The Preschool Curriculum

Department of Elementary Education,
National Council of Educational Research and Training
The Preschool Curriculum
The First eight years play a key role in a child’s life as they begin to absorb the world around them and develop. These experiences that children have early in their lives affect their physical, cognitive, emotional and social development. Research indicates that brain connections multiply exponentially in their first three years of life, and the potential for ensuring optimal development is very high up to eight years. This development is influenced by not only the nutritional and health status of the child’s but also the psycho social experiences and environment the child is exposed to during these early years. Children who participate in quality early childhood education programme demonstrate considerable gains in social, educational and intellectual spheres, distinctively different from those who do not participate in ECCE programmes. It is an indispensable foundation for lifelong development and learning, and has lasting impact on children’s development.

The preschool programmes in India present a picture of plurality, with government, non-government, voluntary sector and private agencies providing a variety of services. However, the coverage of these programmes is extremely narrow, and the quality of services provided is varying in nature and has rooms for improvement. Pre-school programmes range from those that put children to a dull and monotonous routine to those where children are exposed to structured formal learning, often in English, made to do tests and homework, and denied their right to play. These are undesirable further and harmful practice that result from misguided parental aspirations. Further leading to the growing commercialization of pre-schooling, which is detrimental to children’s development and motivation to learn. This situation was thoroughly discussed at the NCERT and in view of addressing challenges in the area of pre-school education and also to empower the system to promote pre-school education in consonance with developmental concerns of children at the early stage.

NCERT has come out with two documents:- “Guidelines for Preschool Education” and a “Preschool Curriculum”. Their documents aim at helping the teachers, administrators, policy planners and other stakeholders to provide good quality preschool education to children. The guidelines present the parameters for infrastructure, qualifications and salary for preschool staff, admission process and records and registers to be maintained, monitoring and supervision mechanism and importance of coordination and convergence with community and parents. The curriculum has been designed for three years of preschool before class I, which highlights goals, key concepts/ skills, pedagogical processes and early learning outcomes for Preschool I, II and III. It also suggests ways of planning a preschool programme, classroom organizations and management, assessment and building partnership with parents and community.
The documents are the result of collective thinking of subject experts, teachers and teacher educators. It is suggestive and can be adopted/adapted by the States/UTs and other stakeholders as per need. The Department of Elementary Education shouldered the responsibility of developing both the documents. The efforts put in by everyone are appreciated.

The documents were shared with SCERTs, State Education departments and other stakeholders. We are thankful to all those who gave their suggestions. We welcome comments and suggestions to improve the quality and usability of this document.

New Delhi
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Hrushikesh Senapaty
Director
National Council of Educational Research and Training
ABOUT THE DOCUMENT

The present document is designed in a progressive manner for three years of Preschool education before class I between the ages of 3-6 years. The content of this document is based on developmentally appropriate approaches and it defines the vital role of preschool teachers and parents in connecting the key concepts/skills, goals, pedagogical processes and practices and ultimately leading to achievement of early learning outcomes.

THE DOCUMENT IS DIVIDED INTO NINE CHAPTERS:

Chapter 1: Discusses the significance of early years, definition, vision, aim, objectives, characteristics of preschool children and the guiding principles for the present curriculum.

Chapter 2: Highlights some concerns related to early learning which need to be addressed for quality improvement in Preschool Education.

Chapter 3: Provides the description of curriculum goals, key concepts/skill to be developed in children, pedagogical processes to be used by the teachers and early learning outcomes for Preschool I, Preschool II and III.

Chapter 4: Provides the information for designing child friendly learning environment. This includes how teachers create activity area in the classroom, organize individual, small group and large group activities, arrange classroom displays, seating arrangements and make adaptations for Children with Disabilities.

Chapter 5: Discusses various pedagogical approaches for curriculum transaction, programme planning and its effective implementation.

Chapter 6: Discusses different methods of observing and assessing children recording, collecting information and linking it to achievement of early learning outcomes.

Chapter 7: It provides suggestive ways for monitoring and supportive supervision for ensuring the quality of preschool programme.

Chapter 8: Discusses the benefits of quality partnership with the parents and community and various ways of involving parents in the preschool programme and educating them about care and nurturance of children, aspects of child development, importance of early years for development and preschool pedagogy.

Chapter 9: Highlights importance of linkages between preschool and primary school and how linkages can be established for smooth and successful transitions.

This document provides a comprehensive picture of quality preschool programme. We hope the present Preschool Curriculum will help the teachers to create an enabling environment in the classroom where they can help children play, learn and be happy. It is hoped that the curriculum will guide the teachers and support in planning and executing the developmentally appropriate activities.
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It is the right of every child to be provided opportunities 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. Research from neurosciences has highlighted that this is the stage for rapid and extensive brain development. 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 of brain cells, which shape the way individuals behave, think and learn for the rest of their lives. The multiple functions of the brain operate in a richly coordinated way and lead to the acquisition of skills and abilities in all areas of development.

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 adaptations for children with special needs, and developmentally appropriate activities, children develop their working memory, focus their attention and acquire self-control. These skills of executive functions and self regulation provide children with the foundations which help them to become as confident and efficient learners in the later years. They also learn to accommodate naturally the differences (learning styles) among themselves.

It is also important that children should be provided emotionally supportive and enabling environment to develop safe and secure relationships with teachers. Children need to feel free to explore, express, learn and build positive self concept. Research shows that participation in preschool programmes is beneficial because it leads to improved outcomes, including better nutrition, health, and education in both the short and the long run. Moreover, from an economic point of view, investment in preschool programmes offers a high pay-off in human capital making a strong case for public intervention. Preschool programmes not only benefit children and families, they reduce social inequality, and benefit communities and societies at large.
Hence, providing adequate opportunities for stimulating experiences favourably affect various learning abilities. Based on this understanding, preschool curriculum aims at providing a cohesive approach to facilitate the unfolding of each child’s innate potentials in all the domains of development. 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.

**Definition of Preschool**

Preschool education is education imparted to children in 3-6 years age group. It is the first stage of organised education. Preschool education is also known as pre-primary education. It is provided in any of the settings such as *Anganwadis*, Nursery Schools, Preschools, Preparatory Schools, Kindergartens, Montessori schools and Pre-Primary sections located in government and private schools.

**Vision of Preschool Education**

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.

**Aim 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, well being, 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.

**Characteristics 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, social and cultural. In the exploration of their environments, children are involved in observation, 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. They also develop their self concept.

The present curriculum, therefore, includes the specific content and pedagogy to suit the age and developmental requirements of this stage and finds its base from the theoretical and conceptual frameworks in the form of the guiding principles. This not only provides the required flexibility in terms of age, given the diversity in policies, but also caters to the realities of multilevel; multi age classrooms and ensures a smoother transition from preschool to early primary classes leading to positive self concept and confidence, better performance and better retention rates.

**Guiding Principles for Preschool Curriculum**

In the light of emerging needs and new developments in preschool education, an attempt is being made to ensure that the present curriculum is holistic, developmentally appropriate, indigenous, and most importantly play and activity based. Thus, the curriculum is drawn from the following guiding principles:

• **Learning is continuous and cumulative:** Learning begins at birth and continues over life. Since, children learn through senses and
stimulations, the early care and stimulation have a cumulative impact on their development. It is imperative that children including those with special needs are provided with optimal stimulation in the early years.

- **Evidence from neuroscience proves that early learning matters for later outcomes:** Neurobiological research shows that pathways set in the very early years of a child’s life program the ways in which children learn. While genetics plays an important role in the way brain is structured, it is often a child’s early experiences that are crucial in determining how the brain will eventually, be shaped.

- **Each child is different and grows, learns and develops at her/his own pace:** Although all children largely follow the same sequence of development, each child is unique and acquires abilities and skills at his/her own pace. A good preschool programme respects different abilities and individual pace of development of children and ensures that all children develop physically, socially, emotionally, morally and intellectually to their full potential. The curriculum follows developmentally appropriate practices (DAP) that are appropriate to their age, stage and context to promote children’s optimal learning and development. It suggests the use of multiple teaching strategies to address the needs of children at the different developmental stages.

- **Play and activity are the primary context of learning and development:** Play and activity are the best medium for preschool education. They offer opportunities to explore, experiment, manipulate and experience the environment thus, children construct their
knowledge. The curriculum suggests play activities, having a balance between different kinds of play like free and guided, active and passive, indoor and outdoor, individual and group and structured and unstructured. A substantial part of play should provide opportunities for self-initiated play/activities which emerge from children’s interest and choices.

- **Responsive and supportive interactions with adults are essential to children’s learning:** Children learn through the relationships they have with their parents, families, caregivers, teachers, and communities. Nurturing relationships help children become secure, confident, curious, and communicative. These relationships and interactions help children learn how to control their emotions and relate to others in socially appropriate ways.

- **Children learn by being provided the environment for experiential learning:** Children learn through active and direct experiences with their environment, which helps them to construct their knowledge with interaction and guidance from teachers and peers. Learning sustains when constructed. At early stage, children start exploring the next level of information and the spiral continues. It needs to be ensured that children are provided developmentally appropriate materials, experiences, and challenges in order to help them construct their own knowledge. The process also involves repetition of tasks, guidance from the teachers and more knowledgeable peers so that each child reaches her/his potential and is able to do the task, independently.

- **Interactive teaching enhances learning experiences:** Interaction (child-child, child-teacher, and child-material) is the most significant aspect of quality preschool education. The interaction between children, the range of environmental and cultural experiences along with meaningful dialogues helps children build a solid knowledge foundation and prepares them for formal schooling.

- **Development and use of indigenous material enhances learning opportunities:** Use of available indigenous resources helps in
providing early stimulation and education to children. It also preserves indigenous values and other aspects of cultural background vital for cultural identity. It provides opportunities to the teachers, children, caregivers, and community to contribute in active and constructive teaching-learning process.

- **Responsiveness to the context and appreciation of diversity support learning:** It is essential that programmes identify the strengths and abilities of all children to ensure that learning opportunities are maximised. All children need to be fully included in every educational experience and activity. Children with disabilities may need more individualised instructions in order to develop and learn the required skills, behaviours, and concepts. Since socialization is an important goal of preschool education the children should be given ample opportunities to interact with others during play, group activities and various forms of conversation.

- It is important to ensure that all children have access to learning opportunities regardless of their race, ethnicity, gender, sexual orientation, ability, disability, language, culture, religion and social or economic condition. Curriculum decisions should value and include the knowledge perspectives, cultural backgrounds and experience each child brings to the preschool. Opportunities should be provided to develop intercultural and intergroup understanding and value diversity.

- **Mother tongue/Home language should be the medium of instruction:** Language is closely linked to children’s identity and emotional security that helps them freely express their thoughts and feelings. However, language of instruction is a complex issue in a multilingual country like ours, where children may come into the preschool with a home language which may be different from the preschool/regional language. Research also demonstrates that children who attend preschool programme conducted in their mother tongue face fewer problems of comprehension. Teaching through children’s mother tongue/home language, is also internationally recognized as the most appropriate way of working with children in the early years of concept formation. In case there are more than one language as mother tongue, teachers may allow as many languages as are in the classroom to be used for expression with gradually exposing the child to school language. There is a need to provide all children exposure to sign language. It helps to lay the foundations of inclusion.

- **Family involvement contributes to learning:** Involvement of parents and family contributes to the learning and development of the children. The preschool curriculum recommends participation and involvement of families in preschools as well as at home.
Due to the diversity of experiences, diversity of abilities, and vagueness of dialogue over appropriate teaching learning process certain issues have emerged in the past and will continue to come up. Hence, for the better implementation of present curriculum these concerns require mindful handling. This would help to improve the quality of teaching learning process in the classroom thus, ensuring learning and development of all children. Tips to tackle some of the most prevalent issues are being discussed below:

1. **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 abilities 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.
2. **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.

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

3. **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, plays 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 as men and women in all professions. Both women and men should appear as leaders, heroes and problem solvers etc.
- Regularly sensitize the parents to support these practices at home. It is important to help them understand and stop discrimination.

4. **Avoid Early Formal Instructions**

Early focus on developing knowledge, skills and cognitive abilities in children harms their ability to develop a positive attitude, disposition to learn, be reflective, be inquisitive, be inventive, be resourceful, and being a problem solver. Teacher ought to:-

- Focus on building concepts and strengthening competencies and skills. To achieve this, s/he 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.
Some Concerns Related to Early Learning and Development

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5. **ensure careful inclusion of children with disability**

Encouraging the development of children with disabilities through **early intervention** minimises learning difficulties and accelerates child development. It also reduces the expenses by minimising 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.
- Development and work therapy can help develop motor skills of hands, play, cognitive, social emotional and development for self care.
- 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 the capacity and empower all the 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.
- Sensitization; orientation; training; and counseling of parents and community should be done.

Children need a bilingual or multilingual environment for smooth transition
Children are born with an incredible capacity and desire to learn. It is important that children are provided with rich experiences through play and activities that develop critical thinking and problem-solving, understanding about themselves which are age and developmentally appropriate. Pedagogical practices must include activities and experiences for all domains of development such as cognitive, socio-emotional, language and literacy, physical-motor and creative and aesthetic which are interlinked. Ample opportunities should be provided to explore, understand, experiment, experience and transform information into meaningful content and skills.

This curriculum has been developed with an assumption, based on empirical and theoretical understanding that children are generally ready for preschool by the age of 3 years. This curriculum has been designed in a progressive manner for 3 years of preschool education before class I, between the ages of 3-6 years.

While there is a broad universal sequence of development, yet, there are differences among children in terms of their prior experiences that children bring to preschool, their context, and abilities. Typically, there is also a difference of about a year in the ages of children in the same class, bringing in a lot of diversity into the classroom. Therefore, the curriculum should be transacted with adequate flexibility to accommodate this diversity and should not be seen as rigidly tied down to a particular chronological age of children. The curriculum needs to be customized by the teacher in any given point of time and meeting diverse learning needs for any age grouping.

Given the children’s age and the fact that they are likely to be away from home for the first time, considerable time may be allotted for free play to develop a sense of liking for the new environment and the people. This will form the basis for gradually moving them on to more structured activities.

The present curriculum covers the three broad goals, key skills and concepts to be developed, pedagogical processes to be used by the teachers and the early learning outcomes to be achieved by the children at the end of Preschool I, Preschool II and Preschool III.
Goals of Preschool Education

Learning and development in children is holistic, it advances in the areas of health, cognition, personal and social development and wellbeing simultaneously. Children learn at different times, in different ways and at different rates. The aim of preschool education is to facilitate optimum development of child’s full potential and lay the foundation for all round development and lifelong learning. The curriculum addresses all the domains of development through the following three broad goals.

Goal 1: Children Maintain Good Health and Wellbeing

The early childhood years are of critical importance for laying the foundation for optimal physical, socio-emotional and psychological health and well being of children for life. These are the years when children, given the right opportunities and encouragement, are developing the five senses, strengthening their larger and finer bones and muscles and refining their eye hand coordination, which is also one of the prerequisites for being able to write. Alongside, their sense of identity and social skills are developing, as they initiate and engage in more and more play based activities with other children, initially in pairs and then gradually in smaller and then larger groups as they learn to play, work and live with others in harmonious ways. They also begin to appreciate how each one of them is different and how these differences need to be not only accepted but respected.

Most important of all, children need to experience a sense of autonomy and confidence in their own growing abilities and achievements and develop good health habits leading to good physical health and development of self esteem and a positive self concept, which if

Early learning outcomes should be observed an Assessed in a continuous and comprehensive manner so as to provide scope for improvement.
appropriately nurtured, will stay with them for life. All this gets facilitated if the learning and play experiences they get provide opportunities to them to take initiative and are also engaging and challenging for them, and yet within their zone of capability, to enable them to experience more of success than failure. This approach would help them inculcate an interest in learning new things, engage and persevere on new and routine tasks and regulate their own emotions and efforts, all of which are skills that contribute to success and well being in life.

### Ensuring Appropriate Experiences and Opportunities

Children in preschools should be given adequate and regular opportunities for engaging in interesting and age appropriate outdoor play activities involving larger muscle development such as catching, running, jumping, skipping, balancing etc. Alongside outdoor play, the daily plan for a preschool should provide time and opportunity for free indoor play with materials in activity corners such as block play, manipulative play, art activities which will help to nurture their creativity, imagination and also strengthen eye hand coordination.

Play activities should be contextually relevant and planned progressively from simple to complex to allow for challenge, and yet be achievable for most children with same effort, while also catering to individual needs.

Free play activities provide opportunities for children to make choices and take decisions and also understand others’ rights and perspectives. Moreover, these support development of pro social behaviour in children like waiting for one’s turn, sharing, helping others, identifying own and
other’s emotions and experiencing compassion and empathy.

Following one’s interest and choice enables children to develop skills of self regulation, perseverance on task and good work habits. Activities like meal time and toilet breaks allow for good health habits to be formed such as hand washing, oral hygiene, eating nutritious food, eating slowly, drinking clean water, keeping the surroundings clean etc.

The teacher should ensure adequate, accessible, safe, age appropriate and clean indoor and outdoor space and equipments/materials for children to engage in free and guided outdoor and indoor play. Suitable modifications can be made for children with special needs, with inputs from parents and others working with children. The adequacy should be enough to engage all children but in a rotational manner, so as to also encourage development of social skills in them like sharing, waiting for one’s turn, ensuring all children are included and playing and negotiating with them.

Teacher’s role should be that of planner and facilitator who should plan a balanced programme conducive to children’s shorter attention span and need for movement, while allowing for flexibility in the schedule as and when needed. She would be required to keep in mind goals and objectives of preschool while designing activities and be able to prepare a conducive, attractive and inviting environment for children to engage with materials, other children and with the teacher. She should utilize play and meal opportunities to encourage good work habits in children like putting away materials after playing, not dirtying the room etc. An effective teacher would be friendly and interactive with all children, ask questions regarding their play and activity individually to help them extend their thinking and encourage conversation, but not be intrusive or directive in her approach, to allow for children’s initiative and imagination to flourish. Most importantly, the teacher must be encouraging and appreciative of each child’s efforts, so as to give her/him a sense of confidence and self esteem.
Goal 2: Children Become Effective Communicators

By the time three year olds come into a preschool in monolingual cultures, they have typically already begun to communicate their needs and likes and dislikes orally in their home language, which is also the school language. In addition, in more literate families, children are from infancy (0-2 years) exposed to books and to reading through story telling by elders or by seeing others reading as role models. The preschool curriculum is therefore required to build on all these early experiences and exposure and further children’s communication skills so that they can orally share their thoughts and feelings or describe their experiences more effectively, be able to receive and share information and develop higher order skills of critical and creative thinking. They gradually go on to also learn to read and write with comprehension in that language. However, this scenario is possible only in contexts where the medium of instruction or interaction in preschools and schools is the same as the child’s home language, in which the child has already gained some competence at preschool entry.

Given our country’s multilingual context, we have a large number of children whose home language is different from the medium of instruction in school or preschool. These include contexts such as that of tribal languages or dialects of regional languages and increasingly now the contexts of English medium preschools where children in most cases come in with no or little familiarity with oral English. Starting children on reading and writing without ensuring their oral language base results in children learning to read mechanically.
through simple decoding, but without much comprehension. Since all school subjects are language mediated, this early learning gap inevitably has an adverse impact on children’s later performance in school.

In addition to this challenge, we have a large number of children who are first generation learners who do not have a literacy environment at home. They may not have seen books in their environment or had anyone reading to them or otherwise; have a vague concept of print or text or meaning and value of reading and writing activity. When exposed to literacy activities in preschool or school, children from these contexts are unable to connect meaningfully with this experience and fail to develop an interest or motivation to learn and succeed in this area. In today’s technology era chances of children being familiar at a very early age with mobiles are also more than being familiar with books. Given these challenges, a pedagogical shift is required in approach towards language and literacy.

Enabling children to be able to orally communicate with ease and competence in the preschool/school language, become print aware, understand or make a meaningful connect with reading and writing in familiar contexts and develop interest in books and in learning to read is essential. It become the hallmarks of early initiation of children into developing their foundations in oral language skills and skills of reading and writing at the preschool stage. In addition, to help children learn to decode text with ease a focus on developing phonological awareness and sound and visual association becomes important.

**Ensuring Appropriate Experiences and Opportunities**

The above shift in pedagogy requires the teacher to not address literacy in isolation, but hand in hand with development of oral language skills in children by creating for them a stimulating bilingual environment in the classroom. The two must be seen as interdependent as language competence facilitates reading with ease and comprehension and the more a child reads the better becomes the child’s vocabulary. It is most important however to give due
respect to the language children bring from home since a child’s identity and early experience is linked with the home language and needs to be valued. But also using children’s language alongside the school language, by adopting a bilingual approach, facilitates comprehension and learning and smoothens the transition to the school language. Children learn to communicate effectively if they are given ample opportunities and encouraged to talk, listen, share and narrate their experiences with gestures to other children and adults in a relaxed, non-critical and stress-free environment. Teachers should therefore create democratic and bilingual or multilingual classroom environments. They need to plan activities that allow requiring different forms of language usage or for different purposes for example, story making, conversation, experience sharing, asking and answering questions, or even dramatizing a story. This will provide children an effective and broad based oral language foundation, help expand their vocabulary and become confident in expressing themselves.

For initiation into reading and writing, teachers could design activities that help children connect writing with familiar day to day activities such as making a shopping list, or by simultaneously writing a story being constructed by children on the blackboard so that children understand that print is the written form of spoken words. Ensuring a print environment all around the children in the class, be it in the form of captions, labels and instructions or even their own name tags will help them develop print awareness. Activities for helping children develop phonological awareness, i.e. identifying sounds within the environment or identifying/recognising patterns of sounds within words, identifying beginning and end sounds of words and helping children learn to associate visual images or shapes/letters with sounds, all provide children effective tools for learning to later read and write. Reading aloud of story books or book browsing experiences in activity corners should be informal and enjoyable with access to a wide range of reading materials including comics, magazines, and story books with progressively more and more text being introduced along with pictures. If children demonstrate make-believe reading or attempt decoding or reading of some sight words on their own, that is a sound indicator of their interest and should be encouraged. Moving forward from read aloud of stories to shared reading with teacher in whole class, small groups or individually will help children graduate more efficiently into becoming independent readers as they come into the early primary grades.
Goal 3: Children become involved learners and connect with their immediate environment

The young child is curious and enchanted about the world – its colours, its shapes, its sounds, its sizes and its forms. But most of all she is enchanted with the people – to begin with her immediate care givers, but also others. This ability to connect with others and to share feelings with them lays a special basis for learning- the cultural social basis of human learning.

The child in the preschool years begins to understand the world around her by making sense of it as she ‘sees’ it. If a set of five pencils is laid out in a way that it is spread apart and covers more space, whereas another set of five is placed close together and covers less space, preschoolers will tend to see the latter as having less pencils, although the number is the same! They are governed by the space covered as they see it and not by the concept of number which is still developing.

A major goal of preschool education is therefore to help children move towards more logical thinking by helping them graduate from their perception-bound to more concept based understanding. This gets addressed by helping children form concepts related to the world around them through direct experience and interactions with the physical, social and natural environment. A sound framework for planning their learning experiences to understand the environment could be to help them develop understanding or knowledge for the environment, through the environment and of the environment.

Mathematical thinking and reasoning

Mathematical thinking and reasoning is an important sub-domain of cognitive development. The foundation for this abstract rule-based thinking
The Curriculum

The Curriculum

gets laid through activities that are meaningful for the child and which involve the whole child. Mathematical thinking involves thinking about objects and their quantitative and spatial relationships without thinking about their specific characteristics or their qualities. To begin with a sense about these relationships emerges and based on these the patterns and the more abstract concepts develop. During early childhood, we can see a path of development for the foundational ideas of mathematics – from what are known as pre number concepts related to sense of quantity, size, distance, length, width, weight and height to number sense to arithmetic or algebraic ideas and from sense of shape and space to geometrical ideas. The preschool curriculum addresses this progression, the pedagogy for which is again experiential, though mediated by language.

**Ensuring Appropriate Experiences and Opportunities**

Children’s learning in the cognitive domain needs to be facilitated through development of their five senses and encouragement of the 3 E’s i.e. Exploration, Experimentation and Enquiry, based on children’s prior knowledge and immediate context.

For this it is important for the teacher to herself have an enquiring mind and the patience to allow children to learn through and experience the joy of experimentation and discovery. She should also familiarize herself with the children’s geographical and social background to be able to relate the new knowledge or experience to it.

Ideally, the teacher should be able to take children outside the class and help them interact directly with the world outside. However, in cases where this is not feasible, she should design activities which will enable children to experience the concepts within the limitations of the classroom space, the best she can. For example, she can bring in different vegetables and fruits and allow children to taste, feel, touch these and discuss their experiences. The teacher can help children to understand germination of
seeds through bringing in and nurturing their own little pots inside the classroom. Similarly, some activities like asking children to draw their own family tree in consultation with parents helps them to form the concept of family and thus understand the social world better. At every stage the basic learning principles of moving from known to unknown, from simple to complex and from familiar to unfamiliar help children anchor their learning on a strong footing. While teachers may design and introduce many of these activities and experiences for children as guided activities, the concepts will get further reinforced and refined through children’s free play activities with blocks, manipulatives or in the doll’s or book’s corner and through interactions with peers and others, both within and outside the preschool.

Children often develop a dislike or fear of mathematics since they do not see the relationship of mathematical concepts with the environment. It is therefore very important to introduce the pre number and number concepts in a similar mode as other environmental concepts through relating these to the daily life of the child, so that they begin to see meaning in them, and this will result in not only better learning but also develop in them an interest in learning mathematics. Mathematical concepts and vocabulary can be introduced or reinforced also through stories, rhymes, and other play based activities.

The teacher may begin with introducing the pre number concepts as foundational experiences, through a range of guided activities requiring different cognitive skills such as matching, classification and seriation as applied to these concepts. For example, seriation activities could range from asking children initially to place in order objects at 3 levels with respect to size or length and then moving them further to five levels to increase the complexity.

This process will give children an adequate conceptual base for further learning of concept of numbers and shapes, again
following a similar process and relating concepts of number or shape to the children’s immediate environment.

**Key Concepts/Skills:** The key concepts or the skills have been outlined under each goal, which the teachers need to focus on while transacting the curriculum, aiming at holistic development of the children. Teachers are expected to ensure that each concept or skill is addressed repeatedly in a variety of ways during curriculum transaction.

**Pedagogical Processes:** Pedagogical processes are the strategies to be used by the teachers to transact the curriculum in such a way that children construct their learning by exploration, investigation, problem solving and critical thinking.

Pedagogy refers to the set of instructional techniques and strategies, which enable learning to take place and provide opportunities for acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context.

It is important to keep in mind that there are three components of pedagogy in early childhood - play, interactions and the environment which must be addressed during curriculum transaction:

**Play**

Play is at the heart of how young children learn. Through play, children demonstrate what they are learning, what they are interested in, and what they are concerned about. Play is universally regarded as child’s way of learning. They love to play and are happy when they are given freedom to explore and experiment through play. The preschool curriculum should give a great deal of emphasis on play as a medium that provide opportunities
to children to interact with the environment and with one another in order to construct knowledge.

Play can be free play and guided or structured play. Free play is initiated by children and adult supervision is minimal whereas guided play is initiated by the teacher with special learning objectives in mind. When children are observed during play, teachers know the present level of knowledge and understanding of children and identify the areas of intervention so that children can be guided to the next level of development.

**INTERACTIONS**

Adults, children’s peers, older children, and siblings are important and integral in the playful learning process. There are three types of interactions—peer interaction, adult interactions and material interactions.

— **Peer Interactions**: Engaging with other children in play provides an important context for learning where children observe and imitate and build on what they observe. They gain social and emotional skills when they share, problem solve, coordinate with other children, create their own games. Children learn self regulation when they learn to wait for their turns, play rule based games.

— **Material Interaction**: Children interact with variety of materials during free and guided play. It needs to be ensured that the material is appropriate for child’s age and developmental levels, provides opportunities for children to play and interact, problem solve and innovate together with other children. The materials in the activity areas can have things like crayons, dolls, artificial fruits and vegetables, blocks, puzzles, beads, measuring cups and spoons, cubes, buttons, measuring tape, weighing scales, doctor’s sets, props for dressing up, books, crayons, clay. All these stimulate children to indulge into pretend play.

— **Adult interactions**: Through materials and interaction, teachers and parents can help children identify associations with and make connections to previously learned skills. Adults guide children and arrange environments to support the learning process. Teachers play a significant role in expanding learning through the implementation of intentionally planned and developmentally appropriate curriculum.
**Environment**

Children are in constant interaction with their environment. They want to touch everything they see. This is how they learn. Through a variety of activities and material children explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalisation. The learning environment for the children should be welcoming, safe and predictable, offer variety of developmentally appropriate material for children to explore and experiment independently. All children especially those with special needs develop positive self image and self-confidence when they are appreciated, encouraged and responded to.

![Image of children exploring environment](image)

**Early Learning Outcomes**

Early Learning Outcomes are the expectations for the learning and development of young children, in other words what children should know and be able to do at the end of each year. Teachers need to align content, pedagogy, activities, experiences and opportunities for play, exploration, discovery, and problem-solving in order to achieve the learning outcomes.
# PRESCHOOL I

## Age: 3-4 Years

**Note:**

1. There is one to one correspondence between key concepts, suggested pedagogical processes and early learning outcomes. The entire has to be seen as a whole.

2. These learning outcomes have been developed with an assumption that the first language/ language of instruction in preschool would be the home language or the regional language. English should be introduced as the second language.

<table>
<thead>
<tr>
<th>Goal 1: Children Maintain Good Health and Well-being</th>
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<tbody>
<tr>
<td><strong>Key Concepts/ Skills</strong></td>
</tr>
<tr>
<td>- Awareness of self</td>
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<tr>
<td>- Development of positive self-concept</td>
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<tr>
<td>- Self regulation</td>
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<tr>
<td>- Decision making and problem solving</td>
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<tr>
<td>- Development of pro-social behaviour like caring, sharing, collaboration, compassion and respect for other’s feeling and rights</td>
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<tr>
<td>- Development of healthy habits, hygiene, sanitation and awareness for self-protection</td>
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<tr>
<td>- Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking)</td>
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<tr>
<td>- Fine motor skills and eye hand coordination (threading, tearing, pasting scribbling, drawing, coloring printing, moulding, paper folding etc.)</td>
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- Building relationship with other children and facilitating peer learning and interaction such as role play and pretend play
- Expressing and recognizing feelings (happy, sad, angry) using feeling cards and stories.
- Familiarization with simple gestures like namaste and hello etc.
- Sharing of discomfort and anxiety experienced by children
- Promoting whole group activities such as having lunch together.
- Small group activities such as storytelling, dramatic play, free play, puppet play to stimulate children’s imagination.
- Periodic health checkup (height, weight and general health), and ensuring immunization and safety of children
- Ensuring the provision of meal in preschools
- Demonstration and practicing healthy habits and sanitation like washing hands with adult assistance etc.
- Discussing health, nutrition and sanitation related issues with children in classroom and with parents during PTM or planned/occasional meetings.
- Discussing good and bad touch and telling them if they face such situation they must inform teachers/parents and anybody close to them
- Developing gross motor skills through a variety of gross motor such as walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking. In case of kicking and throwing the ball should not be too heavy and small and the target must be of appropriate distance.
- Doing dance, rhythmic and other movement activities such as bending, twisting, stretching, balancing etc.
- Messy play like sand play and water play, clay moulding, printing etc.
- Communicates immediate needs and follows hygiene and healthy eating habits
- Maintains distance from strangers and is aware about good touch and bad touch
- Recognizes common dangers and hazardous objects and places and keeps distance
- Exhibits gross motor coordination in play/routine activities like walking, running, jumping, climbing, dancing etc.
- Explores and participates in music, dance and creative movements
- Exhibits fine motor skills and simple eye-hand coordination in various activities like scribbling, printing, threading, colouring, clay moulding, tearing and pasting etc.
• Hands-on activities that encourages sorting, matching, imagining, pushing, pulling, etc.
• Tactile discrimination
• Tearing and pasting small pieces of papers, peeling/ sticking stickers, picking up small objects with fingers etc.

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<th>Goal -2: Children are Effective Communicators</th>
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<tbody>
<tr>
<td><strong>Key Concepts/ Skills</strong></td>
</tr>
<tr>
<td>Talking and Listening</td>
</tr>
</tbody>
</table>
  • Attention span and Listening |
  • Creative Self Expression and Conversation |
  • Language and creative thinking |
  • Vocabulary |
  
  **Providing Opportunities and Experiences for:** |
  • Shared play activities in smaller groups, that help children learn to work together and enhance their listening skills. |
  • Variety of communication strategies including gestures. |
  • Listening to simple instructions during classroom activities and transitional time(e.g., "Find the block and bring it to me.", "keep the toys on the shelves."). |
  • Listening to others and talking in turns that help in extension of the attention span.(e.g., gradually extending story time; using close ended materials such as simple two piece story related puzzle; Picture reading Poster--- keep looking to find out and speaking) |
  • Listening to different sounds such as recording on tape or CD/DVD of different sounds heard in the environment. For example: home, school, outdoors, and community. |
  • Encouraging children to listen to recorded sounds and listen carefully to identify the sounds. Making sound boxes by filling the cans / match boxes with items that make different sounds. For example: rice, beans, paper clips, and buttons. |
| Emergent Reading |
  • Print Awareness and Meaning Making |
  • Bonding with Books |
  • Directionality |
  • Pretend Reading |
  • Phonological Awareness |
  • Letter Perception/ Recognition |
| Emergent Writing |
  • Eye Hand Coordination |
  • Use of appropriate tools |
  • Mark making/ Scribbling |
  • Creative self-expression through scribbling/ drawing |
<p>| Exposure to Second Language |</p>
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- Small group activities and child initiated activities where the children get opportunities to generate questions (e.g., activities like “what would happen if...”); creating wonder wall where teacher would paste some new pictures/object to encourage curiosity to question and brainstorm.
- Stimulate by asking questions during talking time and storytelling (e.g., circle time, free conversations and small group activities).
- Group singing, music / rhythm activities and small action songs.
- Creating a print rich classroom (labelling the shelves, and storage boxes, poems posters, etc.)
- Looking at pictures, Big Books, alphabet books, and language related charts, posters, and flash cards in the reading / mini library area.
- Making name card for each child and use for activities such as roll call or taking turn activity.
- Display of daily routine with pictures and printed words and talking about it.
- Writing children’s names on their drawing/ scribbling work.
- Identifying and giving special attention to ‘at risk’ children.
- Playing games that involve children in visual discrimination activities. Such as:- matching pictures, object colors, and shapes; matching with dominoes with either matching pictures / colors/dots and so on.
- Visual perceptual activities: Matching directions (on worksheets); Picture lotto games/activities.
- Creating a “reading area” or “mini library area” in the classroom and equipped it with Big books, picture books, information books and graded story books.
- Shows awareness of print in the classroom, and home settings (e.g., recognizes favourite biscuit/toffee, chocolate wrapper, pictures, etc.)
- Identifies own name when printed in familiar script (with hint)
- Enjoy age appropriate short stories and responds by answering simple questions.
- Tells a familiar story using the pictures of a story book.
- Handle books appropriately (e.g., identifies front and back cover of the book) and shows an interest and explores a range of age appropriate texts such as picture books, alphabet books, story books, rhyme books and posters.
- Demonstrate introductory phonological awareness skills such as rhyming.
- Identifies familiar sounds in the environment.
- Explores, manipulates concrete (cut outs) letters of the alphabet (plastic, sponges, foam, & magnetic letters).
• Storytelling and read aloud from big books, picture books and story books (teacher using the index finger beneath the print and moving it from left to right and drawing children’s attention to the print)
• Read Aloud or Shared Reading:- Reading to children several times daily. Read in small or large groups and to individual children; Children to look at how to turn the pages of the book
• Showing children how to move a finger across the page and have the eyes follow the finger (during the story telling time/ reading the poem chart or looking at the sight words)
• Using variety of puppets, props, pictures, flash cards while telling a story or during conversation
• Playing same rhyming family game for e.g., - This furry animal says “meow”(children say ‘cat’); This we keep by the door before we step in (‘bat’); This animal sits upside down (‘bat’)
• Listening to sound based rhymes; Listening to short poems having rhyming words.
• Read aloud books that have rhyme or repeat the same sound. (Fox, socks, box!)
• Playing “I spy” games such as “I spy something green in the classroom that starts with the sound /s/”.
• Call out 3 short words like log, cat, fog. Ask children to pick out the word that doesn’t rhyme.
• Play with shape templates/ sensory or textured letters; Exploring familiar letters in the print rich classroom
• Drawing children’s attention towards print /letters (In their names/ favorite cookies/ toffees etc.)
• Matching uppercase letters; Playing with cutouts/ magnetic letters; Collage making in small group with cutouts of letters; Coloring inside the drawn letters and related picture.
• Matching of letters to the letters in one’s own name.

• Explores and manipulates larger /thicker coloring, stamping and scribbling tools( for easy to hold)
• Displays the use of prewriting / emergent skills (scribbling, stamping, finger-painting, using thicker crayons, markers/brushes etc.) for variety of purposes.
• Scribbles from left to right in lines across the page with repeated patterns and increased muscle control.
• Listens to English words, greetings, polite forms of expression
The Curriculum

- Stamping, scribbling on variety of papers
- Coloring – free and within enclosed space (using thick crayons and markers)
- Playing with manipulating concrete toys/objects/materials to develop eye-hand coordination e.g., stringing beads with big holes, handling objects/puzzles with knobs
- Playing and handling with lego blocks, inset puzzle boards with knobs, sorting objects etc.
- Listening to small poems/rhymes and repeating them
- Using Name Cards with child’s photo
- Greeting in the morning and departing time
- Using small words in daily routine activities (e.g. good morning, thank you, welcome etc)

| Goal 3: Children become Involved Learners and Connect with their Immediate Environment |
|-----------------------------------------------|-----------------------------------------------|
| **Concepts / Skills**                                      | **Pedagogical Processes** (What a teacher could do)                                                                 |
| Sensory Development                                      | Providing opportunities and experiences for                                                                 |
| ● Sight                                                   | Sensory development activities for taste, smell, sight, sound, and touch such as using materials like real and concrete objects, visual coordination and discrimination activities, auditory discrimination activities and so on |
| ● Sound                                                   | Observing and exploring nearby places e.g., park, garden                                                   |
| ● Touch                                                  | Visual discrimination/classification activities using games, activities, objects, picture cards, sorting trays, memory cards/games, etc. |
| ● Smell                                                   | Using Picture reading posters and encouraging children to observe and talk about the picture               |
| ● Taste                                                  | Matching and sorting Picture cards on the basis of one category such as keeping all animal pictures in one box and birds in another; all red buttons/blocks in one bowl/box and yellow buttons/blocks in another bowl/box |
| Cognitive Skills                                         |                                                        |
| ● Observation                                            | Uses all senses to observe and explore the environment                                                   |
| ● Identification                                         | Identifies and names common objects, sounds, people, pictures, animals, birds, events etc.               |
| ● Memory                                                 | Remembers and recalls 2-3 objects seen at a time                                                         |
| ● Matching                                               | Identifies the missing part of a picture of a familiar object                                             |
| ● Classification                                         | Compares and classifies on the basis of any one category                                                |
| ● Patterns                                               | Follows/reproduces a simple pattern                                                                      |
| ● Sequential Thinking                                    | Arranges 2-3 picture cards/objects in a sequence                                                         |
| ● Creative Thinking                                      |                                                        |
| ● Critical Thinking                                      |                                                        |
| ● Problem Solving                                        |                                                        |
| ● Reasoning                                              |                                                        |
| ● Curiosity                                              |                                                        |
| ● Experimentation                                        |                                                        |
| ● Exploration                                            |                                                        |
**Concept Formation**
- Colors, Shapes,
  Distance,
  Measurement Size
  Length, Weight,
  Height, Time
- Spatial Sense
- One to one
  Correspondence

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

**Concepts related to environment**
- Biological (animals,
  fruits, vegetables,
  food)
- Physical – water, air,
  season, sun, moon,
  day and night)
- Social – myself,
  family, transport,
  festival, community
  helpers, etc.

**Use of Technology**
- Repeating a given pattern, recalling
  events and stories in correct
  sequence, Arranging in order, etc.
  using objects, picture cards etc.
- Solving simple mazes (both on the
  paper and floor), 2-3 piece puzzles.
- Solving of problems like relationship
  cards (matching and finding relations
  in pictures e.g., cup-saucer/comb-
  hair etc.
- Solving simple problem situations
  e.g., matching the appropriate bottle
  cap to the bottle and try to close /
  open the same (if unable to open
  bottle cap, seeks help from peer or
  adult)
- Finding the 1-2 missing parts in a
  familiar picture
- Going for nature walk to observe and
  explore in nearby places
- Play in ‘sand area’ ‘water play area’,
  ‘discovery area’ using appropriate
  play toys/tools such as sand tray,
  water tub, scoops , sifters, sieves,
  water can, shovels, floating toys, etc.
- Exploring colours during creative
  activities
- Playing games, activities using
  objects, flash cards, dominos, etc for
  learning about different concepts
- Singing songs and action rhymes on
  different concepts
- Talking and showing pictures/
  posters on different concepts during
  circle time
- Creative art activities using large
  and thick paint brushes/ crayons
- Measuring objects using cups, bowls,
  etc.
- Playing Shadow games etc.
- Singing number rhymes, listening to
  number stories
- Using number matching dominos,
  flash cards
- Matching concrete objects/pictures /
  numerals

- Solves simple day
to day problems by
  themselves or with
  adult support
- Shows ability
to understand
relationship such as
  part and whole, odd
  one out, association
- Expresses curiosity
about the immediate
surroundings
and asks related
questions
- Identifies, names of
  basic colours, shapes
- Compares two
  objects on the
  basis of observable
  properties ,for
  example – heavy/
  light, Tall/short,
  more/less, big/
  small, hot/cold
- Places 3-4 objects
  in one-to-one
  correspondence
- Count and give up to
  three objects when
  asked to
- Expresses curiosity
  about the immediate
  surroundings
  and asks related
  questions
- Demonstrates
  awareness and
  sensitivity towards
  environmental
  concerns
- Enjoys watching
  songs, rhymes on
  television/smart
  board
<table>
<thead>
<tr>
<th>The Curriculum</th>
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<tbody>
<tr>
<td>- Observing numbers and symbols in the immediate surroundings/day to day life like numbers on mobile phone, calendar, etc.</td>
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<tr>
<td>- Using spatial relationship in games, movement activities, etc.</td>
</tr>
<tr>
<td>- Exploring immediate surroundings to know about their world e.g., visiting parks, gardens, drawing images of the places visited and speaking about it etc.</td>
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<tr>
<td>- Asking and answering questions</td>
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<tr>
<td>- Talking about environmental concerns during circle time activities e.g., not wasting water, closing the faucet when not in use while brushing teeth, throwing the litter in dustbins, keeping back the toys to the storage after the play, etc.</td>
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<tr>
<td>- Interaction with age appropriate technology under teacher’s supervision</td>
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<tr>
<td>- Exposure of interactive and age appropriate websites, educational videos and software</td>
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<tr>
<td>- Read aloud followed by digital stories etc.</td>
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</tbody>
</table>
PRESCHOOL II  
Age: 4-5 Years

Note:
1. There is one to one correspondence between key concepts, suggested pedagogical processes and early learning outcomes. The entire has to be seen as a whole.
2. These learning outcomes have been developed with an assumption that the first language/ language of instruction in preschool would be the home language or the regional language. English should be introduced as the second language.

<table>
<thead>
<tr>
<th>Key Concepts/ Skills</th>
<th>Pedagogical Processes (What a teacher could do)</th>
<th>Early Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of self and others</td>
<td>Providing Opportunities and Experiences for:</td>
<td>describes self in terms of physical characteristics</td>
</tr>
<tr>
<td>Development of positive self-concept</td>
<td>- Children to know about themselves, their body parts, family members, and distinguish people and relationships</td>
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<tr>
<td>Self regulation</td>
<td>- Supporting children for their sense of self-worth and pride in accomplishments through celebration of birthdays and festivals, giving them small responsibilities, appreciate and display their contribution/ work</td>
<td></td>
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<tr>
<td>Decision making and problem solving</td>
<td>- Recognising and understanding the rules for being together with others such as group activities, playing in various activity areas and storytelling etc</td>
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<tr>
<td>Development of pro-social behaviour like caring, sharing, collaboration, compassion and respect for other’s feeling and rights</td>
<td>- Read aloud stories or puppet plays in which characters shares, take turns, helps and cooperate</td>
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</tr>
<tr>
<td>Development of healthy habits, hygiene, sanitation and awareness for self-protection</td>
<td>- Nurturing and responsive relationships to help children learn how to control their emotions, become secure, confident, curious and communicative</td>
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</tr>
<tr>
<td>Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking)</td>
<td>- Making choices and attempts at solving problems and resolving conflict (during role play, small group activities and solving puzzles)</td>
<td></td>
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<tr>
<td>Fine motor skills and eye hand coordination (threading, tearing, pasting scribbling, drawing, colouring printing, moulding, paper folding etc.)</td>
<td>- Free play where children get opportunity to play independently and in groups such as puzzle solving, pegs and outdoor games etc.</td>
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<tr>
<td>- Asking questions, understanding other’s situation/ empathizing and trying to solve the problem through telling stories having different problem situations. In between/ after the story ask children how will they solve this problem.</td>
<td>- Shows caring behaviour (hug, pat, comfort toy) and shares belongings with other children</td>
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<tr>
<td>- Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs.</td>
<td>- Expresses own preferences, interests and makes choices</td>
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<tr>
<td>- Suggests solutions to conflicts (with guidance)</td>
<td>- Plays cooperatively with other children</td>
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<tr>
<td>- Makes plan for what and how they will play</td>
<td>- Completes an activity started</td>
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<td>- Expresses emotions appropriate to the situation.</td>
<td>- Follows instructions</td>
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<tr>
<td>- Expresses own preferences, interests and makes choices</td>
<td>- Makes adjustment in the classroom and with other children</td>
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<tr>
<td>- Suggests solutions to conflicts (with guidance)</td>
<td>- Expresses emotions appropriate to the situation.</td>
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<tr>
<td>- Plays cooperatively with other children</td>
<td>- Expresses own preferences, interests and makes choices</td>
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<tr>
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<tr>
<td>- Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs.</td>
<td>- Expresses emotions appropriate to the situation.</td>
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</tbody>
</table>
- Interacting and building relationship with other children and facilitating peer learning and interaction
- Expressing and recognizing feelings
- Sharing of discomfort and anxiety experienced by children
- Engaging children in a variety of play activities with other children (e.g., dramatic play, art projects, free play etc).
- Familiarization with simple signs and/or gestures
- Participation of children with special needs through adaptation of activities as per their needs
- Watching rhymes, stories, puppet shows, play games, and doing e-content activities on TV
- Using toilet, washing hands with adult assistance etc.
- Periodic health checkup (height, weight and general health), ensuring immunization and safety of children
- Having supplementary nutrition in preschool
- Health and nutrition education to the children, parents and community
- 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
- Sensitizing children that any physical and mental abuse being subjected to them should be reported to the teacher or anybody close to them.
- Using safe equipment and environments that vary in skill levels (e.g., tricycles, tires, hoops, balls, balance beam etc.)
- Practising 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)
- Demonstrates hygiene and sanitation practices, and healthy eating habits with increased independence
- Recognizes common dangers/hazards and takes safety precautions
- Demonstrates awareness about good touch and bad touch and maintains distance from strangers people.
- Demonstrates gross motor coordination and control in play activities involving walking, running, jumping, climbing etc.
- Explores and participates in music, dance and creative movements.
- Exhibits fine motor skills and performs tasks that require more complex eye-hand coordination such as cutting out shapes, free hand drawing, colouring, threading beads, stringing, copying, tearing, pasting, lacing etc. with moderate levels of precision and control
<table>
<thead>
<tr>
<th>Goal - 2: Children are Effective Communicators</th>
<th>Key Concepts/ Skills</th>
<th>Pedagogical Processes (What a teacher could do)</th>
<th>Early Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talking and Listening</strong></td>
<td>Attention Span and</td>
<td>Providing Opportunities and</td>
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<tr>
<td></td>
<td>Listening</td>
<td>Experiences for:</td>
<td>Listens to others</td>
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<tr>
<td></td>
<td>Conventions of</td>
<td>• Free and guided conversation and</td>
<td>for short period of</td>
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<td></td>
<td>speech</td>
<td>supporting them in using a variety of</td>
<td>time and responds,</td>
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<td>communication strategies including</td>
<td>demonstrating some</td>
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<td>gestures and no-verbal expressions</td>
<td>social conventions</td>
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<td>• Listening to others and talking in</td>
<td>like eye-contact</td>
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<td></td>
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<td>turns</td>
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<td>• Participating in rhymes and songs</td>
<td>Communicates needs</td>
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<td>involving a lot of rhyming words and</td>
<td>and thoughts verbally</td>
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<td>repetitions with actions</td>
<td>and non-verbally.</td>
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<td>• Picture reading/ conversation- select</td>
<td>Follows one or two</td>
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<td>pictures that have many talking points</td>
<td>steps of simple oral</td>
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<td>e.g. a railway station, a market, etc.</td>
<td>instructions</td>
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<td>• Vocabulary development games</td>
<td>Participates actively</td>
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<td>• Asking open ended questions to</td>
<td>in conversation and</td>
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<td>stimulate thinking and speaking</td>
<td>shares personal</td>
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<td>during conversations, picture talk</td>
<td>experiences, likes</td>
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<td>and story telling</td>
<td>and dislikes</td>
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<td>• Observing and exploring print in the</td>
<td>Recites short poems,</td>
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<td>immediate environment (familiar</td>
<td>sings action rhymes,</td>
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<td>signs, logos on toffee/ biscuit</td>
<td>with comprehension</td>
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<td>wrappers).</td>
<td>and participates in</td>
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<td>• Creating a print rich environment in the</td>
<td>rhythmic activities</td>
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<td>class (by labeling things, shelves, posters,</td>
<td>Ask questions</td>
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<td>etc.)</td>
<td>and gives answers</td>
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<td>• Shared Reading (leveled text to do</td>
<td>appropriately</td>
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<td>finger-print-voice matching)</td>
<td>during activities and</td>
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<td>• Looking at display of signs, poems on</td>
<td>conversations</td>
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<td>charts, and labeled pictures in the</td>
<td>Demonstrates</td>
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<td>classroom at children’s eye level.</td>
<td>increase in</td>
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<td>vocabulary and</td>
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<td>interest in learning</td>
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<td>new words (e.g.,</td>
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<td>names a larger</td>
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<td>number of objects in</td>
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<td>their environment).</td>
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<td>Creativity</td>
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<td>of Communication</td>
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<td>Development</td>
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<td><strong>Emergent Reading</strong></td>
<td>Print Awareness and</td>
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<td>Meaning making</td>
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<td>Visual Discrimination</td>
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<td>Bonding with Books</td>
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<td>Directionality</td>
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<td></td>
<td>Pretend Reading</td>
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<td></td>
<td>Phonological Awareness</td>
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<td>Letter Perception/</td>
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<tr>
<td></td>
<td>Recognition</td>
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<tr>
<td><strong>Emergent Writing</strong></td>
<td>Eye Hand Coordination</td>
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<td></td>
<td>Use of appropriate</td>
<td></td>
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<td>tools</td>
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<td>Mark making/</td>
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<tr>
<td></td>
<td>Scribbling</td>
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<tr>
<td><strong>Exposure to Second Language</strong></td>
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</tbody>
</table>
● Looking and reading display of daily routine with pictures and printed words and talking about it (with adult support as a daily morning activity)
● Looking at print on the word wall, whiteboard, chalkboard or blackboard and exploring letters / words in a fun way
● Playing with words during conversations and read aloud
● Visual discrimination games (“which is different? Play activity/game “what is missing”)  
● Creating a “reading area” or “mini library area” in the classroom and equip it with picture books, information books and graded story books
● Age appropriate stories (10-15 minutes) in various forms (orally, with props, pictures, puppets etc.)
● Read Aloud from books to expose children to the written language (e.g., short, simple, meaningful texts with which they can relate)
● Showing children how to move a finger across the page and have their eyes follow the finger (during the story telling time/reading the poem chart or looking at the sight words)
● Allowing the children to handle the books in the “reading area” or “the Mini library” created in the classroom (turning the pages, looking at the books, encouraging pretend reading).
● Activities for awareness of sound segments (phonemes, rhyming words) e.g. phonic games with beginning and end sounds
● Playing rhyming games such as while singing a rhyme, or read aloud, leave out the rhyming word and pause.
● --Then ask children what comes next, for-e.g. The teacher may say, “That’s right! ‘Fish’ rhymes with ‘dish’ and so on.

● Recognises familiar signs, logos and labels in the environment. (e.g., recognizes favourite biscuit/toffee, chocolate wrapper, logos, signs and symbols for stop, exit).

● Retells a short story in a sequence and act out important events in a story.
● Invents his/her own story in her/his own words
● Knows print conventions –top to bottom and left to right or right to left as per script; Knows that it is print that is read in stories
● Turns pages of a story book (one at a time) and pretends to read on his/her
● Enjoys and recalls words that rhyme.
● Identifies beginning sounds of common words.
● Taps out syllables in words (with support)
● Recognizes few letters and their corresponding sounds
● Enjoys in sharing emergent writing and drawing with others.
● Shows interest appropriate writing and colouring tools (still prefer thicker tools).
- Ask children about a particular word that rhymes with the word the teacher give (Initially children may use non-sense words for e.g.) “What a sweet that rhymes with porogulla?” “What a colour that rhymes with preen?”
- Guessing rhyming word: I am wearing warm clothing that rhymes with “boat”
- Call out 3-4 short words like log, cat, fog, dog. Ask children to pick out the word that doesn’t rhyme.
- Play with letter –picture /object dominos.
- Matching uppercase and lowercase letters
- Letter recognition and letter sound correspondence
- Making their own picture/ alphabet/ number books with assistance
- Letter formation activities using thick crayons/ markers
- Creating letters with clay/plasticine/ dough
- Hunting the letters in sand tray/newspaper
- Playing with manipulative materials to refine eye hand coordination e.g. threading beads
- Letting children see teacher write their names, write attendance, and notes to parents, for example(modeled writing)
- Scribbling on variety of papers
- Colouring- free and within large closed spaces
- Tracing and joining dots
- Tracing the letter (Using the letter stencil)
- Making basic strokes/patterns that gradually results in the form of letters
- Listening to simple English words, action rhymes through audio-video
- Using Name Cards with child’s photo and Logo (each child be given one picture to go with her name)
- Make marks or drawings to represent an idea and describes the same
- Listens to English words, greetings, polite forms of expression and responds in English or the home language
The Curriculum

- Listening to small poems/ rhymes, repeating and singing them independently
- Greeting in the morning and departing time and using small words of polite expressions in daily routine activities
- Listening to short story in English
- Display of sight words or words that occur too frequently in stories.

Goal 3: Children become Involved Learners and Connect with their Immediate Environment

<table>
<thead>
<tr>
<th>Concepts / Skills</th>
<th>Pedagogical Processes (What a teacher could do)</th>
<th>Early Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Development</td>
<td><strong>Providing opportunities and experiences for</strong></td>
<td></td>
</tr>
<tr>
<td>Sight, Sound, Touch, Smell, Taste</td>
<td>Sensory development activities and games for taste, smell, sight, sound, and touch such as games using textures, play with sound boxes and seriating the sound boxes up to three levels</td>
<td>Uses five senses to observe and explore the environment</td>
</tr>
<tr>
<td>Cognitive Skills</td>
<td>Play with embossed material such as puzzles with knobs, Visit to nearby park, Children Park, zoo, etc.</td>
<td>Describes common objects, sounds, people, pictures, animals, birds, events etc.</td>
</tr>
<tr>
<td>Pattern Making, Sequential</td>
<td>Observing different objects in their immediate surroundings during field trip/nature walk</td>
<td>Remembers and recalls 3-4 objects seen at a time</td>
</tr>
<tr>
<td>Thinking, Critical Thinking,</td>
<td>Activities using sensory tray e.g., taste, smell, tray etc.</td>
<td>Identifies 3-5 missing parts of a picture of familiar object</td>
</tr>
<tr>
<td>Problem solving, Creative</td>
<td>Visual discrimination cards, picture reading posters, memory cards, Finding out the missing parts in a</td>
<td></td>
</tr>
<tr>
<td>thinking, Reasoning, Curiosity,</td>
<td>picture/drawing, Playing what is missing games, Matching, sorting, classification, using concrete objects</td>
<td></td>
</tr>
<tr>
<td>Experimentation, Exploration</td>
<td>Sorting on the basis of two categories e.g., shape and colour (blue squares, yellow triangles etc.)</td>
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<tr>
<td>Concept formation</td>
<td>Copying simple patterns using different material e.g., cut outs of shapes, colors, environmental materials</td>
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<tr>
<td>such as</td>
<td>Arranging story cards up to 3-4 levels using appropriate vocabulary, Picture reading</td>
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<tr>
<td>Colours, shapes, distance,</td>
<td>Visual perceptual activities, Completing 4-5 piece puzzles, mazes,</td>
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<tr>
<td>measurement size, length,</td>
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<tr>
<td>weight, height, time</td>
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<tr>
<td>Spatial</td>
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<td>Count and tell how many</td>
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<tr>
<td>Numeral recognition</td>
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</tbody>
</table>
- Sense of order (can count ahead of a number up to 10)

### Number Sense

### Concepts related to environment
- Biological (animals, fruits, vegetables, food)
- Physical – water, air, season, sun, moon, day and night)
- Social – myself, family, transport, festival, community helpers, etc.

### Use of Technology

- Solving simple problem solving questions e.g., “if it is raining, how will you go to school”.
- Answering to open ended questions e.g., if it is all right to pluck a flower or not
- Creative thinking and simple problem solving ‘what will you do if you want a toy that is kept on the top of the almirah?’
- Asking divergent (open ended) questions that probe and elicit expanded thinking and processing of information.
- Visiting garden, park, nature-walk, market, railway station, zoo, etc.
- Measuring objects using simple measuring tool 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.)
- Uses mathematical vocabulary such as in-out, on-under to describe objects.
- Observing numbers and symbols in the immediate surroundings
- Singing Number rhymes, games, completing self-corrective number puzzles
- Learning in real world contexts, carrying out projects involving exploration and investigations, talking, problem solving, asking questions, sharing information, exchanging ideas, reflecting and integrating information with existing knowledge and skills
- Awareness towards such as not wasting water, watering plants, switching off lights etc.
- 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.
- Using age appropriate tools ex. Drag and Drop activities. Using Digital paint and brush.
- Analyses situations, thinks and acts accordingly;
- Enjoys experimentation and seeks explanation about their immediate physical, social and biological environment
- Compares and classifies objects by more than two factors like shape and colour, size and shape
- Correctly uses position words
- Seriates up to 5 objects in one-to-one correspondence
- Counts and give up to five objects when asked to
- Identifies numerals with corresponding numbers up to 5
- Expresses curiosity about the immediate surrounds and asks questions and develops related concepts
- Enjoys experimentation and seeks explanation about their immediate environment
- Demonstrates awareness and sensitivity towards environmental concerns.
- Demonstrates awareness about technology
### Goal 1: Children Maintain Good Health and Well-being

<table>
<thead>
<tr>
<th>Key Concepts/ Skills</th>
<th>Pedagogical Processes <em>(What a teacher could do)</em></th>
<th>Early Learning Outcomes</th>
</tr>
</thead>
</table>
| ● Awareness of self and others  
● Development of positive self-concept  
● Self regulation  
● Decision making and problem solving  
● Development of pro-social behaviour like caring, sharing, collaboration, compassion and respect for other’s feeling and rights  
● Development of healthy habits, hygiene, sanitation and awareness for self-protection  
● Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking)  
● Fine motor skills and eye hand coordination (threading, tearing, pasting, scribbling, drawing, colouring, printing, moulding, paper folding etc.) | **Providing Opportunities and Experiences for:**  
● Children to know about themselves, their body parts, family members, neighbours, preschool staff and distinguish people and relationships (during daily activities such as circle time, pick-up and dispersal etc.)  
● Supporting children for their sense of self-worth and pride in accomplishments  
● Celebration of birthdays and festivals for example display of children’s work, appreciating their work/creation  
● Recognizing and understanding the rules for being together with others such as group activities, playing in various activity areas, storytelling, playing outdoor games and follow the rules of the games/activities etc.  
● Children to learn how to control their emotions, become secure, confident, curious and communicative.  
● Children to make choices such as choosing their favorite play material/area  
● Showing empathy and understanding for both children at times of conflict such as sharing of play material  
● Interacting and building relationship with other children (e.g. dramatic play, puppet play, rule-based games, etc.)  
● Familiarizing with simple signs and/or gestures  
● Adapting activities to ensure participation of children with special needs. | ● Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes  
● Exhibits understanding of relationships with extended family members  
● Demonstrates independence in activities  
● Follows rules in a game  
● Shows adaptability to any changes in routine  
● Shows increased attention span and persistence in daily activities  
● Manages emotions appropriately in challenging situations  
● Takes responsibility and makes choices based on own preferences and interests  
● Suggests solutions to conflicts and makes adjustments when working or playing in group.  
● **Demonstrates willingness to include other’s ideas during interaction and play**
● Working with computer (watch rhymes, stories, puppet shows, e-content activities for cognitive development etc.)
● Involving parents and community.
● Using toilet, washing hands independently
● Periodic health checkup (height, weight and general health), ensuring immunization and safety of children
● Healthy eating habits through conversation and stories etc.
● Discussion and demonstration on safety rules that children can follow
● Creating awareness about good touch and bad touch
● Imitation games such as follow the leader, animal movements etc.
● Engaging children in dance, action song involving simple turn, twist and stretch of body, creative and rhythmic movements
● Games where children enjoy free formation such as musical game, number-up (grouping according to number), fire in the mountain run-run ..., etc. that involves sense of space, distance and direction
● Individual, pair activities, small group and large group activities involving basic gross motor skills on different surfaces.
● Using pincer grasp of a thumb/forefinger (e.g., tearing, cutting & pasting small pieces of papers, peeling/ sticking stickers, picking up small objects with fingers)
● Hands-on experiences using manipulative objects that encourage sorting, matching, imagining, etc.
● Helps peers who are in need and help in an activity in large and small groups
● Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs
● Maintains and displays basic health, hygiene and sanitation practices independently
● Follows basic rules of safety at home, preschool and play ground
● Demonstrates awareness about good touch and bad touch and maintains distance from strangers/unfamiliar people.
● Demonstrates gross motors skills with greater coordination, control and strength Eg. running, jumping, throwing, kicking, and catching skills etc.
● Explores space and participates actively and creatively in music and movement activities
● Exhibits fine motor skills with precision and control
● Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning etc.
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Goal -2 : Children are Effective Communicators

<table>
<thead>
<tr>
<th>Key Concepts/ Skills</th>
<th>Pedagogical Processes (What a teacher could do)</th>
<th>Early Learning Outcomes</th>
</tr>
</thead>
</table>
| **Talking and Listening**  
  - Attention and Listening  
  - Convention of speech  
  - Creative Self Expression and Conversation  
  - Language and Creative thinking  
  - Vocabulary | **Providing Opportunities and Experiences for:**  
  - Free and guided conversation and supporting them in using a variety of communication strategies including gestures, non-verbal expressions, talking in turns and listening to others  
  - Playing games with children that require talking about recent events by asking simple questions  
  - Picture reading with creative thinking (using problem solving and anticipatory questions such as “what do you think why the boy in the picture is looking at the sky?”, what the little girl is saying to the balloon man?)  
  - Rhythmic songs and movements involving a lot of body coordination  
  - Retelling stories by children in their own words (e.g., talking about the events, characters, etc.)  
  - Learning new words and vocabulary for e.g., “by creating a word wall”, “my first word book”  
  - Taking advantage of everyday activities and talking about words and sounds  
  - Asking open ended questions to stimulate thinking like “what will you do if your favorite toy has been kept on the top of the almirah and you want to play with that?”, “if you could get wings and fly, where would you go? “ what do you think this story book is about?” and so on | **Listens attentively to others and demonstrates social conventions of conversation such as eye contact, waiting for one’s turn to speak**  
  **Talks in full sentences and communicates needs and thoughts**  
  **Follows complex instructions that involve two or three-steps.**  
  **Participates and take turns in conversation and shares likes and dislikes, personal experiences in a sequence with reasonable detail and with reasons**  
  **Recites longer and a larger number of poems, rhymes, stories and songs with comprehension and participates in rhythmic activities.**  
  **Asks questions to find information and answers questions, to give information** |
| **Emergent Reading**  
  - Print Awareness and Meaning Making  
  - Visual Discrimination  
  - Bonding with Books  
  - Directionality  
  - Pretend Reading  
  - Phonological Awareness  
  - Auditory Visual Association (Phonics)  
  - Letter perception/ Recognition | **Emergent Writing**  
  - Relationships between thoughts and drawing  
  - Creating self-expression through drawing  
  - Eye Hand Coordination use of appropriate writings tools |
- Mark making and drawing
- Differentiates between drawing and writing
- Understands relationship of thought and speech with written language.

**Exposure to Second Language**

- Listening to and creating stories, rhymes, riddles, poems and songs in small groups.
- Interacting in a print rich environment in the class (by labeling things, word walls, posters, etc.).
- Environment rich in prints which encourage children to read and initiate reading for others.
- Exploring print in the immediate environment (signs in the environment, logos, sign boards, labels on food containers, posters on the bus, hoardings etc);
- Describing daily events to the children and providing print rich classrooms (teachers points to narrative print or embedded in drawings and illustrations) Observing the teacher using her finger beneath the words across the page from left to right and top to bottom.
- Children to become familiar with the forms and formats of the books and other print resources.
- Children to read and point to the printed words and symbols at home and other places such as market, hospitals, preschools, work places, etc.
- Using the books showing the parts of the book such as title cover page, front and back cover and helping them to identify with print and illustrations (teachers tracking the print while reading the narrated text/print) Observing the teacher using her finger beneath the words across the page from left to right and top to bottom.
- Actively engaging children in different aspects of shared Reading (leveled text to do finger-print-voice matching) and read aloud sessions and helping them to explore different dimensions of language and literacy (interactive story reading sessions).
- Demonstrates further increase in vocabulary and interest in learning new words.
- Recognises and points to a frequently occurring word/picture in a story being read.
- Demonstrates understanding that print carries meaning.
- Retells a story in sequence and answers complex questions.
- Participates in shared reading by reading out the familiar phrase in the text.
- Uses pictures and text to make predictions about the story or in an information book.
- Plays with words and creates rhyming strings such as hat, fat, bat....or dilli, billi, tilli...
- Identifies beginning and end sound of sound of words.
- Taps out syllables in words.
- Recognizes many letters and their corresponding sounds and tries to decode words.
- Recognizes some sight words.
- Creates own words combining vowels and consonants.
Display of daily routine with pictures and printed words and talking about it.

Looking and reading the display of classroom rules and daily schedule

Helping children making connections between words and concepts (adding pictures to the words)

Visual discrimination games (eg. which letter/picture/shape/word is different?)

Visual perceptual activities (spot the difference activities, mazes, finding the hidden word/letter/pictures, familiar word searches etc.).

Creating a “reading area” or “mini library area” in the classroom and equipped it with information books and graded story books; encouraging children to create their own mini books in small groups—it could be story or information book

Reading aloud and providing graded story books to expose children to the written language, conversation on different themes focusing on many talking points for e.g. animals, transportation, plants etc.

Age appropriate stories in various forms (orally, with props, pictures, dramatization, puppets etc.)

Using REBUS books

(Combination of text and small pictures or icons) where a picture of a familiar noun is placed instead of word. For e.g., The bus (instead of word bus place a picture of a bus) is big

Creating a quiet, special place for a child to read, write and draw such as 'literacy area' (making books and other reading materials easily accessible)

Solving and creating simple riddles in context (4-5 lines)

Awareness of sound segments (phonemes, syllables, rhyming words) e.g. phonic games with beginning and ending sounds

Independently form many letters correctly sound- symbol correspondence to write invented spellings.

Use and hold writing and drawing tools with increased / better grip (start using thinner crayons and pencils.

Writes own name correctly.

Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language.

Demonstrates understanding of simple instructions or a short story in the second language.
- Asking children to point out rhyming words in books by themselves.
- Follow the beat – Helping children to learn about syllables by clapping the “beats” s/he hears in words e.g. the teacher selects the word elephant. Pause as you say each syllable – e-lephant and clap out for each syllable together.
- Making a rhyming word chain for e.g., rain-chain-drain-train-grain-pain-gain-...
- Letter recognition and letter sound correspondence
- Making their own alphabet / my favorite words books
- Play with letter – picture / object dominos.
- Matching and naming uppercase and lowercase letters (using cut outs/magnetic letters/ textured letters)
- Using inset alphabet puzzles with knobs for children with motor challenges.
- Expressing their experiences, feelings and ideas through their own way of early attempts of writing and drawing.
- Model writing – encouraging and letting children see teacher write their names in front of them (like during attendance, worksheets)
- Observing and copying the environmental prints they see (classroom, roads, home)
- Interaction with lots of print materials that enable them to copy as they wish
- Practicing drawing lines or early attempts of writing on a variety of papers (lined and plain)
- Letter formation activities using thick pencils, creating letters with clay/play dough/plasticine
- Daily sign-in such as self-attendance signing
- Adaptations and inclusions for children with special needs as per need.
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All the suggestive pedagogies given under Goal -1 for fine motor skills and creative art are meant for emergent writing as well.

Listening to simple English words through conversations (during circle time, small group activities, adults talking)

Using Name Cards

Listening to rhymes, poems in English

Using audio-video aids, stories (age appropriate graded stories)

Using Labeling and print on the storage and activity areas

Using Name Cards (it could be in self-corrective puzzle form)

Looking at, responding and using the signs/logos at appropriate places in the preschool/classrooms and in the immediate environment

Using Action Command Cards during story telling/Circle time/good Bye circle time/Outdoor play time.

Goal 3: Children become Involved Learners and Connect with their Immediate Environment

<table>
<thead>
<tr>
<th>Concepts / Skills</th>
<th>Pedagogical Processes (What a teacher could do)</th>
<th>Early Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sensory Development</strong></td>
<td>Providing opportunities and experiences for</td>
<td>Uses all senses to observe and explore the environment</td>
</tr>
<tr>
<td>• Sight</td>
<td>Sensory development activities for taste, smell, sight, sound, touch such as games—tasting and guessing, exploring taste with edible fruits/vegetables and telling name, fun with smelling bottles, creating with scented play dough, experimenting with objects that smell, name/letter scavenger hunt, I spy games, playing hide and seek, blindfold games, seriating sound boxes from loudest to softest and vise-versa, outdoor sound hunt, sorting textured letters and so on</td>
<td>Notices and describes finer details of common objects, sounds, people, pictures, animals, birds in the immediate environment.</td>
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<tr>
<td>• Sound</td>
<td>Making observations through the senses such as encouraging children—“Listening to sounds of nature—while walking on dry leaves, wind blowing, etc., smelling the dinner cooking, tasting the bitter</td>
<td>Remembers and recalls 4-5 objects seen at a time,</td>
</tr>
<tr>
<td>• Touch</td>
<td></td>
<td>Identifies 3-5 missing parts of a picture of a familiar object</td>
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<tr>
<td>• Smell</td>
<td></td>
<td>Classifies a group of objects by two or more categories simultaneously for example colour, shape and size</td>
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<tr>
<td>• Taste</td>
<td></td>
<td></td>
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<tr>
<td>• Observation</td>
<td></td>
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</tr>
<tr>
<td>• Identification</td>
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<tr>
<td>• Memory</td>
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<tr>
<td>• Matching</td>
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<tr>
<td>• Classification/Sorting</td>
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<tr>
<td>• Pattern Making</td>
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<tr>
<td>• Sequential Thinking</td>
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<tr>
<td>• Critical Thinking, Problem solving</td>
<td></td>
<td></td>
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<tr>
<td>• Reasoning</td>
<td></td>
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<tr>
<td>• Inquiry, Curiosity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Experimentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Curriculum
- Identification
- Memory
- Matching
- Classification

**Concept Information**
- Pattern Making
- Sequential Thinking
- Critical Thinking,
- Problem solving
- Creative thinking
- Reasoning
- Curiosity,
- Experimentation
- Exploration

**Concept formation such as**
- Colours, shapes, distance, measurement size length, weight, height, time
- Spatial
- Count and tell how many
- Numeral recognition

and sweet chocolate, listening and playing musical instruments and experimenting with sense of hearing going for a smell walk, listening to sense based stories, visual tracking different colored bottle caps/fabric pieces, play with feely bag, etc.

Solving riddles on senses such as I am soft and furry and says meow, who I am? (Cat)

Discussion questions during circle time such as—when you wake up in the morning, what is the first thing you see/hear/touch/smell/taste?; which part of the body help you see/listen/smell/taste/touch?.

Picture reading posters on different topics and encouraging children to observe the picture and notice small details (how many animals and birds are in the picture? what colour were the two vehicle?)

odd man out activities for e.g., 3 similar shapes and 1 different shape/3-4 pictures begins with the same initial sound and 1 with different sound, and so on followed by fun worksheets for practicing visual discrimination

Encouraging children to, explore and notice things in the environment such as “where was the object/toy? How it was placed in relation to other objects?”

Manipulating objects/materials such as interlocking blocks, Lego toys, nuts and bolts, construction toys

Hunting games/activities such as hunting letters in the sand tray/hunting number symbols in the immediate environment.

Using concrete objects for matching and sorting---

- Creates new patterns
- Arranges 4-5 picture cards/objects in a sequence.
- Narrates events or stories in a sequence
- Provides solutions to simple problem-solving situations with reasons
- Shows ability to understand relationship such as part and whole, odd one out, association
- Gives reasons, analyzes, predicts, makes inferences, and interprets.
- Engages in investigating and manipulating objects in the environment, asks questions, inquires, discovers, and constructs own ideas and predicts
- Compares and classifies objects by more than three factors like shape, colour and, size
- Seriates up to 5 objects on the basis of a particular property.
- Counts and give up to 10 objects when asked to
- Can count forward from a particular number upto 10
(matching number of dots to number symbols, matching of patterns, matching of toffee/biscuit wrappers, followed by matching of familiar words that they frequently see in story/text and environment)

- Offering thinking challenges throughout the day e.g., Sorting/grouping activities (two- three attributes at a time) such as sorting colorful buttons on the basis of color, size and shapes in different bowls followed by touching and counting); sorting different fabric pieces on the basis of patterns/designs, sorting different fruit pictures – fruits that are eaten directly or peeled and so on.
- Extending the patterns and create patterns/design on their own using environmental materials such as twigs, flowers, leaves/objects/blocks, etc.,
- Creating and extending patterns in music such as – clap-clap-snap-snap
- Children to draw big mango, big mango, small mango; repeat
- Putting letters or words in the pocket chart and reading them. AA BB, AA BB or similarly with words and Numbers cat, cat, dog; cat, cat, dog; 44, 88, 11, 44, 88---?
- Listening, retelling the stories in sequence and arranging the 5-6 story cards in sequence (from left to right); giving words to wordless picture books; talking about daily activities what they do first, next, then next and last.
- Posing problems and asking for solutions- e.g., what will you do if you are locked in the room?” “if it is raining, how will you go to school and why?”
- Completing 6-7 piece puzzles, solving maze, completes a picture, finds outs the missing parts in a picture etc.
- Pairing pictures having relations e.g., cup and saucer

- Identifies numerals with numbers and writes numerals up to 10 (with help)
- Expresses curiosity about the immediate physical, social and biological environment, asks questions and develops related concepts
- Demonstrates awareness and sensitivity towards environmental concerns such as not wasting water, watering plants, switching off lights etc.
- Demonstrate awareness and interest in technology.

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• Stimulating thinking skills e.g., pointing out cause and effect relationships, using open ended questions to support estimation and prediction. Asking open ended questions e.g., “what will happen next” what would have happened if the tortoise has slept while he was racing with the rabbit?” and so on.

• Children to ask “why” questions and find answers through exploration (e.g. Conducting simple experiments with teacher’s support such as making and floating paper boats, making and flying paper rocket, feeling air while blowing balloons etc.); asking questions arising from play activities

• Actively participating in early science experiences with teacher’s support (e.g., floating of toys, observing plants as they grow and name their basic parts, observing how water change from one form to other --from ice to water etc.); using the senses to explore the world around and acquire information; exploring different materials and knowing the purposes; Activities where children need to measure and make estimations using cups and glasses and carry out non-standard measurement such as handful of sugar, pinch of salt.

• Experimenting with colors, shapes e.g., mixing colors and exploring new colors, seriating colors from darkest to lightest and so on

• Talking about their drawings using simple prepositions (e.g., up-down, left-right, top-bottom, in-out, on-under)

• Narrating what happened the day before, or what they did after their favourite field trip etc.?

• Hands on experiences for comparing using charts, concrete objects, and books
- Activities for spatial relationships such as stand in front of chair, behind a chair, next to the chair, on top and under the chair, Music and movement activities and exploring how much space my body will take, followed by fun worksheets; using spatial language in everyday language (stand straight, bend body, squeeze and become a tiny seed etc.)
- Activities for ordering/seriation e.g., arranging objects/pictures from biggest to smallest/heaviest to lightest and so on.
- Counting objects in the immediate surroundings in a meaningful way to find out how many objects are there, using abacus.
- Observing numbers/symbols in the immediate surroundings, hunting numerals, counting dice.
- Using numbers and counting in day to day life and recognizes that numbers represent quantity (e.g., give me three toffees from the box).
- Matching/Pairing one object or name with a number, keeping one pebble under each leaf, putting one straw in each glass and so on.
- Counting down days to an event such as birthday celebration/festival celebration using concrete materials (e.g., using twigs/sticks/picture calendar).
- Completing maze of numbers, making number tower, creating numeracy rich classroom.
- Taking care of garden/plants in their surroundings and appreciate their beauty, play activities related to different concepts.
- Visiting nearby parks, gardens, markets, neighborhood where children can observe and discuss about their environment (e.g., animals, birds, plants, community helpers etc.)
- Developing sensitivity towards animals e.g. feeding animals, birds, not hurting them, playing with them, etc.
- Talking about their past events and next day plans during the day (e.g., during circle time, etc.)
- Interacting with family members about family and community history (e.g., family album, family tree, Grandparents visiting to preschool and sharing their childhood experience, etc.)
- Using technology for watching digital Rhymes/Songs/Stories.
- Using drag and drop or Colouring activities.
- Using age appropriate apps and other digital tools to support further learning.
- Using technology for virtual tour (for learning further about different concepts).
Children are active and curious learners hence, their safety and learning at the centre becomes the most challenging task. Designing physical space for young children blended with pedagogy and safety may help in their process of learning. Physical space for young children’s activities may vary from centre-to-centre and setting-to-setting (urban, rural, semi-urban and tribal) depending upon the availability of space and number of children. A well-designed physical environment accessible to all children supports exploration, gives young children a sense of belonging and enables them to engage in focused and self-directed play. Good environment also makes parents and caregivers feel welcomed and involved.

Given below are some of the important considerations while designing indoor and outdoor physical environment.

I. Designing Indoor Environment with Activity Areas

(a) Activity Areas

Activity areas also known as learning centres, are established places in the classroom with resources that actively engage children and they may change according the themes or topics.

(b) Importance of Activity Areas

Playing in activity areas helps children exercise their choices and explore what interests them. It provides opportunities to create, draw, manipulate, discover, learn new skills, make mistakes, modify their strategies and gives a sense of achievement after they have mastered the activity in which they were engaged such as building a tower, fixing the jigsaw...
puzzle or solving a maze. It helps in their socio-emotional development, as children learn to play with other children, share, take turns in using the material, wait till the other child finishes his/her activity. They learn time management as well as self regulation. It helps in fine and gross motor development as children play with water, sand, manipulate things. Children learn to solve problems, provide reasons, explore new material, make choices thus helping in their cognitive development. Observing children while they are involved in the activity area specially, doll corner and dramatic play reveals a lot about child’s contexts-family, interactions, relationships, pent up feelings/bottled up emotions, which may be used by the teacher.

(c) Setting up Activity Areas
Activity areas should invite and promote active, independent exploration and discovery, creating an atmosphere in which children can learn. It should contain a variety of manipulative and materials that children can use in creative ways. The materials should be displayed and kept attractively on the open shelves for easy accessibility to encourage exploration. The material should be stored in such a way that children can start playing without adult help, and be able to arrange the material and clean up after they have finished playing. There should be enough material in each activity area so that children don’t fight or compete over one toy. Each classroom may have several activity areas such as- art area, block building area, doll and dramatic play area, maths/manipulative area, science/discovery area, music and movement area, sand and water play area, book reading area etc. These areas may also be created on a rotational basis as per curricular needs.

Classroom Displays
Classroom displays are very important in preschool classrooms. Displays may be used to convey a theme being covered in the classroom. This makes children curious and interested in the theme. Samples of children’s work can also be displayed on the display board. The following must be kept in mind while displaying children’s works:

- Displays should be at the eye level of children so that they can see them easily
- Samples of both in-process and finished work of children should be displayed so that the process of learning is also valued as the final product
- Displays should be changed regularly
- Work of each child should be displayed, not the best ones (may be on rotational basis)
- Displays should be purposeful
Too much display should be avoided as it makes the classroom look cluttered or over-stimulating.

Displays should be relevant and current.

**Seating Arrangement**

Different activities take place in preschool classrooms like large group activity, small group activities, music and movement, art activities, individual or small group instruction by the teachers, reading aloud to children, which require different type of seating arrangements. So it is important that the seating arrangement in preschool be flexible and adaptable to different arrangements. Stackable tables, use of carpets, *durries*, and adjustable tables help in providing the flexibility and room for a wheelchair user.

The furniture in the preschool should have child sized tables and chair, so that their feet are touching the floor to provide them stability as when their feet dangle it makes it hard for them to sit still and participate in activities. The furniture should be arranged in such a way that it provides ease of access and space for the teacher and children.

The teacher should also be sitting at a height which is easily visible to children.
**Classroom Adaptations**

Classroom adaptations are important as the infrastructure and facilities vary amongst preschools from place to place. If there are children with special needs then classroom adaptations with regard to physical facilities and teaching-learning processes becomes essential. Suggested below are some adaptations and modifications which can be considered in preschools for children with disabilities:

- Simplify and repeat instructions/directions
- Provide opportunities for practicing skills, repeatedly
- Provide immediate feedback in a positive and descriptive manner
- Plan a schedule which is developmentally appropriate (duration and order of activities, time for transitions etc.)
- Provide choices to children so that they can follow their interests and strengths
- Provide concrete examples and materials such as textured letters, numbers etc.
- Allow extra time and provide time to process experiences and information
- Arrange to seat the child near the teacher, away from doors or windows, or other children who would distract
- Provide support for transitions (visual and verbal cues, songs, materials, ringing bell)
- Discuss children’s feelings and provide individual attention
- Allow children to demonstrate/communicate their understanding in multiple ways for example in own words, songs, pointing, using visuals, communication boards or other devices

The activity areas or type of activities chosen must encourage social interactions among all children. The teacher should encourage peer interactions in various areas during daily routine. Carefully planned seating arrangements during different activities promotes socialization.

Most of the play materials that are appropriate for preschool classrooms are also appropriate for use by children with special needs. It is sometimes necessary to physically modify the instructional or play materials to facilitate children’s participation, for example, adding handles, making material larger, adding velcro on materials, etc. These modifications are useful for all children.

**II. Designing Outdoor Play Environment**

The need for setting the outdoor play, maximizing the space, and ensuring safety of children is important while designing outdoor play environment remember-

- It is important to ensure that the outdoor area is free from animals, poisonous plants, dangerous insects or any kind of harm to young children.
- Play or activity area should be safe and cordoned off with a gate or wall from road traffic, trespassers and any threat to life or security.
- All drains, ditches, and potholes must be well-covered and inaccessible to children.
- During conduct of the activities, the outdoor area must be well supervised by teachers and adults, at all times.
- Outdoor spaces vary in their surfaces. Semi-hard or grass surfaces are recommended for children. However, it is important to have well-leveled and stone-free surfaces, if the surface is very hard.
- The outdoor play area must have variety of play materials, depending upon space and resource availability.
- Outdoor space must provide opportunities for gross motor play like running, jumping, cycling etc.
- Outdoor equipments in the garden or grass surfaces such as slides, swings should be arranged.
- In the absence of outdoor space, the gross motor activities can be organized within the available indoor space.
- Sand/clay/water play should be provided to children for sensorial and motor development.

**Role of Teachers**

It is the responsibility of the teacher to ensure that the activity areas provide opportunities to children for spontaneous, unstructured play, which is child initiated. The teacher has to arrange the classroom in appealing activity areas as per the available space, interests of children and the
themes being covered. It must be ensured that the material in activity areas provide opportunities for exploration, investigation, individual and group play. The selected material should have loose parts and be open ended so that it empowers creativity in children to think, plan and carry out their play in a variety of ways. Teachers can also design and make a variety of low cost and no cost play and learning material.

She should routinely check the contents of activity areas for safety and replace unattractive materials by more appealing materials which children enjoy to play with. The teacher needs to provide support for ongoing activities by enriching interventions without being intrusive in children’s play. During play in activity areas teacher may be able to identify children with developmental needs or emotional problems and she can provide required support and intervention. Teacher interventions may range from assisting with problem solving; questioning, redirecting undesired behaviours, and enticing children into play themes. Based on the available play material and the size of activity area teacher should decide the maximum number of children who may work in an activity area to avoid crowding at one or two centre.
An early years education programme is transacted in a child-centric manner, adopting a holistic approach that views the child’s learning not limited to what the teacher transacts in the classroom setting, but as being co-created by the children, in the context of their natural and social environment, including home and community. The penetration of technology like computers, video, television, telephones, radio, and telecommunications networks have exerted great influence on how we live, work, play and learn. In order to cope up with the challenges of life, children and adults need greater ability to learn how to learn, possess problem solving, critical thinking skills, and to be resilient in the face of fast-moving change.

The time to begin preparing children for the challenges and demands of the future is when they are young, curious and excited learners. Children learn through experiences and relationships with the parents, teachers and friends. Hence, the learning experiences should tap the natural curiosity and excitement of children. This includes not only supporting emerging skills in reading, writing and mathematics, but also in the skills of critical thinking, collaboration, communication, creativity, technology literacy, and social-emotional development known as 21st Century skills. These skills have significant impact on the learning and development of young children.

It is expected that the strengthening of key cognitive skills included in goal 3 would also contribute to providing the child a sound foundation for meeting the challenges of negotiating new technologies in the years ahead which should be enforced while transacting the curriculum.

There are different approaches for curriculum transaction such as theme based, activity based, project/inquiry based and emergent curriculum.

I. Theme Based Approach
Theme-based approach is commonly used by the educators across the world. It attempts to tie in various skills and knowledge to be acquired
by children, into a coherent whole, organized around a specific theme, such as myself, plants, animals, fruits, vegetables, etc. A deliberate focus on a given topic enables even very young children to be more efficient in acquiring skills and processes required to gather and process information in later life.

When we take a particular theme, and help children to actively and visibly build knowledge on that theme, we enable children to acquire skills to make learning more efficient in the future. To plan the content following a thematic approach, each theme could be spread over about 1-2 months, with sub-themes that cover a smaller period, such as a week or two weeks, so that the information surrounding a large unit is organized in a way that makes sense to the children. For example, if the chosen theme is plants, it could be spread over a duration of 1 month with various sub-themes such as parts of plants, types of plants, uses of plants, taking care of plants, etc., each covered in detail over a one-week period.

Theme teaching is generally carried out according to a detailed pre-designed lesson plan. Such an approach is largely teacher-directed with very limited scope to allow for child-initiated learning.

II. Play Based Approach

Children learn best through play. Children should engage in play activities which are neither too challenging nor too easy for their developmental level. In a play based approach stimulating materials and activities are made available by the teacher and children self select activities according to their interest at each point of time and learn at their own pace. The teachers role is that of a facilitator and she does not carry out any specific structured activities. In order to enable children to benefit from this approach teachers need to observe and identify learning opportunities and make play materials available accordingly. If a teacher is unskilled and ineffective, it may lead to loss of learning opportunities and learning by doing. Any pleasure-giving activity is play for them and is central to child’s well-being. Play stimulates curiosity and exploration and leads to mastery of body controls, encourages creativity and social skills, and develops emotional balance and language skills.

III. Activity Based Approach

The primary belief of activity-based approach is that children learn through participation in activities, which provides opportunities for exploration and experimentation with different teaching learning material. The sensory experience and action make the learning better and more impactful. This leads to an exciting journey of discovery and enhanced
understanding. A preschool teacher embeds the learning goals in various types of activities such as outdoor and indoor play, storytelling, art and music activities, organized in a preschool class.

**IV. PROJECTS / INQUIRY BASED APPROACH**

A Project is inquiry based, investigation or in-depth study of a topic or theme, usually done by small groups within a class, an entire class or sometimes by individual children. The teachers offers some open-ended triggers and then observes the children, listen to their stories, their questions, see how they navigate the activity, take note of their interest levels and talk with the children. Children decide what they want to know more about and investigate further.

Then with the variety of materials on offer to the children, the teachers encourage children’s engagement in activities, to go deeper and deeper to find the answers to their questions, and in turn ask new questions help them to make their learning visible through modeling or building, collage or drawing, dramatic play or music; any means at all. These activities are not pre-planned/designed. They are subtly suggested to the children and the discoveries from one experience lead onto the next. A project may not constitute the whole day’s schedule. Teachers may allocate half a day for the project and plan activities for the remaining half.

**V. EMERGENT CURRICULUM**

Emergent curriculum is defined as a process where teachers plan activities and projects based on the specific group of children they are working with, taking into account their skills, needs, and interests. Teachers conduct observations and plan based on their observations of children. Teachers practicing emergent curriculum also utilize reflective practice, taking time to reflect and act on their observations of children. This philosophy encourages active participation, relationship building, flexible and adaptable methods, inquiry, and play-based learning. Curriculum is child-initiated, collaborative and responsive to the children’s needs.
InTegraTIng Approaches

The above mentioned approaches are not mutually exclusive. The preschools are free to choose one or a combination of suggested approaches in their own context. The resulting approach would lead to a balanced preschool programme. In such an approach ideological methodologies of different approaches are integrated to respond to the needs of the children. The days schedule is divided between teacher initiated planned activities and child-initiated free play leading to self-paced learning. A sample weekly plan of activities by integrating different approach is at Annexure I.

plannIng and Transaction of Preschool Curriculum

Planning is important for implementing the curriculum. Systematic and good planning leads to an effective transaction of the curriculum. The activities of curriculum need to be drawn up and transacted keeping in mind the objectives. It should be innovative and flexible to accommodate immediate needs, interests and situations. The teacher should keep in mind the objectives, characteristics of all children including those with special needs, age specific and developmentally appropriate practices along with physical infrastructure and materials required and available for curriculum implementation. Planning in terms of specific objectives and activities should be done both on a long-term and short-term basis. The teacher should have collection of a variety of games, activities, play materials, stories, songs, rhymes, etc. There should be balance between teacher directed and child initiated activities.

Transaction of Preschool Curriculum

Following points must be kept in mind while transacting the Preschool Curriculum:

- *Build on prior knowledge* - always start with what the children know and are familiar with.

- *Encourage positive interactions (child-child, child-teacher, and child-material)* - Interactions between children, the range of environmental and cultural experiences along with meaningful dialogues help children build a solid knowledge foundation, and prepare them for formal schooling.

- *Organize variety of activities* - Plan and organize lots of games and activities. It is important to build lot of practice and repetition in the skill areas. Teaching routines that ensure personal safety and hygiene are considered important.

- *Listen to children* - listen to what children are talking while they are observing and exploring during the activities, to understand the level of
information and strengths they have in order to plan activities to promote their learning further.

- **Spend time in observation** - Observe children while they are engaged in activities. The teacher may choose to participate in activities with children or decide to stand aside while observing them.

- **Scaffold a child’s experiences** - elaborate on the child’s “hands on” experiences, encourage children to recall experiences that relate to a current task, to build learning continuity and establish new concepts and understandings.

- **Celebrate diversity** - The diverse language and dialects of children may be endorsed and expanded by the teachers. The topics should be addressed by variety of ways like musical, story-based, play, discovery, pictorial, artistic, logical deductive because of the fact that children learn in diverse ways and can show understanding by using different symbolic media.

- **Listen to and co-coordinate with parents and family members** - involve parents in the programme, invite them to share local folktales, songs, traditional festivities, and also encourage them to organize meaningful developmentally appropriate activities at home as well.

**Devising the Daily Schedule**

- A daily plan / schedule should be prepared by all the teachers. It should provide for specific activities, work and play. These will vary for classrooms catering to different age groups. The teacher must weave the activities into the daily schedule and make it a balanced day’s program. A well-designed schedule not only provides for systematic planning, but also allows the teacher the flexibility for effective implementation of the plan. Each day’s plan should include the developmental and learning objectives to be promoted.

- Although planning is done before hand, the planning should be flexible enough to accommodate any change that might become necessary depending on the interest shown by the children at a particular moment. For example, if the plan mentions a conversation on ‘plants’ but the children spot ‘mouse’ and want, to talk about that, the teacher/worker should shift the topic at that moment to the ‘mouse’ itself.
Daily scheduling allows time for the teacher to observe children and work with them individually and in groups. It is necessary for the teacher to observe, and determine the needs and interest of the children allowing them flexibility. An example of this can be a early Science experiment in the ‘Discovery Area’ which may be planned for about 15 minutes, but if the children enjoy it and become more interested, then it may be extended to 30 minutes. Teachers and workers should always be nearby to give assistance and encouragement during small group activities and summarise salient points.

Since a child’s attention span is gradually developing and varies with age, hence activities should be planned accordingly.

Children tend to have variations in ability to focus and need for sit-down activities in the day, this should be accounted for in a day’s schedule e.g. towards the end of the day, children tend to be mentally tired and find sit down work to be more challenging.

Divide children into smaller groups according to their ages/developmental levels and give them activities by rotation.

It is sometimes also useful to put one older child with younger children.

### Suggestive Schedule of activities

The day’s routine can be planned keeping in mind the principles of programme planning based on the age, needs, interest and developmental level of the children. The teacher may select any approach and plan activities and experiences using the given activity schedule.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Methods of Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome Circle</strong> (Health Check Up, Attendance, Weather, Date and Day discussion, Conversation, Rhymes)</td>
<td>Teacher Initiated Large Group Activity</td>
</tr>
<tr>
<td><strong>Cognition: Mathematical Thinking and Reasoning</strong></td>
<td>Teacher Guided Small Group Activity.</td>
</tr>
<tr>
<td><strong>Cognition: Environmental awareness and scientific temper</strong></td>
<td>Child Initiated Small Group Activities</td>
</tr>
<tr>
<td>Indoor Free Play in activity areas</td>
<td></td>
</tr>
</tbody>
</table>
### Break/Snack time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Initiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Early literacy activities</td>
<td>Teacher Initiated Large/Small Group activity</td>
</tr>
<tr>
<td>(storytelling, rhymes, conversation, dramatic/role play)</td>
<td></td>
</tr>
<tr>
<td>Creative Activity: Art and Music</td>
<td>Child Initiated Small Group Activity</td>
</tr>
<tr>
<td>Outdoor Play</td>
<td>Child/Teacher Initiated Large Group Activity</td>
</tr>
<tr>
<td>Good Bye Circle / Reflection time</td>
<td>Teacher Initiated Large Group Activity</td>
</tr>
</tbody>
</table>

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Pedagogical Approaches for Curriculum Transaction
Assessment is an essential and integral component of the preschool programme. It gives an insight into children’s interests, achievements and possible difficulties in their learning. The purpose of assessment is to give useful information about children’s learning and developmental levels by teachers/caregivers, including families. It helps ensure early identification of developmental delays, special educational needs of children and their specific interests and abilities.

### Points to be kept in mind while doing assessment
- Assessment must be based on qualitative judgements of children’s activities, status of their health, nutrition, physical and social well-being.
- Each child should be assessed individually through informal and systematic observations of children’s play and other activities.
- On no account, should children be made to take any form of test or examination either oral or written.
- The purpose of evaluation at the pre-school stage is not to label a child as ‘pass’ or ‘fail’.
- Assessment should provide direction for learning new skills.
- Assessment should focus on child’s strengths rather than deficits.
- The progress of children should be recorded for each aspect of development on a continuous basis.
- Assessment should help in identifying children who have some special needs.
- The teacher should plan activities based on the assessment of children.
- Parents and teachers need to monitor progress of children collecting.

### How should assessment be carried out and reported?
Assessment in Preschool should be formative, continuous and flow from the experiences planned in the curriculum. Formative and continuous assessment implies observing and documenting the development of the
child, by interpreting the evidence from day-to-day experiences of the child with the purpose of recognising and encouraging strengths, and addressing learning/developmental gaps. Each child’s progress needs to be assessed on a continuous and comprehensive basis, through observations of their behaviour; their art work and other products, anecdotal records, checklists, portfolios and interactions with other children. The current level of performance should be rewarded to reinforce small steps of accomplishments towards the long-term goals.

Teachers must document each child’s learning in a variety of ways. The documentation will provide administrators and the teaching staff with valid information on how to improve the programme, incorporate changes that are necessary, plan, organise on what to do next, what questions to ask and resources to provide for.

Each child’s folder should be available for parents and children to view and should remain with the preschool until such time as a child’s transition to another preschool programme or in the primary school. All parents should receive a written and verbal progress summary report of their child at least twice a year.

**Assessment Tools and Techniques**

Assessment can be done by using various tools and techniques:

(a) **Anecdotal records:** Brief written notes based on observations of children - how and where children spend time, their social relationships, their use of language, modes of interaction, information about health and nutrition habits.

(b) **Portfolios:** A portfolio is a flexible and adaptable collection over time of various concrete work samples showing many dimensions of the child’s learning. This type of assessment also focuses on the child’s strengths and demonstrations of knowledge and skills. **Samples of Children’s work** in art, painting, craft work, collage making etc. also become a part of the portfolio.

(c) **Observations:** Observation could be planned purposefully for observing a child or group of children in specific situation. It is also
carried out as an on-going natural process in every day teaching learning activities. Observation carried out scientifically is source of valid information about child’s various personality dimensions and learning progress.

(d) **Checklist:** Checklists are a list of learning outcomes, behaviours, or traits of a child in a particular development area. A teacher is to determine whether these traits exist in a child or not. She has to mark on the checklist as “Yes” or “No” to indicate whether a particular child exhibited a behaviour during that observational period.

(e) **Rating Scale:** A rating scale is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities, or end product. Rating scales are similar to checklists except that they indicate the degree of accomplishment rather than just yes or no.

(f) **Photographs and video clips:** Videos and audio help teachers to assess the child’s progress and program progress and boost the motivation and confidence of children. Teachers can accordingly design and modify suitable classroom practices by viewing and listening to the recordings subject to privacy considerations.

In addition to the assessment of preschool children, it is important that assessment of preschool programme should also be done.

**Assessment of Preschool Programme**

There is a need to inform and monitor instructions in a preschool programme to identify developmental progress of individual children and monitoring of progress over time. Awareness of how children are acquiring knowledge and skills, developing dispositions and attitudes provides information about the appropriateness as well as the need for modifications of curriculum activities.

The purpose of assessing preschool programme is mainly to improve the quality of the programme and other basic services given to children. The preschool programme should always be reviewed on a periodic basis keeping in mind the preschool goals and early learning outcomes. It must address the components designed and delivery of the preschool programme.

The preschool staff such as supervisor, in-charge and HM should be a part of the evaluation exercise. They may observe and collect the information required for review and improvement. The results of evaluation guide the decisions about changes required which would ultimately bring quality in the preschool programme and delivery of services.
Time to time monitoring and mid-term evaluation help to understand how the programme is functioning and all children are progressing to achieve ELO’s and at the same time improving teacher-child and parents interactions. It improves the chance for positive improvement and strengthen the transitions from home to preschool and preschool to early primary grades.
Monitoring and supportive supervision are integral to effective implementation of the preschool education programme.

**Monitoring** is the process to check the progress of the programme, by collecting and analysing the information about the programme.

**Supportive supervision**, on the basis of the analysis of the information collected during monitoring, facilitates better management of the preschool, by guiding and enabling the staff to perform their roles and responsibilities optimally. Monitoring and supportive supervision is not a onetime activity, instead it should also be carried out on an on-going basis and constructive feedback must be provided to the staff in a timely manner.

The focus of monitoring and supervision should not be on fault-finding of individuals and reporting on them. Rather, the focus must be on building the system to be able to achieve the goals of preschool education, assessing if there are any challenges/problems in the process, identifying the root causes of the problem, prioritizing the aspects to be addressed, finding solutions and implementing them to ensure that children are safe, and develop optimally and participate in a good quality preschool programme.

Effective supervision and guidance leads to improved functioning of Preschools and encouraging that the foundation for inclusive schooling is laid.

**Responsibilities for Monitoring and Supervision**

The Headmistress/Headmaster must continuously monitor the implementation of the preschool programme. The senior most teacher of the primary school will have the responsibility of supervising the Preschool. ICDS system has supervisors in place. The supervisory staff would support the teacher in solving her/his professional problems; in examining the collaboration of preschool teacher with the parents and community, assessing curriculum content, teaching methods, assessment methods, distribution of duties, programme schedule etc.

The supervisor must provide constructive feedback to the teachers. The supervisor will act as a guide and a consultant in steeling the efforts
of the preschool teacher for improving the teaching-learning processes. The supervisor must also provide on-site guidance and mentoring to the teachers in relation to day to day educational matters.

The supervisory staff should support the teacher specifically in following areas:

- in solving her/his day to day classroom related problems
- in examining the collaboration of teacher with the parents and community
- assessing teaching methods
- the curriculum content
- distribution of duties
- Scheduling the activities, etc.

Supervisory staff should facilitate professional development of the staff through strategies such as, forming small study groups among the teachers, organization of in-service training programmes, encouraging the staff to undertake research of various kinds, and building a team spirit amongst teachers.

In addition to the supervision, there could be monthly joint monitoring visits by, Zonal or Mandal level education officers and ICDS Supervisors, and quarterly joint monitoring visits by the District Education Officers and the CDPOs to observe the quality of preschool education programme. It would be useful to plan meaningful visits, allowing the visiting officer to spend at least 1½ hrs in each centre. Along with assessing the implementation of the programme, the visiting officers must also inform the functionaries about any recent developments that would build their capacity to perform their roles better.

As per RTE Act, 2009, the School Management Committee (SMC) members are also responsible for monitoring and supervising school activities. Constitution of SMC in school must involve the parents of preschool children also. The SMCs should also look after and provide support for the smooth functioning of preschool education programme and provide support in developing stronger linkages between preschool and primary schools.
We all know that parents play an important role in the development of their child’s personality. They are the child’s first teachers and have the primary responsibility for their child’s development. Parents and Teachers, therefore, must function together as partners to help the children learn and grow. Preschool programmes and initiatives can only be successful if they receive support from parents and the community.

Parents can be involved in the preschool programmes in two ways

(a) Educating parents about different aspects of child development, health and nutrition, pedagogy of the preschool education and the type of activities they should be conducting with their children including those with special needs at home.

(b) Using parents as a resource in the preschool programme.

**Parent Education to Support the Child**

Parent education is necessary to ensure that whatever is achieved in the preschool is further reinforced or complemented at home. Parents can be taught simple skills of recitation, story-telling, preparation of puppets and low-cost fun toys, etc. for children which will help improve the quality of their interaction with the child and provide opportunities of children to play. They should be made aware of:

- Need for a comprehensive approach to development
- Age related milestones and the dangers of pushing a child beyond what she/he is ready for
- Child care i.e., emotional health and nutritional needs of the child at different stages of his/her development
- Importance of play and early stimulation for the child’s development
- Play way methodology followed in the preschool programme and its need and purpose
Role of parents and their support in the development of the child

Engaging Parents as a Resource

Parent involvement can be sought by the preschool teacher in several ways.

- As an additional adult to assist in handling small group activities, for example, creative activities, story-telling or to accompany children for outings etc.
- As a substitute teacher in case the preschool teacher is otherwise occupied
- As a resource for collecting reusable waste/raw materials for use in the preschool centre
- Parents with specific talents or skills could make a contribution by using their skills for the benefit of the children. For example, a carpenter could be asked to make some wooden toys, a mother who can sing could teach children songs, a painter could help paint the shelves, etc.
- Share cultural diversity across families - food, dresses, festivals.
- Knowing more information about the children with special needs.

Parent-teacher contact can be maintained through:

- Incidental meetings, for example, when parents come to leave or pick up their children
- Organised parent-teacher meetings which could be held once a month or once in every three months, as convenient
- Home visits conducted by the teacher/worker to every home (wherever possible) at least once in a term or quarter to build rapport with parents and to update parents about their child’s progress
- Bal melas, or children’s fair, which could be organised once a year to which the families could be invited
• A newsletter with illustrations
• Small video programmes which can be shared with parents through different modes of technology

**ROLE OF COMMUNITY**

The community is an important stakeholder in the preschool education programme. Involvement and participation of the community members would help in understanding children and their family better. Only if the community is aware, the needs of children can be fulfilled. Community awareness could be achieved through the following:

• Awareness Generation Programmes including those disability related myth regarding young children using folk songs, street plays, puppet shows, *jathas*, etc.

• Making preschool visible by organising events where community can participate like festival celebrations, sports events, *Bal-Mela*, etc. (*some parents can help in organising and managing such events*)

Once the community recognises the need of preschool education, ownership of the preschool among the community members inevitably develops. It is not uncommon to observe community members helping the preschool in many ways, such as providing drinking water, adequate space for the preschool and other resources. Few local members can be appointed in various capacities in the preschool. They may not be suitably trained or qualified, yet they will be able to contribute in concrete ways over a period of time towards the objectives and functioning of the preschool.

There should be no corporal punishment or child abuse.
Starting school is a major life transition for children and their families. This is a time which can be both exciting and challenging at the same time. The child and the families have to adjust to new environment, new expectations, new interactions and relationships. In this context it becomes imperative that all children including those with special needs are supported in the transition process from home to preschool and preschool to primary school. Therefore linkages between preschool and primary school should be established.

In our country there exists a wide variety of preschool services—anganwadies, balwadies, privates preschools etc. having wide disparity in the infrastructural facilities, teacher qualifications, curriculum and pedagogies. The age at which children begin their pre-schooling also varies. Thus there are differences in the ethos and approaches among various

### Components for establishing linkages

#### Locational
- Provision of preschool in the premises of primary school or immediate neighbourhood

#### Programmatic
- Synchronisation of timing
- Extended playway method to early primary grades
- Linkage in curriculum of preschool and class I
- Joint training of teachers for preschool and early primary grades
- Sharing material, equipments and infrastructural facilities

#### Management
- Mobilising community support and resources
- Joint planning, monitoring and supervision
- Linkages between all the services for the children i.e. care, health, nutrition, immunisation and education
preschools. There are four major areas where children may experience the lack of continuity which may hinder their learning i.e.

i. change in the physical environment
ii. differences in classroom organisation
iii. content of curriculum
iv. pedagogy and practices of preschool and early primary classes

<table>
<thead>
<tr>
<th>Benefits of Linkages</th>
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<tbody>
<tr>
<td>Smooth transition of children</td>
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<tr>
<td>Increasing children’s participation</td>
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<tr>
<td>Enhancing enrolment and retention</td>
</tr>
<tr>
<td>Higher achievement at different levels of learning</td>
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<tr>
<td>Reversing trend of downward extension</td>
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<tr>
<td>Better school readiness</td>
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<tr>
<td>Effective resource utilisation</td>
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</tbody>
</table>

The environment, classroom settings, time table/daily schedule the curriculum and pedagogies and practices need to be aligned to the pre primary classes. Throughout the early childhood period, early childhood teachers develop their knowledge of each child’s strengths, interests, cultures and abilities. They also develop strong relationships with children’s families. When this information is shared with other teachers of primary schools, new learning and development opportunities can be planned in a way that responds to children’s strengths, interests, cultures and builds on what they have learned before. Progress from preschool to early primary classes should be seen as continuous process in child’s holistic learning.

**MAINTAINING CONTINUITY FOR SMOOTH TRANSITIONS**

The following are some suggestive ways to ensure continuity of children’s experiences:

- The early learning outcomes for children’s learning in preschool need to be linked with the learning outcomes of class I.
- Preschools need to plan in such a way that the goals of curriculum are geared to the fulfilment of developmental needs of all children including those with special needs.
- The teachers need to allow sufficient flexibility to ensure that the individual interests of children in their preschool are met.
- Parents and families should also be involved in the transition programme so that children can adjust better and adapt smoothly and comfortably in the primary school.
- Training of preschool and class I and II teachers need to be held together.
- Changes in the new class and new experiences must be gradual rather than sudden.
- Pre and Primary school educators should coordinate and communicate regularly so that they can prepare children for the transition from preschool to primary.
- Visits of preschool children to class I and II may be organised so that they get familiarized with physical surrounding and get accustomed to environment without fear before the academic session begins.
- The physical set up of classes I and II should be planned in the same manner as that of Preschool (in child friendly table-chairs organized in a cluster), activity areas which will help children share experiences, develop problem solving skills, coping skills, follow rules and gain a sense of social and emotional well being.
- The play based activities must also be a part of classes I and II and in continuum of Preschool I, Preschool II and Preschool III.
- Class I teacher should go through the portfolios of preschool children which will help them to understand their children better.

To conclude all children need to develop holistically, they must be in a safe, secure and stimulating environment and all this can be achieved only if there is a complete understanding, support and cooperation among all those who are concerned with the education of young children.
References

MWCD. (2013). Quality Standards for ECCE, Govt. of India, New Delhi.
### Annexure I

#### Sample Weekly Lesson Plan by Integrating Approaches (Preschool I)

<table>
<thead>
<tr>
<th>Days</th>
<th>30 Min.</th>
<th>30 Min.</th>
<th>30 Min.</th>
<th>30 Min.</th>
<th>30 Min.</th>
<th>30 Min.</th>
<th>30 Min.</th>
<th>Key Skills Being Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Circle Time</td>
<td>Environmental and Mathematical Concepts</td>
<td>Indoor Free Play</td>
<td>Language, Communication And Literacy Skills</td>
<td>Art And Aesthetics</td>
<td>Outdoor Play</td>
<td>Good Bye Circle Story Telling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Initiated Large Group Activity</td>
<td>Teacher Guided Small Group Activity</td>
<td>Child Initiated Small Group Activity</td>
<td>Child Initiated Large Group Activity</td>
<td>Child Initiated Large Group Activity</td>
<td>Teacher Initiated Large Group Activity</td>
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</tr>
</tbody>
</table>

**Mon**

- Welcome
- Warm up
- Hygiene check-up
- Rhymes/songs
- Sharing by the children
- Name tag Activity
- Calendar Activity
- Free Conversation

Visit to a Garden/Park near by

- The children and teacher have together decided that they would observe and notice the things they see, sounds they hear and textures they feel, children can smell flower, sand, leaves etc. They will collect what they like from the ground.

- Children and teacher sit in a circle. Children take turns to express themselves and talk about their experiences and their observations.
- Teacher supports children for turn taking and for keeping to the topic of the conversation.

**BREAK**

- Children will be encouraged to share the experience with their parents at home
- Observation
- Exploration
- Focusing Attention
- Visual Discrimination
- Waiting for their turn
- Expression
- Reflection
- Sequential thinking
- Book handling
<table>
<thead>
<tr>
<th>Tue</th>
<th>Welcome</th>
<th>Warm up</th>
<th>Hygiene check-up</th>
<th>Rhymes/songs</th>
<th>Sharing by the children</th>
<th>Name tag Activity</th>
<th>Calendar Activity</th>
<th>Free Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children sort the items collected into different groups. All the children go around seeing and talking about the display items in different heaps. The class looks at one of the collections and talks about the differences - size, colour, shape and texture. They decide to sort them on the basis of one - say sorting into big and small leaves. The class says that there are more small leaves than big leaves. Teacher counts and tells that there are 8 big leaves but they have 15 small leaves.</td>
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<td></td>
<td>Teacher demonstrates floating and sinking activities to children using leaves, twigs, stones, plastic. Children go to the activity areas of their own choice for play.</td>
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<td></td>
<td>Children create a word wall of five senses using pictures. The whole class shares what they saw, heard, touched, tasted and smelt. The teacher writes the list on the word wall. The teacher explains difficult words or words used in home languages.</td>
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<tr>
<td></td>
<td>Children make rangoli/pattern of their choice with the things they collected and explain what they have created.</td>
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<tr>
<td></td>
<td>Walking on a line/along a rope counting their steps with the help of the teacher.</td>
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<tr>
<td></td>
<td>Oral story telling. Recapitulation of the day. Children will be encouraged to share the experience with their parents at home.</td>
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<td>Matching and sorting, Similarity and Difference, Recall, Vocabulary building, Appreciating work done by others, Creative Expression, Problem Solving</td>
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<td><strong>Welcome</strong>&lt;br&gt;<strong>Hygiene check-up</strong>&lt;br&gt;<strong>Rhymes/songs</strong>&lt;br&gt;<strong>Sharing by the children</strong>&lt;br&gt;<strong>Name tag Activity</strong>&lt;br&gt;<strong>Calendar Activity</strong>&lt;br&gt;<strong>Free Conversation</strong></td>
<td><strong>Welcome</strong>&lt;br&gt;<strong>Warm up</strong>&lt;br&gt;<strong>Hygiene check-up</strong>&lt;br&gt;<strong>Rhymes/songs</strong>&lt;br&gt;<strong>Sharing by the children</strong>&lt;br&gt;<strong>Name tag Activity</strong>&lt;br&gt;<strong>Calendar Activity</strong>&lt;br&gt;<strong>Free Conversation</strong></td>
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<tr>
<td>Children talk about different textures they experienced at the garden. The activity is extended by giving tactile cards to children and let them guess the texture.</td>
<td>Teacher refers to the sounds they heard when they went to the garden. They have a conversation about it. The class then may decide to visit the garden/park again—this time to listen to the sounds or may decide to listen to the sounds recorded in the mobile or tape recorder.</td>
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<tr>
<td>Children go to the activity areas of their own choice for play.</td>
<td>Visit contd.</td>
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<tr>
<td><strong>Picture reading (on a garden scene), naming things in the picture</strong>&lt;br&gt;Children colour the pictures/models they made or may make drawing of a tree/leaf/flower to colour.</td>
<td><strong>Draw anything related to your visit to the garden. Ask children to interpret the images.</strong>&lt;br&gt;<strong>Outdoor Play (If there is no outdoor space available, do some activity involving large muscle movements)</strong>&lt;br&gt;<strong>Story telling with picture cards</strong>&lt;br&gt;<strong>Recapitulation of the day – Children will be encouraged to share the experience with their parents at home</strong></td>
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<tr>
<td><strong>Outro organized game-catching/throwing/races/games</strong>&lt;br&gt;<strong>Recapitulation</strong>&lt;br&gt;<strong>Children will be encouraged to share the experience with their parents at home</strong>&lt;br&gt;<strong>Recall</strong>&lt;br&gt;<strong>Observation</strong>&lt;br&gt;<strong>Vocabulary building</strong>&lt;br&gt;<strong>Classification</strong>&lt;br&gt;<strong>Sequential thinking</strong>&lt;br&gt;<strong>Creative Expression</strong>&lt;br&gt;<strong>Working in small groups</strong></td>
<td><strong>Sound Discrimination</strong>&lt;br&gt;<strong>Observation</strong>&lt;br&gt;<strong>Classification</strong>&lt;br&gt;<strong>Focusing Attention</strong>&lt;br&gt;<strong>Creative Expression</strong>&lt;br&gt;<strong>Sequential Thinking</strong></td>
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<tr>
<td>Fri</td>
<td>Welcome</td>
<td>Children talk about the sounds they heard. They also act out as the animals and make the different sounds – squirrels, crows. They also talk about their characteristics. Children form groups</td>
<td>Children go to the activity areas of their own choice for play.</td>
<td>Class has a conversation about different sounds they hear and whether they like the sound or not like loud music, falling rain, sounds of animals.</td>
<td>Make a collage by paper tearing and pasting. Teacher helps children discuss their collages and summarizes the learnings on the topic.</td>
<td>Skipping without rope and counting how many skips each child can make without stopping.</td>
<td>Dramatisation of the story Recapitulation of the day – Children will be encouraged to share the experience with their parents at home</td>
<td>Sound Discrimination Observation Classification Focussing Attention Creative Expression Sequential Thinking Reflections</td>
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- Let us close our eyes, listen to the sounds (chirping of birds, rustle of leaves, footsteps on dry leaves, people talking, vehicle sounds, etc.
- The conversation can also extend to different kinds of sounds in our immediate environment.
of three to come forward to make sounds and act as any animal they like. Children count themselves to see that their group has 3 members.

- Teacher helps as needed.

<table>
<thead>
<tr>
<th>Sat</th>
<th>RECALL AND RECAPITULATION OF THE WEEK’S ACTIVITY</th>
</tr>
</thead>
</table>

*Example of word wall using pictures

<table>
<thead>
<tr>
<th>Swings, plants, stones, leaves, sprinkler</th>
<th>Flower</th>
<th>Traffic Birds chirping</th>
<th>Fruits</th>
<th>Leaf, tree, flower</th>
</tr>
</thead>
</table>
### Annexure II

**Sample Weekly Lesson Plan by Integrating Approaches (Preschool II)**

#### Visit to the Garden

<table>
<thead>
<tr>
<th>Days</th>
<th>30 Min.</th>
<th>30 Min.</th>
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<th>30 Min.</th>
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<th>30 Min.</th>
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<tbody>
<tr>
<td></td>
<td>Circle Time</td>
<td>Environmental and Mathematical Concepts</td>
<td>Free Play (Indoor Play)</td>
<td>Language, Communication and Literacy skills</td>
<td>Art And Aesthetics</td>
<td>Outdoor Play</td>
<td>Good Bye</td>
<td>Key Skills Being Addressed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Initiated Large Group Activity</td>
<td>Teacher Guided Small Group Activity</td>
<td>Child Initiated Small Group Activity</td>
<td>Teacher Initiated Large Group Activity</td>
<td>Child Initiated Small Group Activity</td>
<td>Child Initiated Large Group Activity</td>
<td>Teacher Initiated Large Group Activity</td>
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</tbody>
</table>
| **Mon** | • Welcome children  
• Warm up  
• Health Hygiene check-up  
• Rhymes, songs-Trees/flowers/birds/butterflies  
• Sharing by the children  
• Name tag Activity  
• Calendar Activity | Visit to the Garden/Park nearby  
Child can make use of magnifying glass to observe things insects etc. | They come back and talk about their experiences. Children and teacher sit in a circle. Children take turns to express themselves and talk about their experiences.  
Teacher supports children for turn taking and for keeping to the topic of the conversation. | Free hand drawing – Teacher will ask children to draw anything related to their visit to the garden.  
Free outdoor play. (If there is no outdoor space available, do some activity involving large muscle movements) | Story Telling – Use a picture book (with 2-3 written lines on a page) related to plants/leaves/birds/butterflies. After telling the story the children will be encouraged to handle the books  
Recapitulation of the day – what did we do today? What did you enjoy most? | \*Observation  
\*Exploration  
\*Focusing Attention  
\*Visual Discrimination  
\*Waiting for their turn  
\*Expression  
\*Reflection  
\*Sequential thinking  
\*Book handling |
**Tue**
- Welcome children
- Warm up
- Health Hygiene check-up
- Rhymes, songs-Trees/flowers
- Sharing by the children
- Name tag Activity
- Calendar Activity
- Free Conversation

- Conversation on what they saw in the garden yesterday
- Make a word wall of senses and record children's responses.
- Talk in detail about the parts of a plant.
- Talk about the colours, shapes and size they saw.
- Arranging the leaves, twigs, and feather according to their length (long to short or short to long) in five levels
- Children will go to activity areas of their own choice for play.
- After playing children will keep the materials back on their respective labeled racks/shelves.

- Beginning sound – the children will see the picture of objects related to the garden (tree, butterfly, birds, ants) and give the first sound of the word.
- "When starting the identification of beginning sounds of any objects start with L1 (First language)."
- In the initial stages the words may not necessarily have meaning associated with them.

- Leaf printing – Children apply water colour on leaves and do leaf printing.
- Structured (races, games)/free outdoor play.
  (If there is no outdoor space available, do some activity involving large muscle movements)

**BREAK**

**Wed**
- Welcome children
- Warm up
- Health Hygiene check-up
- Rhymes, songs-Trees/flowers

- Teacher may initiate a discussion on what trees and plants give us?

- Children will go to activity areas of their own choice for play.
- Rhyming words: The teacher speaks out a few words like gana, dana, cat, mat and encourages children to make some rhyming words.
- Colouring – The teacher will provide outline of pictures of flowers/
- Walking on a curved line and counting the steps with the help

- The children will be encouraged to share their day’s experience with their parents at home.
- Oral Story telling
- Recapitulation of the day – what did we do today? What did you enjoy most?
- The children will be encouraged to share their day’s experience with their parents at home and talk about the parts of the plants with them.

- Matching and sorting
- Similarity and Difference
- Recap
- Vocabulary building
- Appreciating work done by others
- Creative Expression
- Problem Solving
- Phonological awareness
- Serration
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Sharing by the children</td>
<td>The teacher will ask the children to share their day’s experience with their parents at home and talk about what plants give us.</td>
</tr>
<tr>
<td>Name tag Activity</td>
<td>The children will be encouraged to create sentences orally using the objects seen in the park in L1 (First language).</td>
</tr>
<tr>
<td>Calendar Activity</td>
<td>The children use palm printing to create trees and flowers.</td>
</tr>
<tr>
<td>Free Conversation</td>
<td>The children make a pattern of their choice with materials collected from the garden. (two leaves, one stones, two twigs)</td>
</tr>
<tr>
<td>Conversation – Distribute picture cards of different objects related to garden eg flowers, plants, leaves, butterfly, birds, grass etc. and children will talk 2-3 sentences about the picture they have in their card.</td>
<td>The children will go to activity areas of their own choice for play.</td>
</tr>
<tr>
<td>Children make a pattern of their choice with materials collected from the garden. (two leaves, one stones, two twigs)</td>
<td>The children will go to activity areas of their own choice for play.</td>
</tr>
<tr>
<td>Break</td>
<td>The teacher will invite the children to colour the picture cards of butterflies/trees to the children and ask them to colour it.</td>
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<tr>
<td>THU</td>
<td>The children will be encouraged to create sentences orally using the objects seen in the park in L1 (First language).</td>
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<tr>
<td>Welcome children</td>
<td>The teacher will ask the children what they enjoyed most?</td>
</tr>
<tr>
<td>Warm up</td>
<td>The teacher will encourage the children to share their day’s experience with their parents at home and talk about what plants give us.</td>
</tr>
<tr>
<td>Health Hygiene check-up</td>
<td>The children use palm printing to create trees and flowers.</td>
</tr>
<tr>
<td>Rhymes, songs- birds/ butterflies</td>
<td>The teacher will ask the children what they enjoyed most?</td>
</tr>
<tr>
<td>Working in small groups</td>
<td>The teacher will ask the children what they enjoyed most?</td>
</tr>
<tr>
<td>Sentence construction</td>
<td>The teacher will encourage the children to share their day’s experience with their parents at home and talk about what plants give us.</td>
</tr>
<tr>
<td>Pattern making</td>
<td>The children will be encouraged to create sentences orally using the objects seen in the park in L1 (First language).</td>
</tr>
<tr>
<td>Rhyming words</td>
<td>The children will be encouraged to create sentences orally using the objects seen in the park in L1 (First language).</td>
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**Thu**

- Welcome children
- Warm up
- Health Hygiene check-up
- Rhymes, songs- birds/ butterflies
- Break
- Welcome children
- Warm up
- Health Hygiene check-up
- Rhymes, songs- birds/ butterflies
- Break
<table>
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<th>Fri</th>
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<tbody>
<tr>
<td>• Welcome children</td>
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<td>• Warm up</td>
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<td>• Health Hygiene check-up</td>
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<td>• Rhymes, songs-Trees/flowers/birds/butterflies/insects</td>
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<td>• Sharing by the children</td>
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<td>• Name tag Activity</td>
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<td>• Calendar Activity</td>
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<tr>
<td>• Conversation on different kinds of Textures</td>
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<tr>
<td>• The teacher keeps materials collected from the garden (stem, leaves, twig, flowers) and adds more materials like cotton, sponge, cloth.</td>
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<tr>
<td>• She asks the children to touch the materials</td>
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<td>• Children will go to activity areas of their own choice for play.</td>
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<td>• After playing the children will keep the materials back on their respective labeled racks/shelves.</td>
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<tr>
<td>• The children will be encouraged to give associated words related to the visit to the park e.g. word given is tree, the children give words like leaves, branches, bark etc.</td>
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<tr>
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<tr>
<td>• Make a collage (tree/leaf/flower/butterfly/bird) – paper tearing and pasting</td>
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<tr>
<td>• Structured (races, games) /free outdoor play.(If there is no outdoor space available, do some activity involving large muscle movements)</td>
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<td>• Story telling with props e.g. stick puppets</td>
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<tr>
<td>• Recapitulation of the day – what did we do today? What did you enjoy most?</td>
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<tr>
<td>• The teacher will encourage the children to share their day’s experience with their parents at home and talk about the different textures they have learnt about. They will</td>
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<td>• Sound Discrimination</td>
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<td>• Observation</td>
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<td>• Classification</td>
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<td>• Focussing Attention</td>
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<td>• Creative Expression</td>
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<td>• Sequential Thinking</td>
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<td>• Reflections</td>
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<tr>
<td>• Meaning counting</td>
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<td>• Number sense</td>
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and feel the different texture e.g. rough, smooth, hard and soft and name them.

- Counting – teacher will speak out any number (upto 10) and ask the children to count and take out the same number of stones

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<thead>
<tr>
<th>Sat</th>
<th>REVISION OF THE WEEK'S ACTIVITIES</th>
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experience more textures by touching objects in their home along with their parents.
The Preschool Curriculum

Department of Elementary Education,