating the children to talk about their daily routine from getting up in the morning to the time they go to sleep.</li> <li>Encouraging children to picture read posters and describe them in their own words.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to recall and narrate events in her/his own words?</li> <li>Is the child able to picture read posters on different themes?</li> </ul>

Lograina	Suggested Learning	Suggested Pedagogical
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.8a  Provides solutions to simple problems / situations	<ul> <li>Storytelling</li> <li>Well-equipped dramatics play area</li> <li>Mazes (developmentally appropriate)</li> <li>Jigsaw puzzles</li> <li>Open- ended questions</li> </ul>	<ul> <li>Providing opportunities for children to use skills they have learned previously.</li> <li>Narrating a story to the children (ask the children to add the climax).</li> <li>Reading aloud a story to the children and asking them to enact a problematic situation.</li> <li>Asking the children to identify a simple problem and come up with solutions.</li> <li>Encouraging the children to think 'out of the box'.</li> <li>Posing open-ended questions to the children based on a story read.</li> <li>Guiding Questions for Assessment</li> <li>Does the child identify problems or challenges by asking, "What could be the issue here"? or "What could be done to solve this?"</li> <li>Is the child able to use skills of critical and creative thinking when s/he is solving simple problems or situations?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.8b  Expresses curiosity about the immediate surroundings and asks questions (develops related concepts)	<ul> <li>Creating DIY using environmental materials</li> <li>Well-equipped discovery area</li> <li>Nature walk</li> <li>Conversations during circle time</li> <li>Open-ended questions and materials</li> </ul>	<ul> <li>Helping children to be keen observers and explorers in their immediate surroundings.</li> <li>Engaging children in real conversations.</li> <li>Organising unstructured and structured play.</li> <li>Guiding Question for Assessment</li> <li>Is the child exploring her/his immediate environment through simple observations/ manipulations, or asking questions?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.8c Demonstrates awareness and sensitivity towards environmental concerns (example - watering plants, not plucking flowers, or do not hurting animals)	<ul> <li>Nature walk</li> <li>Potted plants for watering</li> <li>Watering cans</li> <li>Child-friendly tools for cleaning</li> <li>Water play</li> <li>Sand play</li> <li>(Refer to IL 2.8b)</li> </ul>	<ul> <li>Sensitising children towards nature         e.g., stray animals, plants.</li> <li>Making them aware about keeping         the environment around them clean         and green.</li> <li>Guiding Question for Assessment</li> <li>Is the child sensitive towards plants         and animals in her/his surroundings?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.9  Counts and perceives objects up to five	<ul> <li>Objects for counting such as: <ul> <li>Beads</li> <li>Blocks</li> <li>Colourful buttons</li> <li>Toys</li> <li>Miniatures</li> </ul> </li> <li>Number cards</li> <li>Egg cartons</li> <li>Rhymes/songs on numbers</li> </ul>	<ul> <li>Providing a variety of objects that can be used for counting.</li> <li>Questioning the child's understanding of quantity, e.g., asking, "How many do you have?"</li> <li>Using a puppet to model correct counting of individual objects.</li> <li>Modelling one-to-one counting of objects during finger plays and songs.</li> <li>Providing tools to help the child organise number sets such as egg cartons cut to hold a specific number of eggs e.g., a 4-apple carton holding 4 clay /plastic apples.</li> <li>Providing opportunities for children to model counting songs throughout the day.</li> <li>Guiding Questions for Assessment</li> <li>Does the child attempt to count items?</li> <li>Does the child call out digits as s/he counts each object?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.10  Can count forward and backward from a particular number up to 5	Backward counting rhymes and games  (Refer to IL 2.9)	<ul> <li>Providing objects for the children to count forward and backward.</li> <li>Making the children jump forward and backward on the count.</li> <li>Guiding Questions for Assessment</li> <li>Does the child attempt to count items?</li> <li>Can the child count forward and backward up to 5?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.11  Identifies numerals with corresponding numbers up to 5	<ul> <li>Number-based stories and rhymes with number cut outs</li> <li>Number-object dominoe cards</li> <li>Number calendar</li> <li>Calendar cut-outs</li> <li>Numerals</li> </ul>	<ul> <li>Encouraging the children to count and state the last number.</li> <li>Telling the children number-based stories and rhymes to reinforce number recognition.</li> <li>Exposing the children to a number calendar to identify numbers.</li> <li>Guiding Questions for Assessment</li> <li>Can the child count items in a row?</li> <li>Does the child arrange and play with number-object dominoes?</li> <li>Can the child read numbers on a calendar?</li> <li>Can the child recite number rhymes?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.12  Develops a sense of presence/ absence of objects (for example, one sweet was on a plate if eaten nothing is left)	<ul> <li>Relevant worksheets</li> <li>Concrete subtraction and zero games</li> </ul>	<ul> <li>Playing games with children like -         'Hide and seek', 'Scavenger hunt',         'Peek-a-boo', etc.</li> <li>Guiding Question for Assessment</li> <li>Does the child know that objects continue to exist even though they cannot see or hear them?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.13  Compares two numbers up to 5 and uses vocabulary like more than, less than	<ul> <li>Modelling numerate behaviour by adults</li> <li>Objects for comparison</li> </ul>	<ul> <li>Providing opportunities for children to observe the quantity of objects divided into two groups.</li> <li>Encouraging children to "act out" the number comparison.</li> <li>Prompting them to use terminology like "more than" and "less than" (add these words to the sight word list for children).</li> <li>Guiding Questions for Assessment</li> <li>Does the child recognise a number and its value?</li> <li>Does the child use the terms 'more' and 'less' in her/his conversation?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.14  Combines two groups up to 5 objects and recounts	Two sets of objects for counting and comparison (Refer to IL 2.13)	<ul> <li>(Refer to IL 2.13)</li> <li>Guiding Questions for Assessment</li> <li>Does the child recognise a number and its value?</li> <li>Does the child use the terms "more" and "less" in her/his conversation?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.15  Takes out objects from a collection up to 5 objects and recounts	(Refer to IL 2.9 to 2.14)	(Refer to IL 2.9 to 2.14)

Learning	Suggested Learning	Suggested Pedagogical
Outcome	Materials and Resources	Processes and Assessment
IL 2.20 Identifies Indian currency coins	<ul> <li>Well-equipped         math/manipulative area         with play money</li> <li>Dramatics area with play         money</li> </ul>	<ul> <li>Opportunities to visit and play in math and dramatics area and explore play money.</li> <li>Guiding Questions for Assessment</li> <li>Does the child identify Indian coins/notes?</li> <li>Does the child talk about Indian coins/notes?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.21  Compares two objects in terms of their lengths as longer than/shorter than, taller than/shorter than	(Refer to IL 2.13 to 2.15)	<ul> <li>Guiding Questions for Assessment</li> <li>Does the child use comparative mathematical vocabulary?</li> <li>Does the child arrange objects in order of their length?</li> <li>(Refer to IL 2.13 to 2.15)</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.22  Uses vocabulary to express weight through poems, riddles, jokes, and stories	<ul> <li>Circle time/talking time and discussions</li> <li>Collection of related poems/songs/riddles</li> <li>Modelling numerate behaviour by adults</li> <li>Number stories</li> </ul>	<ul> <li>Modelling numerate behaviour.</li> <li>Singing action number/songs, music and movement activities with children to help them explore spatial sense and weight related vocabulary.</li> <li>Storytelling based on weight.</li> <li>Opportunities to play with different objects and using mathematical vocabulary.</li> <li>Guiding Question for Assessment</li> <li>Is the child able to use simple weight related vocabulary?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.23  Uses vocabulary to express capacities through poems, riddles, jokes and stories	<ul> <li>Circle time</li> <li>Stories on pre-number concept</li> <li>Poems</li> <li>Riddles</li> <li>Word wall</li> <li>Weighing balance</li> <li>Weighing machine</li> </ul>	<ul> <li>Providing various sand play and water play equipment and observing children using mathematical vocabulary.</li> <li>Creating a kitchen area or market area and encourage children to play.</li> <li>Guiding Questions for Assessment</li> <li>Is the child able to participate in the stories, poem, riddles, jokes and discussions?</li> <li>Does the child respond to riddles and provide answer?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.25  Describe the physical features of various solids/shapes in her own language. For example- a ball rolls and has no corners, a box slides and has corners, etc.	<ul> <li>Shape manipulatives</li> <li>Blocks of various sizes</li> </ul>	<ul> <li>Providing rhymes/songs on shapes.</li> <li>Providing variety of solid shapes and asking children to talk about them sing songs, etc.</li> <li>Identifying and naming the solid shapes</li> <li>Using the various solid shapes to create structures.</li> <li>Guiding Questions for Assessment</li> <li>Does the child talk about solid shapes?</li> <li>Does the child explain the shapes in her/his own words?</li> <li>Does the child create structure using the various solid shapes?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.27  Identifies the unit of repeating a simple pattern and extends the pattern	<ul> <li>Pattern cards</li> <li>Pattern songs</li> <li>Sequence stories</li> <li>Sequence cards</li> </ul>	<ul> <li>Encouraging the children to follow a given pattern or design.</li> <li>Encouraging children to observe a common pattern in their immediate surroundings and talk about it.</li> <li>Providing play opportunities to explore simple patterns using concrete objects.</li> <li>Guiding Question for Assessment</li> <li>Is the child able to repeat and extend a pattern?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.28  Collects objects from her/ his surroundings based on simple instructions for example: bring 2 spoons, etc.	<ul> <li>Common objects for play</li> <li>Visit to a nearby garden/park to collect objects</li> <li>Basket to collect objects</li> </ul>	<ul> <li>Encouraging children to listen to and follow the simple instructions.</li> <li>Guiding Questions for Assessment</li> <li>Can the child follow one to two instructions?</li> <li>Does the child need a reminder instruction?</li> <li>Does the child follow and understand the numeral called out in the instructions?</li> </ul>
Learning Outcome	Suggested Learning Materials and Resources	Suggested Pedagogical Processes and Assessment
IL 2.29  Identifies special days like Saturday, Sunday, holidays, etc. for example: Sunday is a holiday	<ul> <li>Number calendar</li> <li>Week cards</li> <li>Rhymes on weekdays</li> <li>Rhymes on holidays/ festivals</li> <li>Display of daily routine</li> </ul>	<ul> <li>Announcing each morning what you are doing and what day it is.</li> <li>Singing songs for each day of the week.</li> <li>Using a calendar and understanding the functions of calendar.</li> <li>Creating a calendar with children.</li> <li>Using the vocabulary, 'yesterday, today, tomorrow'.</li> <li>Talking about weekdays and weekend days.</li> <li>Guiding Questions for Assessment</li> <li>Does the child use the vocabulary 'yesterday, today, tomorrow'?</li> <li>Does the child respond to questions related to calendar time during the circle time discussion?</li> </ul>

Learning Outcome	Suggested Learning Materials and Resources
IL 2.30	Technology area equipped

Demonstrates awareness about technology like T.V., mobile

phones

phones, computerLabelled boxes of techeducational games

with child-friendly play

equipment like camera,

walkie-talkie, mic, toy,

telephones, old cell

#### Note:

- It is practically impossible to ignore the new technology in the present scenario. However, teachers need to find new, interesting and child-friendly ways to introduce technology so that it does not harm the children or create stress for them. Rather, they should be able to enjoy and discover the advantages in a fun and meaningful manner.
- A designated 'tech area' must be created and rules for usage must be set. All technology interventions that must be age and developmentally appropriate.

## Suggested Pedagogical Processes and Assessment

- Guiding children to discover the advantages of using and exploring computers in a developmentally appropriate manner.
- Making use of interactive websites and educational software that offer games/activities like memory, sorting, cognitive and language activities.
- Displaying a calendar with each child's name written along with pictures and indicating the days when each child can play on the computer.
- Helping children understand taking turns since only one/two children can play in the computer area at the same time (use a timer).
- Writing the names of educational software games, websites on a board and sharing these with parents and families.
- Choosing games that can be enjoyed by all the children in the group.
- Encouraging children to click pictures using an old digital camera.
- Introducing themes/topics using websites as a starting point to draw children's attention, using some animated characters, etc.
- Using web for searching pictures and activities related to the theme.

#### **Guiding Questions for Assessment**

- Does the child have any technology related vocabulary?
- Does the child wait for her/his turn?
- Does the child show her/his interest in any specific game?

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).

