

The Preschool Curriculum

Preschool -1

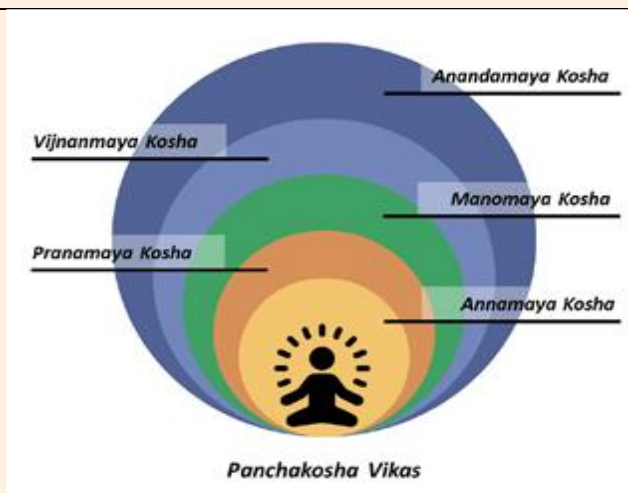


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Panchakosha Vikas- A keystone in Indian tradition (Domains of Development)

The child is a whole being with panchakoshas or five sheaths. The layers are annamaya kosha (physical layer), pranamaya kosha (life force energy layer), manomaya kosha (mind layer), vijnanamaya kosha (intellectual layer) and anandamaya kosha (inner self). Each layer exhibits certain distinct characteristics. The holistic Development of a child takes into account the nurturing and nourishment of these five layers.

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The Panchakosha concept and imagination also maps into the different domains of development envisaged in ECCE which are the basis of the Curricular Goals as discussed in the next Chapter.

- **Physical Development (Sharirik Vikas):** Age-specific balanced physical development, physical fitness, flexibility, strength, and endurance; development of senses; nutrition, hygiene, personal health, expansion of physical abilities; building body and habits keeping in mind one hundred years of healthy living in a human being.
- **Development of Life Energy (Pranik Vikas):** Balance and retention of energy, positive energy and enthusiasm, smooth functioning of all major systems (digestive, respiratory, circulatory, and nervous systems) by activation of the sympathetic and parasympathetic nervous system.
- **Emotional/Mental Development (Manasik Vikas):** Concentration, peace, will and will power, courage, handling negative emotions, developing virtues (maulyavardhan), the will to attach and detach from work, people and situations, happiness, visual and performing arts, culture, and literature.
- **Intellectual Development (Bauddhik Vikas):** Observation, experimentation, analytical ability, abstract and divergent thinking, synthesis, logical reasoning, linguistic skills, imagination, creativity, power of discrimination, generalization, and abstraction.
- **Spiritual Development (Chaitisik Vikas):** Happiness, love and compassion, spontaneity, freedom, aesthetic sense, the journey of 'turning the awareness inwards.'



Purva Garg, IAS
Education Secretary
Chandigarh Administration



Message

This National Education Policy (NEP) 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. The policy emphasizes on ensuring universal access to high-quality ECCE across the country in a phased manner. It lays particular emphasis on the development of the creative potential of each individual. In the new 5+3+3+4 pedagogical structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 to 6 years is also included, which is aimed at promoting better overall learning, development, and well-being.

The National Curriculum Framework (NCF) for the Foundational Stage was released in 2022 and is based on the vision of NEP, 2020. The preschool curriculum has been developed as per the guidelines of National Curriculum Framework. The present document highlights domains of development, curricular goals, competencies and mention the learning outcomes that a preschool child of ages 3 to 6 need to achieve before Class I.

Children are natural learners. They are active, eager to learn, and respond with interest in new things. They have an innate sense of curiosity - they wonder, question, explore, try out, and discover to make sense of the world. By acting on their curiosity, they continue to discover and learn more. It is the teacher who is ultimately the torchbearer for the change. Providing adequate opportunities for stimulating experiences favourably affect various learning abilities. The all-round capacities that emerge in 3 - 6 years age group are the pre-requisites for later success in school and life. Through creative play, well thought out games with suitable adaptations for children with special needs, and developmentally appropriate activities, children develop their working memory, focus their attention and acquire self-control.

It is a matter of great pleasure for me that SCERT has developed curriculum for preschool teachers and anganwadi workers of UT Chandigarh and hope that the document will be helpful for all the stake holders.

(Purva Garg)



Harsuhinder Pal Singh Brar, PCS
Director School Education
Chandigarh Administration



Message

Foundational Learning is the basis of all future learning for a child. It is said a building can only be as tall as the foundation is strong enough. Preschool education envisions promoting access to universal, equitable, joyful, inclusive and contextualised learning opportunities for ensuring holistic development of all children between 3-6 years of age. These can be ensured by involving parents and teachers in providing an emotionally supportive, culturally rooted, child oriented, stimulating learning environment. It aims at maximising individual potential by creating strong foundations for lifelong learning through play and developmentally appropriate practices. It also intends to develop healthy attitude, good values, skills of critical thinking, collaboration, communication, creativity, technology, literacy and socio-emotional development. It ensures smooth transition from preschool to primary school, thus, enabling children for productive and satisfying life in future.

The curriculum focuses on the developmental stages when children inquire, explore and discover a great deal about themselves and establish attitudes and competencies related to the learning that stay with them for life. It also aims to integrate the various domains of development with the expected learning outcomes in ways that are compatible with the natural learning behaviour of young children in this age group.

I appreciate the efforts put in by SCERT to develop this curriculum and hope that it will be useful in enabling teachers to impart quality education and bring out the desired learning outcomes.

(Harsuhinder Pal Singh Brar)



Dr. Surender S. Dahiya
Director
State Council of Educational Research and Training
UT Chandigarh



Message

Early Childhood Education lays the foundation for lifelong learning and overall development. The rate of maturation, development and the pace of learning is greater during these years than at any subsequent period in the child's life. It is globally recognized that the first eight years of a child's life are truly critical and lay the foundation for lifelong well-being, and overall growth and development across all dimensions - physical, cognitive, and socio-emotional.

Young children enter Preschool with a lot of curiosity and are attracted towards learning experiences that are engaging and pleasurable. It is an important time in their life because they learn how to interact with others including peers, teachers and parents. The research evidence support the contention that better quality of preschool is related to better cognitive and social development of children. The National Education Policy 2020 has stipulated that attaining Foundational Literacy and Numeracy for all children must become an immediate National mission. Towards this end, the Department of School Education and Literacy has launched a National Mission called National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT) for ensuring that every child in the country attains Foundational Literacy and Numeracy by the end of Grade - 3.

The Preschool curriculum has been framed primarily from National Curriculum Framework for Foundational Stage, 2022 and the documents of NCERT namely 'The Preschool Curriculum' and 'The Preschool Guidelines'. The introduction of Preschool Curriculum is an by Education Department and State Council of Educational Research and Training, UT Chandigarh to help the teachers to impart quality preschool education to children and bring about a uniformity in the teaching learning process in the schools of UT Chandigarh.

The success of this endeavour would depend on the steps that anganwadis and schools will take to encourage children at this stage to develop appropriate competencies.

(Surender S. Dahiya)

THINK CRITICALLY

*“Education must move towards less content,
and more towards learning about how to think critically
and solve problems, how to be creative and multidisciplinary,
and how to innovate, adapt, and absorb new material in
novel and changing fields”*

National Education Policy, 2020

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SIGNIFICANCE OF PRESCHOOL EDUCATION

It is the right of every child to be provided opportunity for all round growth and development to realize his/her full potential. The early years are the most significant years for human growth, development and learning of all children including those with special needs due to disability conditions. Environmental conditions during early years substantially affect the growth of children's neural pathways. Providing optimal stimulation at the right time is the key to the networking for the rest of their lives.

The all-round capacities that emerge in 3 to 6 years age group are the pre-requisites for later success in school and life. Through creative play, well thought out games with suitable adaptation for children with special working memory, focus their attention and acquire self-control.

It is also important that children should be provided emotionally supportive and enabling environment to develop safe and secure relationship with teachers.

Aims of Preschool Education

The overarching aims of Preschool education are:

- Providing strong foundations for all round development and lifelong learning.
- Preparing the child for school.

Objectives of Preschool Education

- To ensure child friendly environment where each child is valued, respected, feels safe and secure and develops a positive self-concept.
- To enable a sound foundation for good health, wellbeing, nutrition, healthy habits and hygiene.
- To enable children to become effective communicators and foster both receptive and expressive language.
- To help children become involved learners, think critically, be creative, collaborate, communicate and connect with their immediate environment.
- To enable a smooth transition of children from preschool to primary schools.
- To work as partners with parents and community to enable each child to flourish.

Attributes of Preschool Children

At the preschool stage, children are curious and excited about the colours, shapes, sounds, sizes and forms around them. The child's ability to experience the world gets richer and more differentiated over the years. This early learning takes place as a part of communication with adults and peers in which language also plays a very important role. Children need to be given opportunities to investigate, explore, and develop an understanding of their immediate and wider environment- human, society and cultural. In the exploration of their environments, children are involved in observation, questioning, discussion, prediction, analysis, exploration, investigation, questioning, discussion, prediction, analysis, exploration, investigation and experimentation. In this process they construct, modify, and develop a broad range of concepts and ideas. Children begin to handle their own feelings and emotions, learn sharing, turn taking and cooperating with peers. Children begin to tell others when they are happy or sad. Their self-concept is also developing.

The present curriculum, includes the specific content and pedagogy to suit the age and developmental requirements of age 3-6 years. The curriculum is drawn from the following

guiding principles:

- Learning is continuous and cumulative
- Evidence from neuroscience proves that early learning matters for later outcomes
- Each child is different and grows, learns and develops on one's own pace
- Play and activity are the primary context of learning and development
- Responsive and supportive interactions with adults are essential to children's learning
- Children learn by being provided the environment for experiential learning
- Interactive teaching enhances learning experiences
- Development and use of indigenous material enhances learning opportunities
- Responsiveness to the context and appreciation of diversity support learning
- Mother tongue or home language should be the medium of instruction
- Family involvement contributes to learning



SOME CONCERNS IN PREPRIMARY CLASSES

Handle Variation in Learning

In a class where children vary in their learning abilities and learning style the teacher must:

- moderate the learning environment for meeting varied learning needs of the children.
- focus on what children need to learn or how they will get access to the information.
- design activities in which the child engages to make sense of or acquire the content.
- culminate projects that enable the children to rehearse, apply, and extend what they have learnt in a topic.
- allow children to work in different groups –sometimes with children at same level of readiness or with mixed-readiness groups, with children having similar interests or with children having different interests, with peers who learn as they do, or randomly, and often with the class as a whole.
- divide the whole group into two groups of children with varying abilities and ages. While the younger age group of children with emerging abilities is engaged in free play the teacher conducts the guided activities with the older age group of children with higher abilities. After a period of 30 minutes the teacher can conduct guided activities for the younger age group of children with emerging ability while the older age group of children are engaged in free play. Thus, the teacher will be able to manage the varying abilities and age groups through developmentally appropriate activities.

Manage Multi-Age Grouping

The multi-age groupings benefit both younger and older children in the classroom. In such heterogeneous groups, children learn from each other and thus, facilitate cooperative learning skills. Therefore, a class of multi-age group children may be managed to get maximum benefits from them and for them. For handling multi-level learners, who have variations in their learning levels 'differentiation' may be followed to manage multi-age group children.

The preschool teacher –

- must start with moderating the learning environment for meeting varied learning needs of the children.
- should focus on what children need to learn or how they will get access to the information.
- should design activities in which the child engages in order to make sense of or master the content.
- should also culminate projects that enable the child to rehearse, apply, and extend what children learned in a topic.

Ensure and Encourage Gender Equality

Preschool can be a better place to break the gender stereotypes Hence, the teacher must:

- demonstrate equal and appropriate expectations from boys and girls, by providing equal attention, respect, and equal opportunities.

- select books, play, and other activities free of gender bias.
- avoid language that limits one gender or another and use gender-neutral labels.
- use Stories, songs, activities and facilitation aids that depict girls and boys including some with special needs, in the same roles and men and women in all professions. Both women and men should appear as leaders, heroes and problem solvers etc.
- regularly sensitise the parents to support these practices at home. It is important to help them understand and stop discrimination.



Avoid Early Formal Instructions

Early focus on developing knowledge, skills and cognitive abilities in children harms their ability to develop positive attitude, disposition to learn, being reflective, being inquisitive, being inventive, being resourceful, and being problem solver. A teacher must:

- focus on building concepts and strengthening competencies and skills. To achieve this, she must discourage formal system of teaching learning. Instead, they should provide opportunities where children demonstrate curiosity and creativity towards activities and new material or concepts.
- rote based, teacher directed learning, which is devoid of meaningful context with undue pressure on the child to perform is harmful.

Mode of Instruction

Language plays an important role in communication, exchange of information, development of reading skills, reading with comprehension. The medium of interaction at Pre-Primary level should be mother tongue. When the child is comfortable and proficient with the mother tongue, it supports developing proficiency in second language later. However, when the second language is introduced the teacher must convey a positive attitude about children's first language.

Ensure Careful Inclusion of Children with Disability

Encouraging the development of children with disabilities through early intervention minimizes learning difficulties and accelerates child development. It also reduces the expenses by minimizing the need for special education services. Early intervention includes a system of services tailored to individual needs, that aim to help children directly and also through providing support to their parents. Early intervention can be offered in several forms:

- Speech and language therapy can help in improving hearing and using hearing aids
- Physiotherapy can help in development of motor skills such as, balance, sitting, crawling and walking.
- Assistance technology equipment that a child may need.

Inclusion provides an opportunity to treat children with disabilities equally and focus on their abilities. This empowers them with adequate facilities, infrastructure and personal support. Hence,

- carry out the early developmental screening of all children and identify their strengths.
- understand the significance of early identification and intervention.
- make adjustments in the physical environment to ensure it is barrier-free.
- make curriculum flexible and accessible to children with different impairments.
- develop appropriate assessment and evaluation procedures.
- build capacity and empower all stakeholders to revisit their own attitudes and work towards changing them, if required. Gradually encourage them to use positive terminology when working with children with disabilities.
- use age-appropriate play and learning material.
- sensitisation, orientation, training and counselling of parents and community should be done.



NEP 2020 – Specific Goals for Early Childhood Care and Education

- Achieving universal provisioning of quality early childhood development, care, and education as soon as possible. (NEP 2020, para 1.1)
- Attainment, by all children of optimal outcomes in the domain of:
 - i. Physical and motor development
 - ii. Cognitive development
 - iii. Socio-emotional-ethical development
 - iv. Cultural/artistic development
 - v. Development of communication and early language, literacy, and numeracy. (NEP 2020, para 1.2)
- Institutionalization of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning comprising of languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement in addition to a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. (NEP 2020, para 1.2)
- NEP 2020 states that the Foundational Stage begins at Age 3 and ends at Age 8 i.e., five years of schooling from Preschool to Grade 2. Children should, therefore, begin Grade 1 at the age of 6 years

Guiding Principles for the Foundational Stage based on NEP 2020

- Every child is capable of learning regardless of the circumstances of birth or background.
- Each child is different and grows, learns, and develops at their own pace.
- Children are natural researchers with great observational skills. They are constructors of their own learning experiences and express feelings and ideas through different representations.
- Children are social beings; they learn through observation, imitation, and collaboration. Children learn through concrete experiences, using their senses and acting upon the environment.
- Children's experiences and ways of learning must be acknowledged and included. Children learn best when they are respected, valued, and fully involved in the learning process.
- Play and activity are the primary ways of learning and development with continuous opportunities for children to experience, explore, and experiment with the environment.
- Children must engage with material, activities, and environments that are developmentally and culturally appropriate and develop conceptual understanding and problem-solving.
- Content should be drawn from the experiences of children. The novelty of the content or its challenges should be based on the familiar experiences of children.
- Content should be suited to the developmental needs of children and should provide several opportunities for fantasy, storytelling, art, music, and play.

- Equity in issues such as gender, caste, class, and disability should be emphasized in the content.
- Teachers should facilitate and mediate the learning of the children. Scaffolding should be provided by asking open-ended questions, enabling exploration.
- Family and community are partners in this process and are involved in multiple ways.
- Care is central to learning. Children at this age naturally perceive familiar adults as caregivers first. Teachers should be sensitive and responsive to the needs and moods of children. Classroom activities must emphasize the emotional aspect of learning (e.g., through storytelling or art).

Learning through Play - Conversation, Rhymes, Stories, Toys, Music, Art and Craft

The term 'play' in the context of ECCE includes all activities that are fun and engaging to the child. This can take the form of physical play, interaction, conversation, question and answer sessions, storytelling, read-alouds and shared reading, riddles, rhymes, or other enjoyable activities involving games, toys, visual art, and music.

Play provides active and stimulating learning opportunities to children, and can be organized in different ways like free play, guided play, structured play.

Conversation:

Conversations are very important for children's ability to connect with people and things around them. Continuous conversations with children in the classroom help to build relationships of trust

Conversations in the classroom can be of two kinds:

- Free conversations: During free conversations, the Teacher gathers a few children around and allows them to talk about interesting things that have occurred during the day, on their way to school or any information they wish to share. The task for the Teacher is to draw children out with simple questions that will help them to talk about their experiences.
- Structured conversations: Structured conversations are planned and organized by Teachers. These typically occur in the morning hour to assemble children together and talk and think through a topic together. Topics are often about children's daily life events and happenings, and their feelings

Storytelling

Stories are a particularly good medium for learning about social relationships, ethical choices, for understanding and experiencing emotions, and becoming aware of life skills. While listening to stories, children learn new words thus expanding their vocabulary, and learn sentence structure and problem-solving skills. Children with very short attention span concentrate for a longer time while engrossed in a story. Through culturally contextual stories, we can acquaint children with their culture, social norms and create awareness about their surroundings. Selecting the right story is critical. Stories should be age-appropriate, in familiar language, and should be of interest to children.

Besides listening to stories, children must also have the opportunity to tell stories. Stories told by children can be the same ones they have heard or something they have created. The Teacher can begin to tell a story and ask children to complete it.

Toy-Based Learning

This is an important sub-set of play-based pedagogy. Young children learn from first-hand experiences and working with actual objects. They try out and explore and learn. The classroom environment should cultivate this spirit of exploration through playing with toys and manipulatives

Whether a toy is simple or complex, it has a lesson for the child to learn. When a child holds a toy, and manipulates it, she is practicing her motor skills and strengthening her hand-eye coordination. Toys that require children to push, pull, grab, pinch, turn, or otherwise use their hands and body to make it do something are instrumental in a child's growth. Toys can also be made from readily available items such as fabric, bottles, cardboard boxes, yarn, cooking pans, bangles, pipe cleaners and pinecones.



Songs and Rhymes

Children love singing songs and rhymes, and dancing to music. Songs are also a wonderful means of learning language

Children understand different concepts through songs and their vocabulary also expands. Physical movements accompanying the songs enhance gross and fine motor movements, and body movements and gestures help children in understanding concepts. Songs promote interaction among children and lead to cooperation

Music and Movement

Music is also a strong stimulation for brain development and formation of synaptic connections. So, following rhythm and playing simple musical instruments, and singing should be encouraged. Body movements can accompany claps or rhythm played on a tin box or a khanjari (tambourine) or manjira (cymbals)

Art and Craft

- Drawing could involve the use of paper and crayons, sketch pens, coloured or black pencils or charcoal. Children can also draw on slates, blackboards, or floors. The advantage of blackboards and the floor is that it provides lot of space to children to create large drawings. Paper too can be of different sizes, shapes, and colour. Instead of a white paper and crayons of different colours, if children are given black paper and yellow or white crayons, the images that emerge are different and unique. Young children who learn to hold crayons for the first time begin to scribble and gradually move to drawing random shapes, and finally they are able to draw specific shapes and designs. Drawing is a valuable activity for expression as well as fine motor coordination

- Painting is exploring the use of wet colour on paper, floor, or fabric. Children can use brushes that are available in the market, or the Teacher can make brushes with sticks and fabric or cotton. Variations with wet paint are thumb printing, palm printing, printing with vegetable waste, printing with other materials like bottle caps, blocks, vegetables (e.g., potato or lady finger). Children also enjoy thread printing, finger printing, as well as finger painting.
- Pasting involves use of glue and things that can be stuck on paper or fabric. The Teacher or children can draw a shape on which children paste matchsticks or coloured paper or it can be a free pasting activity. Different materials like sand, pencil shavings, saw dust, dry mud, coloured, or newspaper print paper can also be pasted on paper. A collage using different materials can also be created. Readily available glue as well as glue made by the Teacher can be used for the same
- Potter's clay or wet mud with a little glue added to it can be used for clay moulding. Dough made by the Teacher, with or without food colours added to it, can be provided. Play dough is also available in the market. Children should be encouraged to explore this medium and create different shapes and objects. As an extension of the activity, the clay objects created by children can be dried and painted on a later day
- Tearing paper of different sizes
- Folding paper, pressing it to create fine paper fold models.
- Use empty cardboard boxes, sand, mud, and their cutting and pasting skills to construct new things e.g., vehicles, animals, buildings

Strategies for Literacy and Numeracy

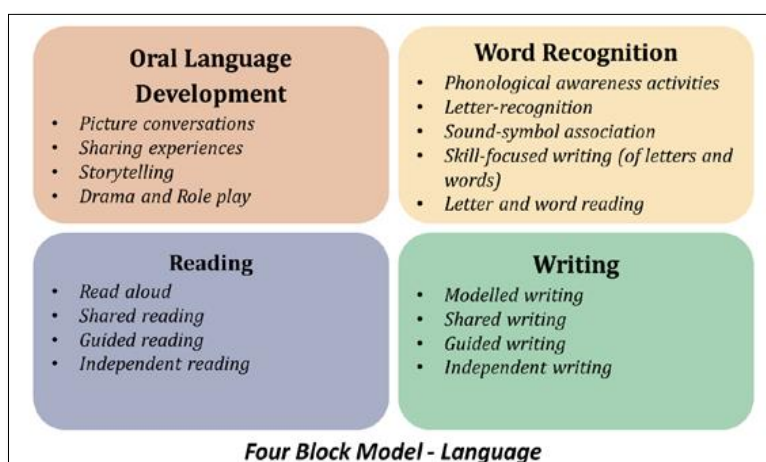
Components of Early Language and Literacy

Reading and writing require a child to distinguish different sounds in spoken words, recognize letter-sound relationships, make words by combining sounds, develop vocabulary, comprehend what is written and develop reading fluency.

The components of early language and literacy include:

- **Emergent literacy skills:** Developing awareness about print, pretend reading (reading pictures), logographic reading (reading words as pictures), drawing and scribbling to represent and express something.
- **Oral language development:** Improved listening comprehension, oral vocabulary development, and using talk and conversation for learning with peers and knowledgeable others
- **Phonological awareness:** Phonological awareness is the understanding of the sound structure of language, i.e., sentences which are made up of words, syllables, and smaller units of sound.
- **Decoding:** Deciphering written words by sounding them out, based on understanding the relationship between symbols and their corresponding sounds. It is the ability to associate sounds with individual letters and letter combinations (aksharas) and blending the sounds together to pronounce (or read) the whole word and identify the meaning.
- **Reading with comprehension:** Constructing meaning from a written text and critically thinking about it.
- **Fluent reading:** Accurate, automatic recognition of words and reading with expression.
- **Writing:** Ability to write words correctly, along with presentation of thoughts or information in a logical and organised manner.
- **Developing a desire or habit of reading:** Engaging with a wide variety of books and other reading materials and developing an appreciation for literature

The Four-Block Approach for Literacy Instruction



Teaching Mathematics

Children bring various mathematical skills from their surroundings and culture into the classroom, which must be the basis of learning mathematics. The following approaches can be integrated into mathematical teaching-learning processes to give children comprehensive mathematics experiences considering the nature and cognitive demand of the tasks and

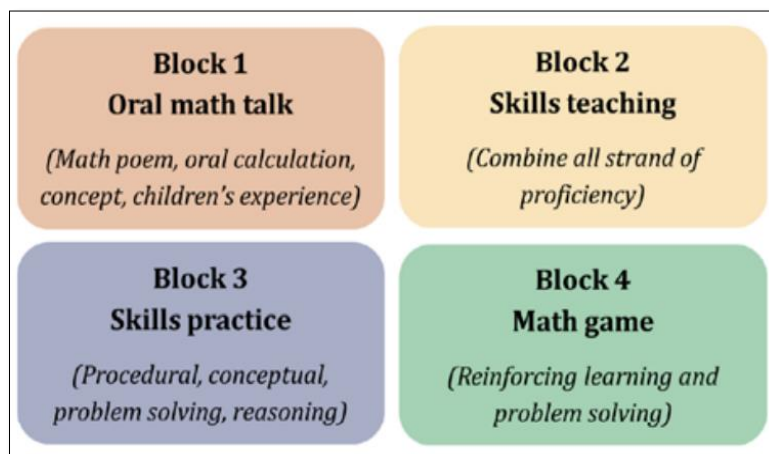
- **Developing mathematical abstract ideas (concepts) through concrete experience (ELPS)**

- E – Experience: Learning the mathematical concept of concrete objects, e.g., counting concrete objects for learning numbers.
- L – Spoken Language: Describing the experience in language, e.g., what is being counted, how many have been counted.
- P – Pictures: Representing mathematical concepts in a pictorial form e.g., if 3 balls have been counted, these can be represented through 3 pictures of the ball.
- S – Written Symbols: Mathematical concept that has been learned through concrete experience and pictorial can be generalized in written symbol form such as writing the number 3 for three balls.



- **Connecting mathematics learning with children's real-life and prior knowledge**
- **Mathematics as a problem-solving tool**
- **Using Mathematical talk, communication, and reasoning.**
- **Developing a positive attitude towards learning mathematics**

Four Blocks Model – Mathematics



Some strategies for teaching an unfamiliar language

- Promote oral language development initially with lots of fun-filled and interactive activities
- Provide comprehensible input in the unfamiliar language. It includes providing many opportunities of listening to the language and reading it in a form that is within the children's sphere of comprehension, also called 'comprehensible input.'
- The language used by the Teacher should be simple and supported by gestures, pictures, actions, and use of words from the children's home languages. Using a familiar context that children can easily relate to is important for better comprehension.
- Build a meaningful and purposeful context. It means children should be encouraged to acquire an unfamiliar language by using it for effective communication instead of being stuck with purity and correctness of language.
- Provide ample exposure to unfamiliar language. This could be done by providing opportunities of listening, using the language for communication, and ample print materials.
- Create a stress-free and safe environment. There should not be any pressure on early production or speaking and formal assessment of learning for an unfamiliar language

Methods and Tools of Assessment

The two broad methods of assessment that are appropriate for the Foundational Stage are observations of the child and analysing artefacts that the child has produced as part of their learning experience.

1. Observation

Tools to record observations

Teachers can use tools such as anecdotal records, checklists, and event sampling to record their observation.

a) Anecdotal records

Sample Anecdotal Observation Record	
Context: I teach a class of 4-5-year-olds. This is an observation I made of something that caught my attention while I was doing 'story time' with my children.	
Name: Devi	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/Area: Classroom
Purpose of observation: Emotional regulation	
Observation: I read the story 'Rajesh hugs her sister' to my class. Devi got agitated and pushed around the children sitting beside her. After the story reading, I asked the children to draw a picture of their family. Devi did this but blackened out the boy in the picture using her crayon. I asked her about it, and she said 'That's my brother. I don't like him. He always teases me and takes my food. Mother and Father like him.'	
Interpretation: <ul style="list-style-type: none"> Devi seems to be having difficulty coping with her feelings for her brother. She may not know how to communicate her feelings to her parents. This was affecting her behaviour with other children too. 	
Plan of action: <ul style="list-style-type: none"> Talk to Devi's parents about this. They may need to do few things at home - like making her brother and Devi play together, do some chores together share food, and explicitly assure her how they love her equally. Give more attention to Devi's responses and attitudes in class towards stories and role play involving characters of parents and brothers; observe and record progress. 	

b) Checklists

	Listening and speaking	Quarter1	Quarter2	Quarter3
1	Listens with attention to spoken conversation and stories			
2	Recites, repeats small poems, action songs and participates in music and rhythmic activities			
3	Able to follow 2 or 3-step instructions			
4	Responds to questions through sentences used appropriately			
5	Uses appropriate vocabulary and speaks complete sentences about an idea/object/picture/experience			
	Emergent reading			
6	<i>Print awareness</i> and meaning making - demonstrates awareness of print in the classroom and environment			
7	Able to associate and recognize their own name and one-to-one association of spoken words and written words			
8	<i>Bonding with books</i> - Demonstrates the ability to explore a range of age-appropriate books (e.g., picture books, rhyme books, story books)			
9	<i>Pretend reading</i> - Demonstrates interest and looks through books and tries to read them			
10	Able to comprehend and interpret the meaning of the print from picture books or story books			

c) Event sampling

Event Sample – Observation record	
Context: This was a class of 4-5-year-olds. I had given group work to my children and recorded my observations. This led me to useful insights for further action.	
Names of the children: Muthu, Chandri, Suryan, Karthik	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/ Area: Creative activity, outdoor
Purpose of observation: Children's group work	
Description of the incident	Interpretation
<ul style="list-style-type: none">• I had given them a task to work in small groups of 3 or 4 and create a picture using twigs and leaves. They had to collect these from outside, and then come in and finish the task.• Muthu, Chandri, Suryan, and Karthik were in one group. Karthik touched the twigs and leaves but did not contribute towards completing the task. He ran around, disrupting other children.• Chandri and Muthu cooperated with each other and created a tree model from the twigs and leaves they collected.• Suryan seemed to enjoy the process but didn't contribute much.	<ul style="list-style-type: none">• These children are at different levels:• Karthik exhibits disruptive behaviour, is not able to focus on the task. I will need to work with him on this.• Suryan, while not disruptive, will need support to demonstrate appropriate social behaviour.• Muthu and Chandri can work well in groups, complete tasks.
<p>I was specifically concerned about Karthik's disruptive behaviour. To understand it more, I decided to do a frequency-sample observation of Karthik e.g., observing him every 5 minutes in a period of 30 minutes every alternate day and interpreting his behaviour, how much time he is able to focus on a given task and understanding the cause of his behaviour. I recorded this in a simple checklist format.</p> <p>I could then work on the solution along with his family, give him tasks based on interest, and appreciate him on completion of the tasks.</p>	

2. Analysing Artefacts

An artefact in an early childhood classroom refers to an object created by a child during the teaching-learning process. Artefacts could be used by looking at the child's work and seeing how their level of understanding of a particular Learning Outcome affected what they were able to produce. Artefacts provide a rich source of information about a child's strengths and abilities.

3. Worksheets

Worksheets contain tasks that children perform and respond to in written form. These tasks can be designed to achieve specific Learning Outcomes. Worksheets can be very effective assessment tools for Teachers. Analysing student responses in worksheets can give the Teacher a clear understanding of the learning level of the child.

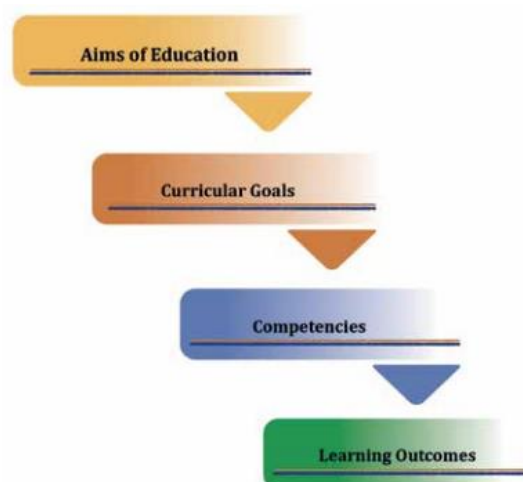
4. Child Portfolio

A portfolio is an intentional collection of significant work samples and records of children that allow for assessment by providing evidence of effort and accomplishment related to specific Learning Outcomes. The Teacher should analyse the portfolio of the child with regard to specific outcomes and mark the child's progress against competencies. The organization of a child's portfolio should clearly indicate outcomes to be achieved. Each child should have a dedicated folder to store their relevant artefacts.

Note: it is important to periodically aggregate, summarise and analyse all the assessments during a term. The school should maintain a folder for each child. The folder can contain all information about the child and the Teacher's narrative summary for each term/year. The summary of such an analysis can be captured into a Holistic Progress Card (HPC) and this can be used to communicate to the parents and families of the child.

Teachers should be unbiased and open-minded towards the children they teach. Their opinions about children and their abilities or capabilities should not be influenced by other factors e.g., caste, gender, religion, socioeconomic status.

Curricular Goals Competencies and Learning Outcomes



Aims of Education

Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems – curriculum development, institutional arrangements, funding and financing, people’s capacities and so on. Aims of Education are usually articulated in education policy documents.

Curricular Goals

Curricular Goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to a Stage in education (e.g., the Foundational Stage). National Curriculum Frameworks which guide the development of all curricula state the Curricular Goals. For example, in this NCF “Children develop effective communication skills for day-to-day interactions in two languages” is a Curricular Goal for the Foundational Stage.

Competencies

Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage. Competencies are articulated in Curriculum Frameworks. However, curriculum developers can adapt and modify the competencies to address specific contexts for which the curriculum is being developed

Learning Outcomes

Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed so that teachers can observe and track learning and respond to the needs of learners continually. These interim markers are Learning Outcomes. Thus, Learning Outcomes are granular milestones of learning and usually progress in a sequence leading to attainment of a competency. Learning Outcomes enable teachers to plan their content, pedagogy, and assessment towards achieving specific competencies.

Note: This curriculum for preschool has taken the Curricular Goals, Competencies and Learning Outcomes as given in NCF. The link of the document (flip book) is: [National Curriculum Framework for Foundational Stage 2022 \(ncert.nic.in\)](https://ncert.nic.in/publication/national-curriculum-framework-for-foundational-stage-2022)

Curricular Goals, Competencies, Learning Outcomes and Pedagogical Processes

Preschool- 1

Note:

There is no one to one correspondence between competencies, suggested pedagogical processes and Learning Outcomes. The entire Curricular Goal has to be seen as a whole.

L1 is the home language/mother tongue/familiar language and L2 is the less familiar language (English).

Domain	CG-1 Children develop habits that keep them healthy and safe.		
	Competencies	Pedagogical Processes	Learning Outcome
PHYSICAL DEVELOPMENT	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food	Providing Opportunities and Experiences for: <ul style="list-style-type: none">knowing about themselves, their body parts, family members, and distinguish people and relationships	C-1.1(a) Identifies things that can be eaten and cannot be eaten. C-1.1(b) Begins to eat and name a variety of foods with adult prodding. C-1.1(2) Names a few healthy food items and a few unhealthy food items.
	C-1.2 Practices basic self-care and hygiene	<ul style="list-style-type: none">Supporting children for their sense of self-worth and pride in accomplishmentsUsing toilet, washing hands with adult assistance etc.	C-1.2(1) Gets help to wash and dry hands before and after using the toilet or eating. C-1.2(2) Can wear clothes (without buttoning them) and put on their footwear with the help of adults.
	C-1.3 Keeps school/classroom hygienic and organized	<ul style="list-style-type: none">Periodic health check-up (height, weight and general healthy), ensuring immunization and safety of childrenSupplementary nutrition in preschool	C-1.3(1) Aware of their belongings such as bags, bottles, shoes, handkerchiefs, etc. C-1.3(2) Places soiled plates and utensils in the designated space with the help of adults.
	C-1.4 Practices safe use of material and simple tools	<ul style="list-style-type: none">Health and nutrition education to the children, parents and community	C-1.3(3) Uses dustbin with assistance. C-1.4(1) Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs.
	C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	<ul style="list-style-type: none">Educating children through stories, animated films, video clips, role play etc. that their private parts should not be exposed, touched or photographed by others and they should not be touching the private parts of anyone	C-1.5(1) Identifies road safety as important, holds hands of adults and walks on the road.
	C-1.6 Understands unsafe situations and asks for help		C-1.6(1) Differentiates between familiar and strange adults.
	CG-2 Children develop sharpness in sensorial perceptions		
	C-2.1 Differentiates between shapes, colours, and their shades	Providing Opportunities and Experiences for: <ul style="list-style-type: none">Messy play like sand play and water play, clay moulding, printing etc.Hands-on activities using objects that encourage sorting, matching, imagining, pushing, pulling etc.	C-2.1(1) Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white, brown). C-2.1(2) Groups objects based on their colour (e.g., all red things together).
	C-2.2 Develops visual memory for symbols and representations		C-2.2(1) Matches two visual symbols with same pattern and orientation and size (e.g., match with, match ∞ with ∞).
	C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo	<ul style="list-style-type: none">Tactile discriminationFamiliarization with simple songs and/or gestures	C-2.3(1) Differentiates sounds in the environment as the sound of humans, animals, vehicles, sound of clap, tap, sound of material etc. C-2.3(2) Differentiates loud and soft

	C-2.4 Differentiates multiple smells and tastes		sounds. C-2.4(1) Identifies good and bad smell (perfume, flowers, garbage etc.) C-2.4(2) Identifies sweet, salty, bitter, sour, and hot (spicy) taste.
	C-2.5 Develops discrimination in the sense of touch		C-2.5(1) Differentiates hard and soft, hot and cold, rough and smooth surfaces.
	C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences		C-2.6(1) Blows breath with force.
PHYSICAL DEVELOPMENT	CG-3 Children develop a fit and flexible body		
	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	Providing Opportunities and Experiences for: <ul style="list-style-type: none">• Strengthening hand grasp (e.g., moulding play dough, clay)• Using pincer grasp of thumb/forefinger (e.g., tearing and pasting small pieces of papers, peeling /sticking stickers, picking up small objects with fingers)• Using safe equipment and environments that vary in skill levels (e.g., tricycles, tires, hoops, balls, balance beam etc.)• Practicing skills e.g., hopping, catching, throwing overhand, jumping• Dance, rhythmic and other movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing)• Strengthening hand grasp (e.g., moulding play dough, clay)• Using pincer grasp of thumb/forefinger (e.g., tearing and pasting small pieces of papers, peeling /sticking stickers, picking up small objects with fingers)• Participation of children with special needs through adaptation of activities as per their needs	C-3.1(1) Begins to catch, throw and kick balls with very basic control.
	C-3.2 Shows balance, coordination, and flexibility in various physical activities		C-3.2(1) Stands on one foot with support/aid. C-3.2(2a) Balances on one leg for a short time.
	C-3.3 Shows precision and control in working with their hands and fingers		C-3.3(1) Exhibits fine motor skills, eye-hand coordination and muscle strength in simple activities (e.g., scribbling, tearing paper, pasting, free hand colouring, clay work).
	C-3.4 Shows strength and endurance in carrying, walking, and running		C-3.4(1a) Walks in straight line. C-3.4(1b) Able to walk backwards. C-3.4(1c) Walks on tiptoe (6+ steps). C-3.4(1d) Walks, and runs easily changing direction and speed comfortably. C-3.4(2a) Jumps in place, jumps across one short hurdle. C-3.4(2b) Jumps landing on feet (height 2½-3 feet). C-3.4(3) Carries simple weights and moves with them (e.g., carries a small mug of sand from one place to another).
SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT	CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms		
	C-4.1 Starts recognising ‘self’ as an individual belonging to a family and community	Providing Opportunities and Experiences for: <ul style="list-style-type: none">• Nurturing and responsive relationships to help children learn how to control their emotions, become secure,	C-4.1(1) Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt or bag or thing). C-4.1(2) Says own first and family (last) name.
	C-4.2 Recognises different emotions and makes		C-4.2(1a) Identifies their wants and feelings (e.g., I don’t want to colour

SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT	deliberate efforts to regulate them appropriately	confident, curious and communicative	today, I want to go out). C-4.2(1b) Recognizes simple emotions (fear, joy, sadness).
	C-4.3 Interacts comfortably with other children and adults	<ul style="list-style-type: none"> Interacting and building relationship with other children and facilitating peer learning and interaction Expressing and recognizing feelings Sharing of discomfort and anxiety experience by children 	C-4.3(1a) Identifies/names close family members/ particular adults. C-4.3(1b) Interacts comfortably with familiar adults. C-4.3(2) Demonstrates comfort in staying in the classroom without parents or familiar adults.
	C-4.4 Shows cooperative behaviour with other children	<ul style="list-style-type: none"> Participation of children with special needs through adaptation of activities as per their needs 	C-4.4(1) Begins to play with other children.
	C-4.5 Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> Sensitizing children that any physical and mental abuse being subjected to them should be reported to the teacher or anybody close to them 	C-4.5(1) Participates in everyday activities. C-4.5(2) Follows simple instructions with teacher's support.
	C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need		-----
	C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children		-----
	CG-5 Children develop a positive attitude towards productive work and service or 'Seva'		
	C-5.1 Demonstrates willingness and participation in age- appropriate physical work towards helping others	Providing Opportunities and Experiences for: <ul style="list-style-type: none"> Recognizing and understanding the rules for being together with others such as small group activities, playing in various activity areas and storytelling etc. imagining, pushing, pulling etc. 	C-5.1(1) Places materials and toys back in their appropriate locations after use
	CG-6 Children develop a positive regard for the natural environment around them		
	C-6.1 Shows care for and joy in engaging with all life forms	Providing Opportunities and Experiences for: <ul style="list-style-type: none"> Familiarization with simple songs and/or gestures Engaging children in a variety of play activities with other children (e.g., dramatic play, art projects, free play etc.) 	C-6.1(1) Shows curiosity in observing plants and animals.
COGNITIVE DEVELOPMENT	CG-7 Children make sense of world around through observation and logical thinking		
	C-7.1 Observes and understands different categories of objects and relationships between them	Providing Opportunities and Experiences for: <ul style="list-style-type: none"> Sensory development through activities for all the five senses such as using textures, sound boxes, embossed material etc. Observe different things in their immediate environment through nature walk Picture reading, odd man out 	C-7.1(1) Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance. C-7.1(2) Identifies the missing part of a familiar picture of familiar object. C-7.1(3a) Recognizes hierarchical relationships within categories (e.g., animals and their younger ones) C-7.1(3b) Makes comparisons within and between categories. C-7.1(3c) Plays using object substitution

COGNITIVE DEVELOPMENT		activities, completing 2-3 pieces puzzles, simple maze, simple grouping activities such as putting together blocks of same colour: size and shape (one attribute at a time)	(e.g., uses banana as telephone) C-7.1(3d) Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital).
	C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> • Copying simple pattern using different material • Creative thinking and simple problem solving. 'What will you do if you want a toy that is kept on the top of the almirah?' 	C-7.2(2) Uses ideas based on observations (e.g., imitates adults blowing on hot food before eating). C-7.2(3) Differentiates between day and night C-7.2(4) Makes choices and expresses preferences. C-7.2(6) Explains the impact of one's actions/ behaviour on others (e.g., hitting a dog with a stone hurts a helpless creature, not turning off a tap wastes water) C-7.3(1) Shows dexterity in using simple tools for drawing/ colouring
	C-7.3 Uses appropriate tools and technology in daily life situations and for learning		
	CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures		
	C-8.1 Sorts objects into groups and sub-groups based on more than one property	Providing Opportunities and Experiences for: <ul style="list-style-type: none"> • Manipulating objects/material such as blocks, toys, puzzles etc. • Matching, sorting, classification, sequencing and seriating through concrete objects • Observing numbers and symbols in the immediate surroundings • Measuring objects using simple measuring tools such as cups, glasses and jars and non-standard measurement (e.g. handful of seeds/ toffees, a cup of water/milk, pinch of salt etc.) 	C-8.1(1) Sorts objects into 2 groups based on size, length, height, and weight (big-small, Long - Short).
	C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers		C-8.2(1a) Recognizes & repeats the patterns in pairs – Objects, pictures, shapes (leaf, flower, leaf, flower, in A B A B A B A B A B A B A pattern) C-8.2(1b) Recognizes and repeats the patterns of sounds (da-ma-ga, da-ma-ga, etc.) C-8.2(1c) Recognizes and repeats the patterns of the movements (hop-stand, hop-stand)
	C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s		C-8.3(1a) Says/sings number names verbally till 5 in correct sequence/order with context C-8.3(1b) Imitates adults while counting using one to one correspondence between number names and objects till 3. C-8.3(1c) Counts objects up to 3 and develop understanding of cardinality till 3 (e.g., counts 3 things in a set and says those are 3) C-8.3(1d) Counts given manipulatives or objects and can pick and give up to 5 things C-8.3(1e) Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects C-8.3(1f) Recognizes instantly the count of a collection of 2 or 3 objects

COGNITIVE DEVELOPMENT	C-8.4 Arranges numbers up to 99 in ascending and descending order		C-8.4(1) Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3)
	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system		C-8.5(1) Compares two numbers (orally) up to 3 and uses vocabulary like more and less
	C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition		C-8.6(1) Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally
	C-8.7 Recognises multiplication as repeated addition and division as equal sharing		C-8.7(2) Distributes a given set of objects to multiple recipients
	C-8.8 Recognises basic geometric shapes and their observable properties		C-8.8(1a) Matches by shape, size or colour by one attribute C-8.8(1b) Compares and classifies objects by one factor like shape, colour and size C-8.8(1c) Follows simple instructions and places objects based on shape, colour, and position – e.g., bring red balloon here, keep round ball on the table
	C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment		C-8.9(1) Uses vocabulary (length, width, height, distance) to express length through poems and stories C-8.9(2) Uses vocabulary to express weight through poems, and stories
	C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months		C-8.10(1) Uses vocabulary in daily life like today, tomorrow, and yesterday
	C-8.11 Performs simple transactions using money up to INR 100		C-8.11(1) Uses vocabulary related to money using poems and stories.
	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements		C-8.12(1) Names shapes and a few properties of shapes.
	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements		C-8.13(1) Solves simple inset puzzles with geometric and no geometric shapes.
LANGUAGE AND LITERACY DEVELOPMENT	CG-9 Children develop effective communication skills for day-to-day interactions in two languages 1		
	C-9.1 Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> Observing and exploring print in the immediate environment (familiar sings, logos, on toffee/biscuit wrappers) 	C-9.1(1) Listens to a wide variety of songs and poems. C-9.1(2) Repeats a simple song or a rhyme.
	C-9.2 Creates simple songs		C-9.2(1) Enjoys familiar songs and poems.

LANGUAGE AND LITERACY DEVELOPMENT	and poems on their own	<ul style="list-style-type: none"> Free and guided conversation and supporting them in using a variety of communication strategies including gestures Listening to others and talking in turns Participating in rhymes and songs involving a lot of rhyming words and repetitions with actions Picture reading/conversation – select pictures that have many talking points e.g. a railway station, a market, etc. Age appropriate stories (5-10 minutes) in various forms (orally, with props, pictures, puppets etc.) Real Aloud from books to expose children to the written language register (short, simple, meaningful texts with which they can relate) Vocabulary development games Listening to simple English words, action rhymes through audio-video Asking open ended questions to stimulate thinking and speaking during conversations, picture talk and story telling Play with words (e.g. nonsense rhymes) Visual discrimination games (which is different?), games for audio-visual association Creating a print rich environment in the class (by labelling things, shelves, posters, etc.) Shared Reading (levelled text to do finger-print-voice matching) Develop awareness of sound segments (phonemes, rhyming words) e.g. phonic games with beginning sounds Playing with manipulative materials to refine eye hand coordination e.g. threading beads Scribbling on variety of papers Colouring- free and within large closed spaces Tracing and joining 	
	C-9.3 Converses fluently and can hold a meaningful conversation		C-9.3(1) • Listens attentively and speaks in short conversations with familiar people around. C-9.3(2) Expresses their needs and feelings through short meaningful sentences.
	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others		C-9.4(1) Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.).
	C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say		C-9.5(1) Listens attentively to stories for a short period of time (5-7 minutes)
	C-9.6 Narrates short stories with clear plot and characters		-----
	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary		C-9.7(1) Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big).
	CG-10 Children develop fluency in reading and writing in Language 1 (L1)		
	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables		C-10.1(1) Sings rhymes C-10.1(2) Mimics and reproduces syllabic sounds.
	C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks		C-10.2(1) Recognizes/ identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover). C-10.2(2) Distinguishes between printed text and pictures. C-10.2(3) Pretends to read familiar books based on pictures in the story
	C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words		C-10.3(1) Knows that words are made of letters.
	C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation		-----
	C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own		C-10.5(1) Listens to “Read Alouds” and responds to questions posed by the Teacher. C-10.5(2) Reads picture books and identifies objects and actions
	C-10.6 Reads short poems and		-----

	<p>begins to appreciate the poem for its choice of words and imagination</p> <p>C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material</p> <p>C-10.8 Writes a paragraph to express their understanding and experiences</p>		
LANGUAGE AND LITERACY DEVELOPMENT	C-10.9 Shows interest in picking up and reading a variety of children's books		
	CG-11 Children begin to read and write in Language 2 (L2)		
	C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables		
	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences		
AESTHETIC AND CULTURAL DEVELOPMENT	CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways		
	<p>C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p>	<ul style="list-style-type: none"> • Tactile discrimination • Learning in real world contexts, carrying out projects involving exploration and investigation, talking, problem solving, asking questions, sharing information, exchanging ideas, reflecting and integrating information with existing knowledge and skills • Opportunities for interaction with digital technologies under teacher's supervision like drag and drop activities, digital drawing / painting, use of interactive websites, educational videos, digital storytelling and e-books etc. • Working with computer (watching rhymes, stories, 	<p>C-12.1(1) Grasps relevant art materials, tools, and instruments</p> <p>C-12.1(2) Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks</p> <p>C-12.1(3) Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)</p> <p>C-12.1(4) Creates imprints using blocks, stencils, found objects and natural materials.</p>
	<p>C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.</p>		<p>C-12.2(1) Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)</p> <p>C-12.2(2) Produces a variety of sounds by playing with voice, body, objects and instruments</p> <p>C-12.2(3) Explores volume (loud and soft), and pitch (high and low) while using</p>

		puppet shows, play games, e-content activities for cognitive development etc.) along with adult interaction	voice, or body, or playing with instruments and objects C-12.2(4) Explore silence and stillness in everyday situations
	C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts		C-12.3(1) Observes their surroundings, local culture and examples of art to make connections with their own explorations. C-12.3(2) Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences.
	C-12.4 Works collaboratively in the arts		C-12.4(1) Explores sound and movement produced individually and in groups.
	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage		C-12.5(1) Responds to artworks verbally/ non-verbally to express likes, dislikes, and other views C-12.5(2) Acknowledges the presence of others during activities related to the arts
POSITIVE LEARNING HABITS (Additional Relevant Goal)	CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.		
	C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals	<ul style="list-style-type: none"> • Asking divergent (open ended) questions that probe and elicit expanded thinking and processing of information • Answering child's questions directly 	C-13.1(1a) Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle) C-13.1(1b) Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes)
	C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments		C-13.2(1a) Practices remembering by recalling a story or verbally describing a picture no longer in view C-13.2(1b) Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from shelf) C-13.2(2a) Adjusts to changes in routines C-13.2(2b) Identifies signals for changes between activities C-13.2(2c) Makes transitions that are part of a daily schedule. C-13.2(3) Begins to take turns and waits in line for short periods of time with adult support.
	C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions		C-13.3(1) Enjoys spending time in the garden/ outdoors C-13.3(2) Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with adult support
	C-13.4 Classroom norms: Adopts and follows norms with agency and understanding		C-13.4(1) Observes and imitates adult behaviour for classroom norms

ANNUAL ACTIVITY PLANNER

PRESCHOOL – I

Note: The activities given are suggestive only. The teacher can adapt/adopt these activities keeping in mind the needs of all children in the classroom for achieving the desired Learning Outcomes

WEEK 1 and 2

Domain	Competencies	Suggestive activities
Physical Development	C-1.2 Practices basic self-care and hygiene	<ul style="list-style-type: none"> • Labelled picture charts of bathing, brushing, combing • Talk on wearing clean clothes • Washing hands • Brushing teeth
	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Jumping • Clapping, hands up, hands down • Taking big steps and small steps • Stamping the feet • Playing with balls
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Clay work • Hand impression with colour
Socio Emotional and Ethical Development	C-4.1 Starts recognising 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> • Tell your Name. • Use of greeting words • Taking children for school visit to help them adjust with school environment
Cognitive Development	C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> • Nature walk followed by asking children to name the objects/things that they saw • Telling and imitating bird sounds • Observing different colours and flowers
Language and Literacy Development	C-9.1 Listens to and appreciates simple songs, rhymes and poems	<ul style="list-style-type: none"> • Playing on audio player / TV e.g. rhymes • Singing songs

WEEK 3 and 4

Domain	Competencies	Suggestive activities
Physical Development	C-1.2 Practices basic self-care and hygiene	<ul style="list-style-type: none"> • Hygiene check-up of the child • Rhymes on good habits • Use of toilet • Rhymes
	C-1.3 Keeps school/classroom hygienic and organized	<ul style="list-style-type: none"> • Use of dustbin • Naming their belongings • Keeping their belongings with them or in their bag
	C-2.4 Differentiates multiple smells and tastes	<ul style="list-style-type: none"> • Showing fruits • Tasting fruits
	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Bending • Stretching • Dance • Free Play • Action songs • Catching large ball with two hands, throwing, kicking and bouncing
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Paper ball with paper crushing • Play with blocks • Sand plays

Emotional and Ethical Development	C-4.1 Starts recognizing 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> One to one interaction with the child e.g. what is your name, age and class, say hello! Name game
Language and Literacy Development	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	<ul style="list-style-type: none"> Bilingual Story telling by teacher Giving simple directions e.g. Wash your hands, Open your tiffin, Come here, Go to your seat
Positive Learning habits	C-13.4 Classroom norms: Adopts and follows norms with agency and understanding	<ul style="list-style-type: none"> Setting of class rules e.g. maintaining cleanliness, uniform, discipline etc.
Positive Learning Habits	C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments	<ul style="list-style-type: none"> Making the child wait for their turn Asking child to tell his daily routine

WEEK 5 and 6

Domain	Competencies	Suggestive activities
Physical Development	C-1.6 Understands unsafe situations and asks for help	<ul style="list-style-type: none"> Labelled pictures of body parts Touching and naming body parts of self Demonstrating good/safe touch and bad/unsafe touch Say no to bad touch and tell teacher/ mother/ father/ grand parents Interaction with the child Story telling
	C-2.1 Differentiates between shapes, colours, and their shades	<ul style="list-style-type: none"> Introduction to colours red, blue, yellow Celebration of colour day Displaying objects of colours Rhymes Identifying objects/things of colours red, blue, yellow Pick and match with the right colour Fun with colours
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> Clay modelling Sand play Colouring Wet chalk drawing
	C-3.4: Shows strength and endurance in carrying, walking, and running	<ul style="list-style-type: none"> Peddling of tricycles Climbing steps and sliding Gallop - walk like horse
Socio-Emotional and Ethical Development	C-4.3: Interacts comfortably with other children and adults	<ul style="list-style-type: none"> Asking simple questions for e.g. What is your name? What is your father's/mother's name? Where do you live? Making the child aware to report any uncomfortable situation (physical or mental abuse) to the teacher, parents or anybody close to them
	C-4.5: Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> Tiffin sharing activity Eating with spoon Using napkin
Language and Literacy Development	C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<ul style="list-style-type: none"> Storytelling followed by questioning from the child to see the understanding/ comprehension Asking child to speak on a theme/topic in Hindi Storytelling

		<ul style="list-style-type: none"> Asking simple questions for e.g. What is your name? What is your father's/mother's name? / Where do you live?
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WEEK 7 and 8

Domain	Competencies	Suggestive activities
Physical Development	C-1.2: Practices basic self-care and hygiene	<ul style="list-style-type: none"> Shoe lacing with the help of helper or teacher Puppet play Display of pictures depicting cleanliness Video Rhymes
	C-2.4: Differentiates multiple smells and tastes	<ul style="list-style-type: none"> Colour the vegetables Smell and taste the vegetables Rhymes Flash cards Creating stories on vegetables Role play
	C-3.2: Shows balance, coordination, and flexibility in various physical activities	<ul style="list-style-type: none"> Walking in straight line Walk on planks of varied width Swings Slides
	C-3.3: Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> Potato painting/leaf painting/ ladyfinger painting/ onion or any other vegetable painting
Socio-Emotional and Ethical Development	C-4.1: Starts recognising 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> Birthday celebration activities Asking the child to speak few lines about him/her self
Language and Literacy Development	C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> Giving a problem and asking the child to speak about the solution Asking questions e.g. Tell the name of your school? / Do you like your school? / Who is your best friend?
	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> Introduction of swar ॐ Identification of sound ॐ Showing pictures/flash cards of sound ॐ Rhymes
Aesthetic and Cultural Development	C-12.3: Innovates and works imaginatively to express a range of ideas and emotions through the arts	<ul style="list-style-type: none"> Family tree Puppet making by teacher Story telling using puppets Asking the child to speak few lines on family members

WEEK 9 and 10

Domain	Competencies	Suggestive activities
Physical Development	C-1.6 Understands unsafe situations and asks for help	<ul style="list-style-type: none"> Labelled pictures of body parts Touching and naming body parts of self Demonstrating good/safe touch and bad/unsafe touch Say no to bad touch and tell teacher/ mother/ father/ grand parents Interaction with the child Story telling
	C-3.2 Shows balance, coordination, and flexibility in various physical activities	<ul style="list-style-type: none"> Stacking Zig Zag walk, walk on toes Dancing

	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> Scribbling with crayons Using coloured chalk Hand prints on black board with water Thumb impression on black board with water
Socio-Emotional and Ethical Development	C-4.4 Shows cooperative behaviour with other children	<ul style="list-style-type: none"> Sharing of experiences with children Individual talk time to each child Setting rules for the class Puppets show
	C-6.1 Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> Showing and naming pictures of animals Telling them about the animals in the surroundings Observing and naming the animals in the surroundings
Language and Literacy Development	C-9.2 Creates simple songs and poems on their own	<ul style="list-style-type: none"> Dancing and singing on children songs
	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> Recitation of short poems/rhymes Introduction of swar अ Identification of sound अ Showing pictures/flash cards of sound अ

WEEK 11 and 12

Domain	Competencies	Suggestive activities
Physical Development	C-1.4 Practices safe use of material and simple tools	Demonstration by teacher on: <ul style="list-style-type: none"> Right way of taking bath Self-combing Oiling the hair Use of soap Cleanliness competition
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> Block printing Coin painting Cotton pasting
	C-3.4 Shows strength and endurance in carrying, walking, and running	<ul style="list-style-type: none"> Walking forward and backward Rope Train Building structures with blocks Rolling clay into balls
Language and Literacy Development	C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> Story telling Use of vocabulary words by teacher Vocabulary game Jump in and out game Hands up and down activity Sit down and standup activity Watching cartoon/short films/ videos
	C-10.1: Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> Recitation of short rhymes Introduction of swar इ Identification of sound इ Showing pictures/flash cards of sound इ Asking child to name the things/ objects of sound इ from the surroundings
	C-10.8: Writes a paragraph to express their understanding and experiences	<ul style="list-style-type: none"> Use of brush and water Scribbling with crayons

Aesthetic and Cultural Development	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	<ul style="list-style-type: none"> • Rhythmic movements on different sounds • Free Dance with music
Positive Learning Habit	C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> • Pictures of birds • Naming the birds in the surrounding • Outdoor visits / Nature walk • Day/Night concept related activity • Rhymes

WEEK 13 and 14

Domain	Competencies	Suggestive activities
Physical Development	C-1.5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	<ul style="list-style-type: none"> • Running/ racing in playground • Walking on tyre/planks • Hopscotch • Walking on zigzag line/straight line • Identification of colours of traffic lights
	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food	<ul style="list-style-type: none"> • Healthy/unhealthy food • Asking children to finish food in the tiffin and not throwing food items in the dustbin • Naming favourite food items. • Story telling
	C-2.1 Differentiates between shapes, colours, and their shades	<ul style="list-style-type: none"> • Introduction to colours black, white and brown • Celebration of colour day • Displaying objects of colours • Rhymes • Identifying objects/things of colours black, white and brown • Pick and match with the right colour • Fun with colours
	C-2.2: Develops visual memory for symbols and representations	<ul style="list-style-type: none"> • Showing of real objects/pictures/cards • Showing visual symbols/pictures and asking to match symbols with same pattern • See and tell
	C-2.3: Differentiates sounds and sound patterns by their pitch, volume, and tempo	<ul style="list-style-type: none"> • Differentiating between the sounds -loud and low • Listening to music and responding
Socio-Emotional and Ethical Development	C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately	<ul style="list-style-type: none"> • Asking children to express their feelings • Showing emoticons and asking children to explain the expressions • Role play • Giving a situation or telling a story and asking children to identify the emotions of characters
Cognitive Development	C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> • Colouring number 1 and 2 • Count and tell • Number games and puzzles • Arranging the number in sequence
Language and Literacy Development	C-10.1: Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> • Introduction of swar ङ • Identification of words starting from ङ • Short rhymes • Use of tongue twisters • Identification of sound ङ • Showing pictures/flash cards of sound ङ

	C-10.8: Writes a paragraph to express their understanding and experiences	<ul style="list-style-type: none"> • Scribbling with crayons
Positive Learning habits	C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals	<ul style="list-style-type: none"> • Thumb painting • Finger painting • Making a Necklace from beads • Tearing and pasting

WEEK 15 and 16

Domain	Competencies	Suggestive activities
Physical Development	C-1.4: Practices safe use of material and simple tools	<ul style="list-style-type: none"> • Showing pictures of objects that are unsafe/ harmful • Giving a situation and asking for solution
	C-2.4: Differentiates multiple smells and tastes	<ul style="list-style-type: none"> • Taste and tell (salty, sweet, sour and bitter) • Tell my smell (pleasant and unpleasant)
	C-2.5: Develops discrimination in the sense of touch	<ul style="list-style-type: none"> • Touching of cold and luke warm water • Touch cards of hard and soft textures • Sorting hard and soft objects
Cognitive Development	C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> • Colouring number 3 and 4 • Count and tell (up to 3) • Number games and puzzles • Arranging the number in sequence
Language and Literacy Development	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> • Introduction of swar ॐ • Identification of words starting from ॐ • Asking child to name the object/things of sound ॐ from the surroundings • Identification of sound ॐ • Showing pictures/flash cards of sound ॐ
	C-10.9 Shows interest in picking up and reading a variety of children's books	<ul style="list-style-type: none"> • Asking the child to go to reading area and pick the book/ magazine/poster of his choice • Asking the child to explain the posters/pictures on the classroom/school walls
Positive Learning habits	C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> • Taking children in the school garden for observing the types of plants/flowers/leaves • Story telling • Videos showing uses of water • Making bubbles using small container • Pictures • Finger puppets

WEEK 17 and 18

Domain	Competencies	Suggestive activities
Physical Development	C-1.2 Practices basic self-care and hygiene	<ul style="list-style-type: none"> • Use of clean handkerchief • Use of handkerchief while coughing, sneezing and running nose
	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Brush painting • Walking on foot prints • Jumping • Butterfly walk
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Sorting of pulses, beads etc. and matching • Folding the handkerchief • Walk along the shape e.g. Circle
Cognitive Development	C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> • Colouring number 5 • Count and tell (up to 3)

		<ul style="list-style-type: none"> • Number games and puzzles • Arranging the number in sequence • Pairing beads • Counting the dots on dominos
	C-8.8 Recognises basic geometric shapes and their observable properties	<ul style="list-style-type: none"> • Jump in a big circle and small circle • In Out games • Making a big circle and small circle by children in air or on sand
Language and Literacy Development	C-9.3 Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> • Free conversation • Listening/singing of National Anthem along with teacher
	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> • Asking the child to go to the reading area and pick the book of choice • Asking the child to look at a picture and tell about the picture • Introduction of swar अ • Identification of words starting from अ • Asking child to name the objects/things of sound अ from the surroundings • Identification of sound अ • Showing pictures/flash cards of sound अ
Aesthetic and Cultural Development	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	<ul style="list-style-type: none"> • Labelled Pictures/charts of different state dresses • Names of common dresses • Fancy dress on theme states of India

WEEK 19 and 20

Domain	Competencies	Suggestive activities
Physical Development	C-1.2 Practices basic self-care and hygiene	<ul style="list-style-type: none"> • Clean and trimmed nails competition • Demonstration by teacher on body hygiene • Healthy Tiffin competition • Right way of eating • Use of spoon/fork
	C-3.2 Shows balance, coordination, and flexibility in various physical activities	<ul style="list-style-type: none"> • Pretend play of train running in playground/ Fly like a bird/aeroplane/ Jump like a kangaroo/ Make a tower with blocks • Catch me if you can • Dancing • Standing on one foot with help
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Picture pasting of vehicles • Colouring the pictures of vehicles • Sticking the stickers
Cognitive Development	C-7.1 Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> • Making the child name the things that go together e.g. Needle-thread, bread-jam/butter, spoon-eating, lock-key, bucket-bath, soap-wash, doctor-hospital
	C-8.1 Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> • Demonstration of tall and short objects • Standing height wise
Language and Literacy Development	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> • Introduction of swar ए • Identification of words starting from ए • Asking child to name the objects/ things of sound ए from the surroundings • Identification of sound ए

	C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	<ul style="list-style-type: none"> • Showing pictures/flash cards of sound ऐ • Cartoon films • Showing the rappers of biscuits/ chocolates/ chips/ soaps/ toothpaste etc. and asking children to recognize • Showing logo of Chandigarh
Positive Learning Habits	C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> • Showing toy/pictures of automobiles • Making children's train • Identifying sounds of vehicles • Identifying /Naming means of transport that they see in their city • Using carton boxes as transport for pretend play

WEEK 21 and 22

Domain	Competencies	Suggestive activities
Physical Development	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Paper folding • Paper tearing and pasting • Brushing or spray painting
	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Playing with square blocks • Moving on square made by teacher on ground with the help of chalk • Moving in a rhythm • March Past
Cognitive Development	C-8.8 Recognises basic geometric shapes and their observable properties	<ul style="list-style-type: none"> • Giving instructions to children based on colour, shape and size e.g. pick all red blocks, keep round balls on table etc.
	C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment	<ul style="list-style-type: none"> • Demonstration of more or less • Showing objects/things and asking the child to identify more and less • Poems/ Rhymes
Language and Literacy Development	C-9.3 Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> • Guided conversation
	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> • Introduction of swar ऐ • Identification of words starting from ऐ • Asking child to name the objects/things of sound ऐ from the surroundings • Stories/rhymes using swar ऐ • Moral stories with pictures • Identification of sound ऐ • Showing pictures/flash cards of sound ऐ
	C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own	<ul style="list-style-type: none"> • Picture reading • Identifying objects/ things in the immediate surrounding • Naming the task that child can do at home or at school
Aesthetic and Cultural Development	C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts	<ul style="list-style-type: none"> • Fancy dress competition • Naming the festivals • Creating/enacting a festival scene • Video of City Beautiful • Colour the city logo • Visit to the nearest park or garden of Chandigarh

WEEK 23 and 24

Domain	Competencies	Suggestive activities
Physical Development	C-3.2 Shows balance, coordination, and flexibility in various physical activities	<ul style="list-style-type: none"> • Exercise/ yoga/ free dance • Games e.g. cat and mouse • Walk in big steps/small steps • Balancing on one leg
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Thread painting • Blow painting • Thumb painting
Socio Emotional and Ethical Development	C-6.1 Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> • Stories and video of animal love. • Talking about care for the animals around them • Asking children to share their experiences
Cognitive Development	C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> • Observing growth of a plant in a pot • Variation in clothes of summer and winter • Day/Night concept related activity
	C-8.1 Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> • Demonstration of long and short • Naming long and short objects in the immediate surrounding
	C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers	<ul style="list-style-type: none"> • Shape hunt game with various objects e.g. Pattern making activities
	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	<ul style="list-style-type: none"> • Asking children to count objects and tell the bigger number and smaller number (up to 5)
	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements	<ul style="list-style-type: none"> • Solve puzzles related to shapes. • Create puzzle with help of teacher • Aao maape (measuring activity) • Drawing a shape and playing in/out
Language and Literacy Development	<p>C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words</p>	<ul style="list-style-type: none"> • Introduction of swar ओ • Identification of words starting from ओ • Asking child to name the objects/things of sound ओ from the surroundings • Identification of sound ओ • Showing pictures/flash cards of sound ओ • Colouring in swar • Observing the charts/posters/picture books with swar/ illustrated books
Aesthetic and Cultural Development	C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts	<ul style="list-style-type: none"> • Diya decoration/ Rangoli Making with the help of teacher • Colouring the candle

WEEK 25 and 26

Domain	Competencies	Suggestive activities
Physical Development	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Galloping • Frog race • Bounce the ball
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Clay modelling • Finger painting • Leaf Painting

Socio Emotional and Ethical Development	C-5.1 Demonstrates willingness and participation in age- appropriate physical work towards helping others	<ul style="list-style-type: none"> • Story telling • E-stories • Guided conversation • Role play
Cognitive Development	C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> • Colouring numbers • Count and tell • Number games and puzzles • Arranging the numbers in sequence
Language and Literacy Development	C-9.1 Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> • Playing videos of rhymes, songs, poems like hathi raja, titli rani • Singing/recitation of poems and songs by student and teacher • Reciting poems/songs with actions • Poem recitation competition
	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> • Introduction of swar औ • Identification of words starting from औ • Asking child to name the objects/things of sound औ from the surroundings • Identification of sound औ • Showing pictures/flash cards of sound औ
	C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own	<ul style="list-style-type: none"> • Picture reading • Naming the task that parents and grandparents do • Naming the task performed by our helpers
	C-10.8 Writes a paragraph to express their understanding and experiences	<ul style="list-style-type: none"> • Writing on sand/ air with finger tracing

WEEK 27 and 28

Domain	Competencies	Suggestive activities
Physical Development	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Walk on numbers (1, 2 and 3) • Walk like animals • Dancing • Free play
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Bottle cap painting • Rangoli making with pebbles • Paper tearing • Picking dried leaves from school ground
Socio Emotional and Ethical Development	C-6.1 Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> • Listening to stories from Grandparents • Watering plants • Keeping potted plants in class • Keeping water for birds in pots at home
Cognitive Development	C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	<ul style="list-style-type: none"> • Count and tell the number (upto 3) • Let's make group e.g. group of 2 or 3 • Taking away the objects and asking children to count
	C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment	<ul style="list-style-type: none"> • Demonstration of short and long • Guided conversation on short and long objects • Comparison of short and long
	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements	<ul style="list-style-type: none"> • Solve puzzles related to shapes. • Create puzzle with help of teacher • Aao maape (measuring activity) • In/out Game in shapes

Language and Literacy Development	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> • Introduction of swar अं तथा अः • Identification of words starting from अं तथा अः • Asking child to name the objects/things of sound अं तथा अः from the surroundings • Identification of sound अं तथा अः • Showing pictures/flash cards of sound अं तथा अः
	C-10.2 Understands basic structure / format of a book, idea of words in print and direction in which they are printed, and recognizes basic punctuation marks	<ul style="list-style-type: none"> • Let's read (reading book with the help of teacher) • Picture reading of with swar • Reading common sign/logos e.g. logo of maggi, or biscuits etc.

WEEK 29 and 30

Domain	Competencies	Suggestive activities
Physical Development	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Sack race • Filling the bottle with sand
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • String the beads • Poking straws into holes
Cognitive Development	C-7.3 Uses appropriate tools and technology in daily life situations and for learning	<ul style="list-style-type: none"> • Colouring within the lines of a drawing in a time limit • Ear bud painting
	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	<ul style="list-style-type: none"> • Asking children to count the objects and tell more or less • Number rhymes
Language and Literacy Development	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> • Introduction of swar ऋ • Identification of words starting from ऋ • Asking child to name the objects/things of sound ऋ from the surroundings • Identification of sound ऋ • Showing pictures/flash cards of sound ऋ • Writing on sand and air with finger

WEEK 31 and 32

Domain	Competencies	Suggestive activities
Physical Development	C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences	<ul style="list-style-type: none"> • Inhale and exhale breath • Blowing balloons for class decoration under teachers' supervision
	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Balloon race • Banana race • Copy cat (Copy the teacher pose/action like standing hands up, one hand up etc.)
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Pasting of Pencil shavings • Stamp painting
Cognitive Development	C-8.4 Arranges numbers up to 99 in ascending and descending order	<ul style="list-style-type: none"> • Arranging of blocks shape wise and size wise
	C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months	<ul style="list-style-type: none"> • Drill/Practice of daily routine • Use of words like today, tomorrow, yesterday • Use of new words by teacher
	C-8.11 Performs simple transactions using money up to INR 100	<ul style="list-style-type: none"> • Roleplay of shopkeeper game • Showing denomination of Rupees 1 to 5

		<ul style="list-style-type: none"> Asking children to recognize the denomination and arrange in ascending order Rhymes
Language and Literacy Development	C-10.2 Understands basic structure / format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	<ul style="list-style-type: none"> Reading all swar with the help of picture Writing on sand and air with finger Tracing of swar with crayons
	C-10.9 Shows interest in picking up and reading a variety of children's books	<ul style="list-style-type: none"> Picture reading/conversation Asking children to pick a story book of their choice from reading corner and reading the story from the book
Aesthetic and Cultural Development	C-12.4 Works collaboratively in the arts	<ul style="list-style-type: none"> Recognition of animals sounds

WEEK 33 and 34

Domain	Competencies	Suggestive activities
Physical Development	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> Catch the ball Balancing on one leg Walk on tips and toes
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> Clay work Sorting pulses of different colours and sizes Tripod activity
Cognitive Development	C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers	<ul style="list-style-type: none"> Showing patterns of leaves/ flowers/ small and big objects/ short and tall objects for recognition Copying patterns using concrete object
	C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> Saying/ singing number names till 5 Count and tell the number of objects
	C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months	<ul style="list-style-type: none"> Drill/Practice of daily routine Use of words like today, tomorrow, yesterday Use of new words by teacher Day cards games e.g. showing pictures of morning/night afternoon or evening and asking children to identify the time and do one activity related to time Singing the days of week song
Language and Literacy Development	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	<ul style="list-style-type: none"> Giving practice to children through simple instructions like sit down, stand up, don't litter, bring the toy here, go and wash your hands, keep the book in the corner, keep your tiffin in the bag
Language and Literacy Development	C-10.2 Understands basic structure / format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	<ul style="list-style-type: none"> Milan karo: swar with pictures Book reading (Identification of swar in books)

WEEK 35 and 36

Domain	Competencies	Suggestive activities
Physical Development	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> Playing games with children like Ice and water kokla chapaki jummaat aayi hai Group dance
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> Finger painting Paper tearing Free hand drawing

Cognitive Development	C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment	<ul style="list-style-type: none"> • Demonstration of far and near • Comparison of far and near • Pictures depicting far and near objects
	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements	<ul style="list-style-type: none"> • Drawing a circle on ground and asking children to move on circle • Making round shape with clay or paper napkins • Colouring round shape • Naming round shape objects from immediate surrounding
Language and Literacy Development	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> • Guided conversation on a given theme • Story telling • Naming the friends in class and home • Naming the common objects with the help of pictures
	C-10.2 Understands basic structure / format of a book, idea of words in print and direction in which they are printed, and recognizes basic punctuation marks	<ul style="list-style-type: none"> • Recapitulation of Swar • Finding things in surroundings related with swar • Poem recitation • Tongue twisters

WEEK 37 and 38

Domain	Competencies	Suggestive activities
Physical Development	C-1.4 Practices safe use of material and simple tools	<ul style="list-style-type: none"> • Telling Safety tips like not to touch electric wires, gas stove, hot iron, insert finger in electrical switches etc. • Taking up a situation related to safety and asking for solution • Showing Visuals • Free conversation with children
	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Passing the parcel game • Sequencing of number 1-5 • Curving race • Peddling of tricycles
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Coin painting • Block printing • Cotton Pasting
Cognitive Development	C-8.7 Recognises multiplication as repeated addition and division as equal sharing	<ul style="list-style-type: none"> • Counting pencils/crayons/ notebooks/ toffees /stones/other objects • Distribution of crayons/pencils/toffees by children
Language and Literacy Development	C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<ul style="list-style-type: none"> • Storytelling and retelling • Sequencing the events
	C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation	<ul style="list-style-type: none"> • Identification of swar sounds • Showing the pictures and naming the swar sound • Rhymes • Reading fun activity (Pretend reading a story from story book or through picture flash card) • Reading of very short sentences
Aesthetic and Cultural Development	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> • Collecting leaves of different sizes and pasting in chart (group work) • Best out of waste • DIY e.g. Decoration work of class • Thumb painting
	C-12.4 Works collaboratively in the arts	<ul style="list-style-type: none"> • Group dance/ singing • Poem recitation/ singing competition

WEEK 39 and 40

Domain	Competencies	Suggestive activities
Physical Development	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Playing games like find the partner/hara samander gopi chander • Run slow and fast • Track race
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Paper crushing • Maze game
Socio Emotional and Ethical Development	C-5.1 Demonstrates willingness and participation in age- appropriate physical work towards helping others	<ul style="list-style-type: none"> • Modelling caring behaviour by teacher • Care of belongings
	C-6.1 Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> • Watering the plants • Caring the flowers • Any activity/role play related to environment
Cognitive Development	C-7.1 Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> • Sequencing/arranging of objects of different shapes • Colouring the shapes • Matching shapes with things around • Making the child identify missing part of an object / thing
Language and Literacy Development	C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation	<ul style="list-style-type: none"> • Identification of swar sounds • Showing the pictures and naming the swar sound • Rhymes • Reading fun activity e.g. Pretend reading a story from story book or through picture flash card • Reading of very short sentences

WEEK 41 and 42

Domain	Competencies	Suggestive activities
Physical Development	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> • Free play • Dance with music • Rhythmic dance movements
	C-3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Collage making • Thumb painting • Coin painting/tracing
Cognitive Development	C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> • Recapitulation of all numbers (1-5) • Count and tell • Rhymes • Sequencing • Writing on sand or air to recognize number
Language and Literacy Development	C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words	<ul style="list-style-type: none"> • Identification of swar sounds • Showing the pictures and naming the swar sound • Rhymes
Aesthetic and Cultural Development	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> • Making hand prints with colours • Card making with the help of teacher • Art with clay • Exhibition of children work.
Positive Learning Habits	C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments	<ul style="list-style-type: none"> • Storytelling and sequencing of events • Recapitulation of all concepts

Role of Parents and Community

Parents and Family

Parents and family are co-partners with the school in the child's learning and development. In the early years, it is even more important for parents to understand and support what happens in school as well as for Teachers to understand the child's situation at home so that they can take cognizance of it in their interactions with the child. Relationships with parents and families may be built and sustained with focus. Communication with parents needs to be frequent and ongoing, with parents being treated as equal partners in the process, not as people who are talked down to or only reported to. Parents need to be kept abreast of the child's progress. This could be done by inviting parents to school regularly for discussions about their child's learning, and by the Teacher conducting home visits. The meetings also provide space to elicit their views about the school's functioning. Parents may solicit meetings with Teachers as and when required. A shared understanding would be useful, especially of the importance of child development in the early years, different domains of development and learning, the need for stimulation and engagement in a conducive and safe home environment, the importance of basic health and nutrition, the effects of deprivation and child abuse, and the importance of the family and Teachers in the child's development. Parents and family can individually contribute to the school in several ways. Illustratively: participate in special celebrations, important days of the school, and school events; help with organising and supervising small local field trips; share their knowledge and experience when particular topics are being studied (e.g., growing plants and controlling for pests, how to perform first aid for basic injuries, cooking a simple healthy meal, demonstrating basic woodworking, talking about animals or vehicles); help the Teacher to align aspects of school practices to the local context (e.g., local festivals, local food, local art forms); and be part of the classroom on designated days as an observer or co-teacher

Parents can also be part of the School Management Committee, and become the bridge between the parents, the community and Teachers. They can take responsibility for ensuring clear, transparent communications about all matters between other parents and the school, they could help to collect additional resources or learning material, and be part of parent groups to plan, coordinate and manage events like Teachers Day or Sports Day

Community

The local community is defined as parents, family, residents of the neighbourhood, youth groups, community leaders, and local governance institutions. The community could be involved in and support the school in several ways. Illustratively: ensure enrolment and regular attendance of all local young children, share observations with Teachers, provide support with additional infrastructure, learning materials, better nutritional sources for children's meals or other services (e.g., the Gram Panchayat could use funds from other schemes for providing a water connection), motivate all parents and community members to become active partners with the school, and help make the school an integral part of the community.

Sample Weekly Schedule Preschool- I

Session Name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Circle Time/ Conversation (30 min)	Welcome Children / Warm Up / Health and Hygiene Check-up/ Free Conversation/ Tell your name activity					
Snack Break (15 min)	Sharing with friends					
Rhymes/Song/Music /Movement (15 min)	Showing videos of short poems / rhymes in mother tongue	Reciting a poem / rhyme with intonation and gestures by teacher	Recitation of poem/rhyme by children with teacher		Recitation by the children individually	Group dance
Concept Time/ Pre Numeracy (1 hour)	Showing different objects like pencils, erasers, toys in numbers of 1,2 and 3	grouping of 2 different objects available in the classroom	Playing outdoor game (grouping the numbers)	Story telling	Story telling and retelling	Picture reading
Art/Craft / Free Play (30 min)	Pretend play of rolling chapati using poem (मम्मी की रोटी गोल गोल, पापा का पैसा गोल गोल, हम भी गोल तुम भी गोल, सारी दुनिया गोल-मटोल)	Making round shape with clay	Sand play (making various shapes with finger on sand including circle)	Colouring a big circle (group work)	Recognizing various objects that are circular in shape from their immediate environment	Role play with the help of teacher
Corners Time (45 min)	Using dolls from doll corner, to differentiate between familiar and strange adults. Animated videos regarding the same can also be shown.			Recognition of colours using game and activities		Selecting a story book of their choice from reading corner and reading the story from the book
Lunch Break (30 min)						
Wind Up (15 min)	Teacher guided outdoor play for developing gross motor skills. Recapitulation of all the activities done on that day. Encourage children to share all that they did during the day with their parents.					

Glossary of Terms

1. Anganwadi –A childcare centre that provides health, education, and nutrition services to children less than six years, mothers, and adolescents throughout the country; set up under the Integrated Child Development Services (ICDS) scheme.
2. Balanced approach – An approach to literacy pedagogy, that balances explicit instruction for decoding (see below) and learning the script through meaning-making (see below) of the text encountered.
3. Balvatika –A one-year preparatory class before Grade 1 for children aged 5 - 6 years; it can be in an Anganwadi, a pre-school, primary school, or any other configuration.
4. Care – A behaviour expressing interest or concern towards something or someone; any activity that attempts to establish, maintain, and improve good relationships between people.
5. Cognitive – Any mental activity relating to or involving the processes of thinking and reasoning.
6. Competencies – These are learning achievement that are observable and can be assessed systematically.
7. Concept of print (or Print awareness) – This is an awareness of how printed texts work. This includes, among many things, the knowledge of what books are for, and an awareness of what direction the text is read in the printed form, and a knowledge of other mechanics of writing such as space between words and punctuation marks.
8. Curricular goals – These are statements that give directions to curriculum development and implementation.
9. Decoding – This is a key skill for learning to read. It is the ability to make the appropriate connection between the letters in the script and the sounds in the language. This ability is necessary to sound out full words that are presented in a written form.
10. Developmental delay – This refers to a delay in the growth of a child according to the norms for children of that age group. Delays can be in motor function, language and speech, cognitive skills, social functions, and so on.
11. Domains of development – The areas of growth and progress, namely, physical, emotional, social, cognitive, and language acquisition.
12. Early Childhood Care and Education – The care and education of children from birth to eight years.
13. Early Language – Language learning in the first few years of a child's life where there is interest and emphasis in acquiring oral skills, practising pronunciation, intonation, and the joy of learning new sounds, words, and language rules.
14. Emergent Literacy – The early stage of learning where children engage with reading and writing before these skills are introduced to them formally in a school.
15. Emergent Numeracy - The early stage of learning where children engage with basic number concepts and computation skills before these are introduced to them formally in a school.
16. Emotional intelligence – The ability to understand and manage one's own and others' emotions and respond positively to social norms.
17. Fine Motor skills – The ability to use the smaller muscles of the hands and wrists to make precise movements.
18. Foundational Literacy and Numeracy – (FLN) – It is a child's ability to read basic written or textual material and solve basic maths problems such as addition and subtraction.
19. Foundational stage – The stage of schooling for children aged 3 - 8 years.
20. Free play – Child-led, child-directed play in a stimulating environment developed by the teacher.
21. Guided play – Child-led, teacher-supported play, with guidance from the teacher.
22. Holistic development – The development of intellectual, social, physical, ethical, and emotional capacities in an individual.
23. Holistic Progress Card – The record of a child's learning and progress in all domains of learning achievement and development.
24. Home language – The language(s) spoken amongst members in the home of the child.

25. Hypothesis – An idea that is suggested as the possible explanation for something but has not yet been found to be true or correct.
26. Inclusion – The act of including; ensuring that each child has an equitable opportunity to participate in all school and classroom processes regardless of their individual learning differences.
27. Learning achievements – This is the extent of progress towards attainment of learning outcomes and associated competencies in any domain.
28. Learning outcomes – These are statements summarising the knowledge, skills, attitudes, and values that all children must possess and demonstrate upon the completion of a learning experience or sequence of learning experiences.
29. Learning trajectories – This is the developmental path to attain competencies.
30. Mathematical understanding – This understanding entails knowing and making sense of the meaning and connotation of mathematical knowledge.
31. Multilingualism – It is the knowledge and active use of many languages other than the home language for communication in teaching and learning contexts.
32. One-to-one correspondence – A skill in younger children involving the counting of each object in a set, wherein the counting is done only once with one count per object.
33. Phonics – A method of teaching decoding letters with matching sounds.
34. Phonological awareness – The ability to identify and distinguish sounds in a spoken word.
35. Positive learning habits – These are habits of learning that enable children to engage actively in formal learning environments like a school classroom.
36. Pre-literacy – These are early reading-readiness behaviours and skills that enable a child to develop successful reading abilities later.
37. Pre-numeracy – These are early number-readiness behaviours and skills of counting, identifying numbers, comparing quantities that enable a child to develop successful computation abilities later.
38. Preparatory stage – The stage for children aged 8-11 years; for Grades 3-5
39. Pre-school – A school providing education for children aged 6 years and under
40. Safety – It is the assessment of risk, and active protection of individuals from harm, danger, or injury.
41. Scaffolding – This is a specific and structured form of support provided to help children learn a particular concept.
42. School preparedness – The readiness of children entering school with a willingness/ openness to engage in and benefit from early learning experiences; also known as school readiness.
43. Self-care – Behaviours enacted in interest or concern towards one's own health, wellbeing, and growth.
44. Spatial skills – The mental ability to visualise and manipulate objects, shapes, and locations.
45. Stimulation – This refers to simple activities such as playing, reading, and singing with children that improve young children's ability to think, communicate, and connect with others.
46. Structured play – Teacher-led play in which children participate actively.
47. Subitizing – The ability to perceive accurately the number of things in a set without counting. This is typically for small number of items.
48. Synaptic connections – These are spatial links between neurons (nerve cells that transmit nerve impulses) to enable learning and memory.
49. Total Physical Response – (TPR) - A method of teaching language or vocabulary by using physical movement to go along with or react to verbal input.
50. Whole language approach – A philosophy and method of teaching languages where a particular language is taught more wholly in experiential and social ways, and not taught in parts (phonological structures, grammar, and vocabulary) to be put together after.

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