

**New National Curriculum of Pakistan 2026
(NNCP)**

EARLY CHILDHOOD CARE AND EDUCATION



GOVERNMENT OF PAKISTAN
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CHAPTER 1

INTRODUCTION AND CURRICULUM FRAMEWORK

1.1 INTRODUCTION

Children's learning and development are dynamic, complex and holistic. Cognitive, language, physical, social, emotional, ethical and creative development are interconnected. The National Curriculum for Early Childhood Care and Education (ECCE) therefore supports the whole child through integrated, and developmentally appropriate learning experiences.

Progress in one developmental area can support progress in others. For example, collaborative construction play can develop spatial reasoning, language, fine-motor coordination and cooperation together. The domains provide a framework for planning and observing development; they should not become separate classroom subjects.

1.2 PURPOSE OF THE CURRICULUM

This curriculum aims to provide developmentally appropriate, play-based, inclusive and culturally responsive learning experiences for children aged 4.5–5.5 years. It supports cognitive, language, socio-emotional and physical competencies, curiosity, creativity, independence, positive relationships, healthy habits, emergent literacy and numeracy, and readiness for continued learning.

1.3 OBJECTIVES OF ECCE CURRICULUM

The curriculum aims to:

- i) develop positive social-emotional awareness by recognizing and expressing emotions, developing self-confidence and independence, cooperating with others, sharing, taking turns, resolving simple conflicts and forming positive relationships.
- ii) develop respect for diversity and inclusion by appreciating individual differences, participating cooperatively with peers, and demonstrating empathy and respect toward others.
- iii) develop learning dispositions including curiosity, creativity, persistence, confidence, initiative, attention, cooperation and willingness to explore and learn.
- iv) develop cognitive abilities by exploring, observing, classifying, comparing, reasoning, predicting, remembering, problem-solving and expressing curiosity about their immediate environment.

- v) develop communication and language competencies by listening attentively, expressing ideas and feelings, participating in conversations, expanding vocabulary, engaging with stories and rhymes, and developing emergent literacy skills.
- vi) develop emergent literacy and numeracy through meaningful, play-based experiences involving oral language, print awareness, sounds, symbols, counting, quantity, patterns, shapes, spatial concepts and mathematical reasoning.
- vii) develop physical and motor skills through opportunities to strengthen gross- and fine-motor coordination, balance, movement, manipulation, body awareness and healthy physical activity.
- viii) develop healthy, safe and independent habits related to personal hygiene, nutrition, self-care, physical safety, body awareness and healthy routines.
- ix) develop awareness of the natural, social and cultural environment by exploring family, community, nature, local surroundings, Pakistani culture, heritage and diversity.
- x) develop creativity and aesthetic expression through art, rhythm, body movements, drama, storytelling, construction and imaginative play.

These objectives build on Pakistan's existing ECCE curriculum and strengthen self-regulation, inquiry, problem-solving, communication, inclusion and learning dispositions. They describe broad curriculum aims; the competency framework translates them into observable indicators of emerging development.

1.4 GUIDING FRAMEWORK FOR CURRICULUM

The framework organizes development into four interconnected domains: cognitive; language and communication; socio-emotional; and physical development. Seven learning areas provide contexts for integrated learning within and across these domains. Cross-cutting themes guide the content, pedagogy and support needed throughout the curriculum.

- **Relationship between domains and learning areas:** cognitive development is supported particularly through Basic Numeracy, The World Around Us and Creative Arts; language and communication through Language and Literacy and all conversational activities; socio-emotional development through Personal, Socio-Emotional and Ethical Development and collaborative play; and physical development through Physical Development, Health, Hygiene, Nutrition and Safety, and practical and creative activities. These relationships overlap rather than assigning each learning area exclusively to one domain.
- **Responsive caregiving:** teachers build warm, predictable relationships, notice and respond to children's signals, listen to their ideas, and help them manage emotions through co-regulation. Care and learning are integrated in everyday routines and play.

- **Integrated pedagogy:** teachers combine child-initiated play with sensitive adult guidance, stories, practical exploration, movement and outdoor experiences. Activities should be adapted to children’s interests, abilities, languages and local contexts.

1.5 CROSS-CUTTING CURRICULUM AREAS

The following areas apply across all four developmental domains. The table distinguishes the cross-cutting themes and content, and shows how they are embedded in the curriculum.

Table 1. Cross-Cutting Priorities, Approaches to Learning and Implementation Support
TABLE 1: ECCE/CROSS CUTTING PRIORITIES, APPROACHES TO LEARNING AND IMPLEMENTATION SUPPORT

Category	Curriculum element	Role and Integration within the Curriculum
Cross-cutting Priority	National Ideology	Building belonging and appreciation of Pakistan’s diverse communities, languages and heritage through local stories, shared activities and respectful relationships. Concepts are introduced through children’s lived experiences.
Foundational Learning Area	Language and Literacy	Conversations, stories, rhymes and emergent writing begin with children’s home languages. Familiar meanings and experiences provide a bridge to Urdu and other additional languages; linguistic difference is not treated as a developmental deficit. This foundational learning is developed through integrated experiences, rather than a cross-cutting priority.
Foundational Learning Area	Basic Numeracy	Counting, sorting, patterns, shapes, spatial awareness, comparison and measurement through play Foundational mathematical learning develops through everyday routines and integrated activities, rather than as a cross-cutting priority.
Learning disposition	Creativity	Art, rhythm, movement, drama, storytelling and creative construction Creativity is nurtured as a disposition across learning areas through open-ended exploration and opportunities to generate and express ideas.
Learning disposition	Attributes, behaviours	Curiosity, persistence, initiative, confidence, cooperation, creativity and reflection. These dispositions are nurtured across play, activities, routines and interactions.
Cross-cutting Priorities	Health, Nutrition, Wellbeing	Nutrition, health, hygiene, movement, rest, emotional wellbeing and self-care. Integrate healthy habits and

Category	Curriculum element	Role and Integration within the Curriculum
		responsive care across daily routines, learning activities and adult–child interactions.
Cross-cutting Priorities	Safety & Protection	Personal safety, body awareness, safe relationships, environmental safety and help-seeking. Embed safeguarding and age-appropriate safety practices throughout activities, routines, spaces and relationships.
Cross-cutting Priorities	Culture & Heritage	Local stories, languages, traditions, games, crafts, community and Pakistani heritage. Integrate appreciation of cultural diversity and heritage across learning areas and everyday experiences.
Cross-cutting Priorities	Inclusion and Diversity	Ensure equitable participation across all learning areas, activities, routines and interactions. Adapt materials, communication, participation and assessment for disabilities, developmental differences and diverse languages. Use accessible spaces, visual and tactile supports, flexible response methods and appropriate additional assistance, working with families and relevant professionals when needed.
Cross-cutting Priorities	Character and Values	Developing positive personal and social values such as honesty, truthfulness, kindness, respect, empathy, fairness, responsibility, cooperation, and care for others through everyday interactions and learning experiences.
Cross-cutting Priorities	Civic and Citizenship	Practising belonging, participation, fairness and shared responsibility through classroom choices, caring for common materials, helping others and taking turns. These experiences connect family, school, community and country.
Cross-cutting Priorities	Life Skills	Developing age-appropriate skills that enable children to manage everyday situations independently, make simple decisions, communicate effectively, solve problems, maintain personal safety and hygiene, and interact positively with others. These are practical competencies developed through routines, play and supported everyday experiences.
Pedagogical approach	Play-Based Learning	Pretend play, construction, sensory play, outdoor play, games and exploratory play. Play is a pedagogical approach used across learning areas, with a balance of child-initiated play and responsive adult guidance.

Category	Curriculum element	Role and Integration within the Curriculum
Implementation support:	Family Engagement	Two-way communication with families, shared observations of children's interests and progress, home-language stories and feasible home activities using everyday materials. Families help plan a supportive transition to primary school. This partnership supports curriculum planning and delivery across all learning areas.

The framework recognizes that health, nutrition, responsive caregiving, safety and opportunities for early learning support development together, consistent with the Nurturing Care perspective. Teachers work with families and relevant services to support these needs; the curriculum does not replace health or protection services.

By the end of the ECCE stage, children are supported to demonstrate emerging competencies in thinking and problem-solving, communication and emergent literacy, socio-emotional regulation, physical coordination and self-care. The indicators below describe development to observe and support, allowing for individual variation and different levels of adult assistance.

School readiness includes wellbeing, relationships, communication, self-regulation, independence, curiosity, learning dispositions and emergent literacy and numeracy. Schools also have a responsibility to welcome diverse learners and provide continuity between play-based ECCE and the early primary grades. Assessment should use observation during play and routines, conversations, work samples and portfolios to guide teaching and communicate progress with families. Indicators should not be used as rigid age cut-offs, examination criteria or grounds for excluding children.

Table 2. Developmental domains and indicative emerging competencies

TABLE 2: DEVELOPMENTAL DOMAINS AND INDICATIVE EMERGING COMPETENCIES

Developmental Domain	Strand and indicative emerging competencies
1. Cognitive Development	Attention and memory: Sustains attention during a familiar activity; recalls details from a story or experience; follows 1-2 related instructions; remembers sequences and routines.
	Inquiry and exploration: Asks questions about familiar phenomena; observes similarities and differences; makes simple predictions; explores materials using senses.

	Reasoning and problem-solving: Sorts and classifies objects; completes simple puzzles; identifies solutions to familiar problems; explains simple reasons for choices.
	Early mathematical thinking: Counts objects meaningfully; compares quantities; identifies common shapes; creates or continues simple patterns; uses concepts such as more/less, big/small, near/far.
	Imagination and creativity: Creates drawings/models; engages in pretend play; proposes different ways of using materials; invents simple stories or solutions.
2. Language & Communication Development	Listening and understanding: Listens to short stories; follows one or two related instructions, with prompts or visual support as needed; answers questions about familiar experiences; identifies key information.
	Speaking and conversation: Speaks in connected sentences; describes experiences; asks and answers questions; participates in conversations.
	Vocabulary: Uses new words in context; describes objects using attributes; explains familiar words; uses words related to time, position, quantity and emotions.
	Emergent literacy: Recognizes own name or familiar print; handles books appropriately; identifies rhyming/similar sounds; recognizes some letters/symbols; attempts meaningful drawing/writing.
	Narrative: Retells familiar events in sequence; predicts what may happen; describes characters/events; creates simple narratives.
3. Socio-Emotional Development	Identity and confidence: States name and basic personal information; identifies likes/dislikes; talks about strengths; shows increasing confidence in familiar situations.
	Emotions and self-regulation: Names basic emotions; communicates feelings; seeks help when distressed; uses familiar strategies to calm down; waits briefly for needs to be met.
	Cooperation and relationships: Shares materials; takes turns; joins group activities; cooperates with peers; shows concern for others.
	Conflict resolution: Uses words to express disagreement; seeks adult assistance appropriately; suggests simple solutions to conflicts; follows agreed classroom rules.
	Empathy and respect: Recognizes when someone is upset; offers help; respects differences; demonstrates kindness toward peers, adults and living things.

4. Physical Development	Gross-motor coordination: Runs, jumps, hops and climbs with increasing control; balances briefly; throws/catches a ball; navigates indoor/outdoor spaces safely.
	Fine-motor coordination: Uses pencils/crayons with increasing control; cuts with scissors; threads objects; builds with small materials; manipulates clay/play materials.
	Body and spatial awareness: Identifies major body parts; follows movement directions; understands concepts such as over/under, inside/outside and near/far.
	Health and self-care: Washes hands appropriately; manages basic toileting/clothing routines; identifies healthy foods; participates in active play and understands basic health practices.
	Safety and help-seeking: Follows classroom/playground safety rules; identifies unsafe situations; knows trusted adults to seek help from; demonstrates basic road/body/water safety awareness.

Pakistan’s previous ECCE curriculum and selected reference documents from England, Australia, Singapore, India, Malaysia, Sri Lanka and Türkiye were reviewed to inform the proposed framework (Annexure A). Curriculum frameworks, learning standards and policy documents serve different purposes and should be distinguished in interpreting the comparison.

The review identifies common commitments to holistic development, play and foundational competencies, with differences in organization and progression. Potentially useful features include India’s continuity across ages 3–8; England’s observable end-of-Reception outcomes; Singapore’s learning dispositions and social-emotional competencies; Malaysia’s progression between 4+ and 5+ standards; Australia’s emphasis on agency, belonging and wellbeing; Türkiye’s integration of skills, values and dispositions; and Sri Lanka’s care–education perspective. These features should be adapted to Pakistan’s languages, institutional arrangements, teacher capacity and resources. The proposed framework makes responsive caregiving an explicit teacher responsibility.

The proposed reorganization retains the seven learning areas while strengthening their relationship to developmental domains and integrating the following priorities:

- Use the four developmental domains to guide planning and observation across all learning areas.
- Embed age-appropriate values, belonging, fairness, social harmony, practical life skills, creativity, communication and problem-solving in everyday interactions and play.
- Strengthen The World Around Us through exploration of nature, weather, community, care for the environment and appropriate adult-mediated encounters with technology.

- Strengthen Creative Arts through visual expression, sound, rhythm, movement, dramatic play and construction, encouraging children’s choices and imagination.

Integrated planning can create meaningful connections across learning areas. Its effectiveness depends on the quality of activities, adult guidance and opportunities for exploration. The objectives in Section 1.1 apply throughout the seven learning areas; they are not repeated here. The proposed ECCE curriculum 2026 retains the following seven learning areas:

The seven areas of learning are:

- Personal, Socio-Emotional and Ethical Development
- Language and Literacy
- Physical Development
- Basic Numeracy
- The World Around Us
- Health, Hygiene, Nutrition and Safety
- Creative Arts

The curriculum architecture links developmental domains and learning areas to standards, strands, benchmarks and observable learning outcomes. Suggested activities and pedagogy support these outcomes, while assessment informs subsequent planning and adaptation.

Developmental domains and learning areas → Standards → Strands → Benchmarks → Learning outcomes → Suggested activities pedagogy → assessment → Planning and adaptation

1.4. NATIONAL AND INTERNATIONAL ECCE CURRICULUM REVIEW

Country	Core Curriculum Framework	Main Strands / Content Areas / Domains	Representative Benchmarks for Age 4–5	Key Curriculum Strength
Pakistan	National Curriculum for ECCE / SNC-ECCE, Pre-I, 2020; designed principally for 4–5 years.	1. Personal, Social & Emotional Development; 2. Language & Literacy; 3. Basic Mathematical Concepts; 4. World Around Us; 5. Physical Development; 6. Health, Hygiene & Safety; 7. Creative Arts. The curriculum uses competencies and Expected Learning Outcomes (ELOs). (NCC)	Children begin to demonstrate self-confidence, identify and express emotions, take responsibility for belongings, communicate and listen, develop emergent reading/writing, count and represent numbers, classify objects, explore plants/animals/environment, demonstrate balance and coordination, practise health/safety, and express themselves through visual arts, and dramatic play. (NCC)	Broad holistic coverage and strong emphasis on play, exploration, values and child-centred learning. However, the structure is predominantly area-based, with relatively limited developmental progression and explicit competencies such as executive function, inquiry, learning dispositions and school-readiness indicators.
England (UK)	Early Years Foundation Stage (EYFS); birth–5. Seven areas, with three Prime Areas and four Specific Areas.	Prime: Communication & Language; Personal, Social & Emotional Development; Physical Development. Specific: Literacy; Mathematics; Understanding the World; Expressive Arts & Design. (GOV.UK)	At the end of Reception, typically around age 5, children are assessed against 17 Early Learning Goals: listening/attention/understanding; speaking; self-regulation; managing self; relationships; gross/fine motor; comprehension; word reading; writing; number; numerical patterns; past/present;	Strong developmental hierarchy: prime domains underpin specific learning. Clear, observable end-of-EYFS benchmarks and strong emphasis on language, self-regulation,

			people/culture/communities; natural world; creating with materials; being imaginative/expressive. (<u>Explore Education Statistics</u>)	relationships and school readiness.
Australia	Belonging, Being & Becoming: EYLF V2.0 (2022); birth–5. It is a learning framework rather than a prescriptive subject curriculum. (<u>ACECQA</u>)	Five integrated Learning Outcomes: 1. Strong sense of identity; 2. Connected with and contribute to their world; 3. Strong sense of wellbeing; 4. Confident and involved learners; 5. Effective communicators. (<u>ACECQA</u>)	There is no rigid age-4–5 checklist. For children approaching school, evidence may include increasing independence, positive identity, relationships, participation in community, physical/mental wellbeing, curiosity, problem-solving, creativity, persistence, communication and increasingly complex language. Outcomes are deliberately broad and observable and recognize individual developmental pace. (<u>ACECQA</u>)	Particularly strong in holistic, integrated learning, children's agency, identity, belonging, wellbeing, play, learning dispositions and responsiveness to individual interests and cultural contexts.
Singapore	Nurturing Early Learners (NEL) Framework 2022; preschool ages 4–6. (<u>MOE - Nurturing Early Learners Portal</u>)	1. Aesthetics & Creative Expression; 2. Discovery of the World; 3. Health, Safety & Motor Skills Development; 4. Language & Literacy; 5. Numeracy. Alongside these are Values, Social-Emotional Competencies and Learning Dispositions. (<u>MOE - Nurturing Early Learners Portal</u>)	End-of-preschool expectations include growing competence in communication and literacy, numeracy, exploration of the natural/social world, healthy and safe practices, motor development and creative expression. Children are also expected to develop self-awareness, self-regulation, social awareness, relationship management, responsible decision-making, perseverance, curiosity, reflectiveness and engagement. (<u>MOE - Nurturing Early Learners Portal</u>)	Particularly strong integration of learning dispositions, social-emotional competencies and values with academic foundations. It explicitly treats preschool as more than preparation for primary school.

Malaysia	National Preschool Standard Curriculum (KSPK), revised 2017; includes 4+ and 5+ learning standards. (<u>Ministry of Education Malaysia</u>)	Six major strands: 1. Communication; 2. Spirituality, Attitudes & Values; 3. Humanity; 4. Physical & Aesthetic Development; 5. Science & Technology; 6. Self-Skills. The curriculum contains Content Standards, Learning Standards and Assessment Standards. (<u>UPSI e-Journal</u>)	At 4+, children develop book-handling, alphabet awareness, oral language, matching/classification, counting and comparison, patterns, basic science observation, family/community understanding, responsibility, helping others and physical/aesthetic skills. By 5+, expectations become progressively more complex—for example, phonemic awareness, blending sounds, numbers 11–20, measurement, prediction/inference and greater social responsibility. (<u>studylib.net</u>)	Very useful model for Pakistan because it provides explicit 4+ → 5+ progression rather than treating the preschool year as a single undifferentiated level.
India	National Curriculum Framework for Foundational Stage (NCF-FS), 2022 and Aadharshila National Curriculum for ECCE, 2024; Foundational Stage is 3–8 years, encompassing preschool through Grade 2.	Integrated curricular goals include physical development; socio-emotional and ethical development; cognitive development; language and literacy; aesthetic/cultural development; and mathematical development, with competencies and observable learning outcomes. The framework emphasizes play, activity, discovery and inquiry.	Age 4–5 outcomes are indicative developmental trajectories, not rigid age cut-offs. Examples include increasing vocabulary and communication, emergent literacy, sorting/classification, number sense and mathematical language, physical coordination and self-care, social interaction, curiosity, exploration and creative expression.	One of the strongest models for Pakistan because it establishes a 3–8 Foundational Stage, linking ECCE with Grades 1–2 and avoiding an abrupt transition from play-based preschool to formal primary schooling.

Sri Lanka	ECCE/ECD provision for approximately 3–5 years, but provision is relatively decentralized through provincial systems. National policy documents emphasize holistic development.	Physical; cognitive; language; social; emotional development, together with health, nutrition, safety, responsive care and education. Sri Lanka's policy explicitly defines early childhood around holistic development rather than only preschool academic preparation.	Sri Lanka has historically used ECD standards for children 3–5 years, but there is not the same nationally standardized, age-specific benchmark architecture seen in England or Malaysia. Appropriate 4–5 indicators encompass language, cognitive/problem-solving, social-emotional, physical/motor development, independence and readiness for school.	Strong whole-child and care–education integration. However, the policy review itself identifies fragmentation, variable quality and lack of a sufficiently enforceable national mechanism as challenges.
Türkiye	2024 Preschool Education Programme / Türkiye Yüzyılı Maarif Modeli, organized developmentally for 36–48, 48–60 and 60–72 months. (<u>Tymm</u>)	Turkish/Language; Mathematics; Science; Social; Movement & Health; Art; Music, supported by conceptual skills, social-emotional learning skills, values, literacy skills and dispositions. (<u>TEGM</u>)	For 48–60 months, children progressively develop language and early literacy, mathematical reasoning/counting, scientific observation, social understanding, movement/health, artistic and musical expression. The framework also embeds conceptual skills, curiosity, creativity, communication, social-emotional skills, values and literacy. (<u>TEGM</u>)	Particularly strong in explicit age-banded progression and integration of academic content with conceptual skills, dispositions, values, social-emotional learning and literacy.

CHAPTER 2

ECCE DOMAINS, STANDARDS, STRANDS AND BENCHMARKS

2.1 INTRODUCTION

The Holistic Child Development builds upon the concept that children's learning is dynamic, complex and holistic. This means that cognitive, linguistic, physical, social, emotional, personal, ethical and creative areas of learning are all intricately interwoven and interrelated. This holistic approach has been used to develop the curriculum framework.

2.2 DOMAINS, STANDARDS AND BENCHMARKS

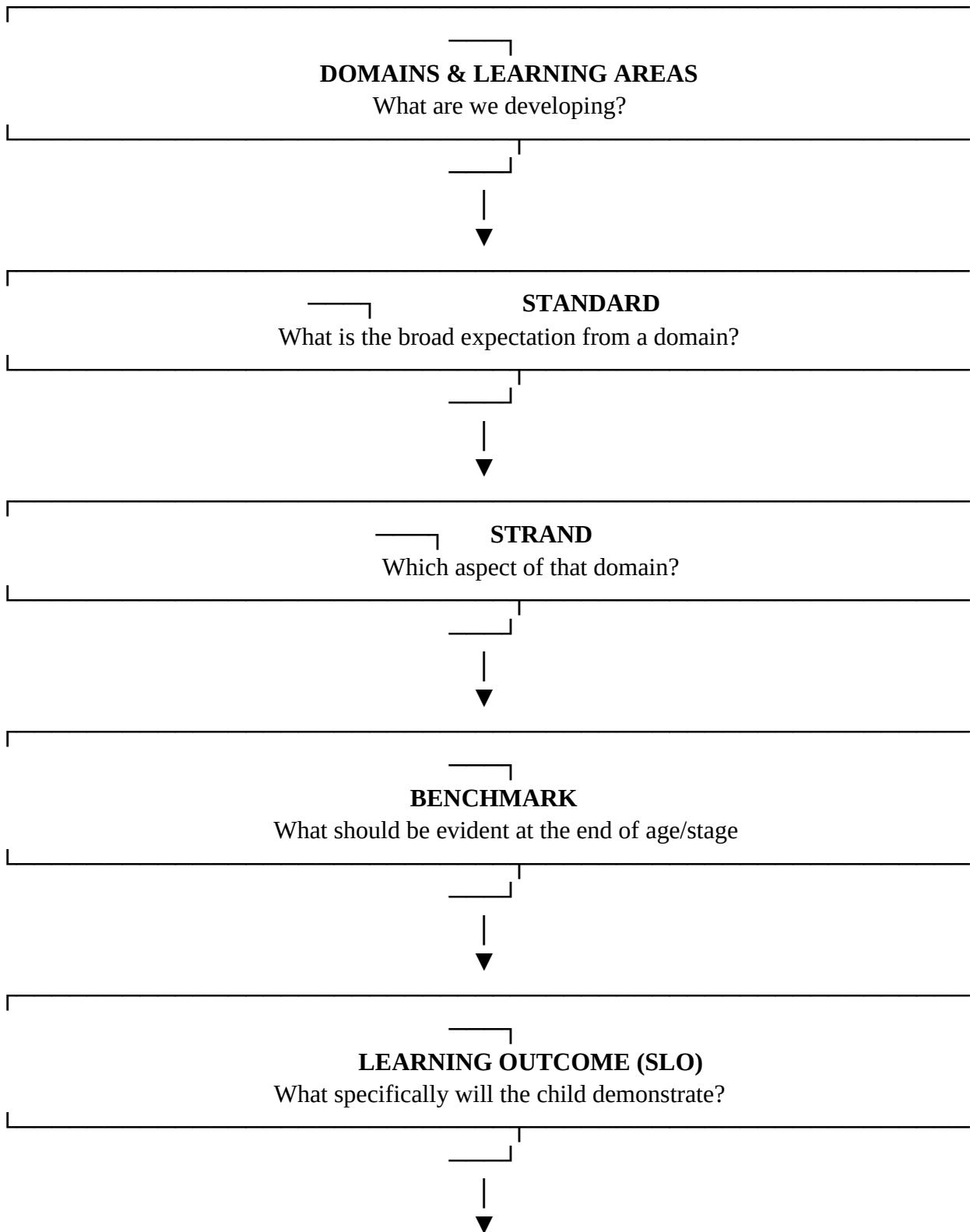
Keeping in view the idea of holistic child development the curriculum will also emphasize on incorporating communication, learning dispositions, pre-reading and writing skills while fostering curiosity. Based on the idea of holistic child development with following developmental domains and areas of learning have been derived.

The seven domains/ Areas of learning are:

- a) **Personal, Socio-Emotional and Ethical Development**
- b) **Language and Literacy**
- c) **Basic Numeracy**
- d) **The World Around Us**
- e) **Health, Hygiene and Safety**
- f) **Creative Arts**
- g) **Physical Development**

These learning areas/ Domains enable children aged 4.5-5.5. years are to develop foundations of cognitive, language, socio-emotional and physical skills, while fostering curiosity, creativity, independence, positive relationships, healthy habits, communication, early literacy and numeracy and readiness for continued learning.

For an Early Childhood Care and Education (ECCE) curriculum, these terms should be treated as a progressive curriculum hierarchy. The hierarchy moves from broad areas of child development to increasingly specific, observable expectations and finally to evidence of children's learning. Here is a flowchart representing the progressive hierarchy from macro-level curriculum goals down to micro-level evidence of learning:



ASSESSMENT

What evidence will demonstrate progress/achievement?

Each standard is derived from the learning areas and developmental domains. Domain wise standards their and benchmarks are described below:

DOMAIN A: PERSONAL, SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT

This developmental domain focuses on children's ability to develop positive personal, social-emotional, cultural and ethical values by recognizing and expressing emotions, developing self-confidence and independence, cooperating with others, sharing, resolving simple conflicts and forming positive relationships. Developing respect for diversity and inclusion by appreciating individual differences, participating cooperatively with peers, and demonstrating empathy and respect toward others.

TABLE 3: DOMAIN A / STANDARD / BENCHMARK

Standard: Children develop a positive sense of self, awareness about culture, religion and heritage. Regulate and express emotions appropriately, build positive relationships and demonstrate executive functions, empathy, respect, responsibility and ethical behaviour.	
Strands	Benchmarks
Strand A1: Self Awareness and Identity	1.1. Introduces him/herself and basic personal information; identifies likes/dislikes, self-worth, shows increasing confidence in familiar situations.
Strand A2: Emotional Awareness & Regulation	1.2. Recognizes, expresses their emotions, thoughts and increasingly regulates emotions appropriately.
Strand: A3: Awareness of culture and religion.	1.3. Recognizes and share basic things about culture and religion
Strand A4: Relationships & Cooperation	1.4. Develops positive relationships and participates constructively with peers and adults.
Strand A5: Values & Respect for Diversity.	1.5. Demonstrates basic values, uses pro-social skills to understand the perspective and values of others, manages disagreements and respect for diversity

DOMAIN B: LANGUAGE & LITERACY

This developmental domain focuses on children's ability to develop communication and language competencies by listening, expressing ideas and feelings, participating in conversations, expanding vocabulary, engaging with stories and rhymes, and developing emergent literacy skills

through meaningful, play-based experiences involving oral language, print awareness, sounds, symbols and pre-writing skill

TABLE 4: DOMAIN B / STANDARD / BENCHMARK

Standard: Children develop communication and language competencies by listening, expressing ideas and feelings, participating in conversations, expanding vocabulary, engaging with stories and rhymes, and developing emergent literacy skills through meaningful, play based experiences involving oral language, print awareness, sounds, symbols and pre-writing skills.	
Strands	Benchmarks
Strand B1: Listening & Comprehension	2.1. Develop sound awareness, understand and respond appropriately to spoken language in familiar contexts
Strand B2: Expressive Language (speaking)	2.2. Communicate thoughts, feelings, experiences, needs and using age-appropriate vocabulary. Use language to understand, sequence (beginning, middle, end) stories and communicate experiences.
Strand B3: Emergent Literacy (Reading, Print Awareness & Pre-Writing Skills)	2.3. Recognize print and pictures, understand that books and print materials convey meaning. Demonstrate knowledge of English and Urdu alphabet, develops an informal awareness of their corresponding sounds. Acquire and practice pre-writing skills.

DOMAIN C: BASIC NUMERACY

Children will develop early numeracy concepts and skills by understanding quantities and counting numbers through concrete objects. Identifying familiar 2D shapes and spatial relationships, creating simple patterns, sorting and grouping objects, comparing and measuring objects using simple non-standard methods. Developing the concept of “joining and taking away” using concrete materials and familiar situations from their daily lives.

TABLE 5: DOMAIN C / STANDARD / BENCHMARK

Standard: Children develop an understanding of different attributes of objects, quantities, numbers, recognize patterns, shapes, sort and group, compare and measure objects, understand spatial relationships, and explore putting together and taking away of small quantities using objects, pictures and stories.	
Strands	Benchmarks
Strand C1: Attributes of objects	3.1. Children understand and recognize attributes of objects in terms of colour, size, shape, weight and texture
Strand C2: Patterns	3.2. Things that repeat (colors, shapes, objects, movements etc.) and follow a predictable rule.
Strand C3: Quantity and Number sense	3.3. Develop an understanding of quantities 1–9 using concrete objects, progressing to one-to-one correspondence, number sense, tracing and recognizing numerals, and relating numbers to everyday experiences for all concepts.

Strand C4: Sorting and Classification	3.4. Sort, group and classify objects, shapes and symbols according to their similarities and differences.
Strand C5: Comparison and measurement	3.5. Develop an understanding of measurable attributes by describing, comparing, and measuring familiar objects in terms of size, weight, length, width, temperature, time, and money using appropriate non-standard units.
Strand C6: Shapes (2D) and Spatial sense	3.6. Recognize 2D Shapes (square, circle, triangle, rectangle) and identify in the surrounding. Identify and describe position of objects in space (surrounding).
Strand C7: Number relationship and operation (1 to 9)	3.7. Relate numbers to quantities, compare more and less quantities using concrete objects and pictorial stories, and explore putting together and taking away small quantities using objects, pictures, and stories.

DOMAIN D: THE WORLD AROUND US

This developmental domain focuses on children’s ability to recognize and develop understanding of their self, family, other people and features of the natural and “human” world. They provide a foundation for awareness about environment, weather, cleanliness, sharing, and habits of responsible behavior.

TABLE 6: DOMAIN 3 / STANDARD / BENCHMARK

Standard: Children recognize and develop understanding of themselves, their families, other people and the familiar world around them. It supports children’s growing knowledge and understanding of their environment, including weather, cleanliness, sharing, community, services, and responsible habits and behaviours.	
Strands	Benchmarks
Strand D1: My home and Family	4.1. Children develop understanding of their family, home, relationships, roles, routines, and a sense of belonging
Strand D2: People, Places, Community and Means of Transportation	4.2. Children develop understanding of their community, community members, their roles, places and services that support people’s daily lives and means of transportation
Strand D3: Living and non-living things	4.3. Children develop understanding of living and non-living things, their significance and show care for them.
Strand D4: Weather and Seasons	4.4. Children develop the ability to observe and describe different weather conditions and seasonal changes, and understand how weather influences people, plants, animals, and daily activities. Develop appropriate habits and safety practices in response to different weather conditions.

Strand D 5: Natural Resources and Physical Features of Erath	4.5. Children develop the ability to identify simple natural resources in their immediate environment, talk about their basic uses, and demonstrate care for nature. Identify and describe physical features of Earth.
Strand D6: Technology	4.6. Children develop awareness of familiar technologies, explore their purposes, uses, advantages and disadvantages

DOMAIN E: HEALTH, HYGIENE AND SAFETY

This developmental domain focuses on children's ability to recognizes healthy, safe and independent habits related to physical, emotional-wellbeing, personal and environmental hygiene, nutrition, self-care, safety, security, body awareness to follow simple safety practices in different situations.

TABLE 7: COMAIN E / STANDARD / BENCHMARK

Standard: Practice basic personal hygiene and self-care routines independently, make healthy choices. Recognize and respond appropriately to common safety risks.	
Strands	Benchmarks
Strand E1: Health and Hygiene	5.1. Develop understanding of healthy habits and practice personal and environmental hygiene.
Strand E2: Adequate Nutrition	5.2. Children develop and demonstrate an understanding of nutritious food and healthy eating habits.
Strand E3: Safety and Security Awareness	5.3. The children will apply simple safety rules, recognizes common risks and seek help from their parents and caregivers.

DOMAIN F: CREATIVE ARTS

This domain focuses on development of children's imagination and their ability to communicate and express ideas, feelings, observations and experiences through art and craft, rhythmic movement, drama, storytelling.

TABLE 8: DOMAIN F / STANDARD / BENCHMARK

Standard: Children express ideas, emotions, experiences and imagination through diverse forms of visual and dramatic play. They explore, experiment, create, communicate and respond to artistic experiences individually and collaboratively, using a variety of materials, sounds, movement, drama, storytelling and construction.	
Strands	Benchmarks
Strand F1: (a)Visual Arts (creativity and imagination)	6.1.a. Children use imagination and a range of materials, colours, lines, shapes, textures to represent ideas, feelings, experiences, observations and experiments with different techniques (scribbling, colouring, painting, printing, drawing, etc.)
F1 (b) Art, Craft & Construction	6.1.b. Children use a range of natural, recycled material and construction techniques to design, create and modify objects.

Strand F2: Dramatic Play	6.2. Children develop imagination, creativity through pretend play, role-playing, storytelling, and enactment of familiar and imaginary situations
Strand F3: Sound, Rhythm and Movement	6.3. Children explore, and respond to diverse sounds, rhythms, and patterns maintaining a simple beat with voice and instruments. Express ideas and emotions through body movement, rhythm and spatial awareness individually and collaboratively.

DOMAIN G: PHYSICAL DEVELOPMENT

This developmental domain focuses on children's ability to develop motor skills through opportunities to strengthen gross- and fine-motor coordination, balance, control, movement, manipulation, body awareness, healthy physical activity and to develop awareness of space and manipulation skills in indoor and outdoor environments.

Strand G 3: Sensory Development

This developmental domain focuses on children's ability to develop motor skills through opportunities to strengthen gross- and fine-motor coordination, balance, control, movement, manipulation, body awareness, healthy physical activity and to develop awareness of space and manipulation skills in indoor and outdoor environments

TABLE 9: DOMAIN G / STANDARD / BENCHMARK

Standard: Children develop and demonstrate control, strength, and coordination in large- and small-muscle movements and show awareness of body position and spatial relationships during physical activity.	
Strands	Benchmarks
Strand G1: Gross Motor Development	7.1. Children develop the ability to control, coordinate, balance, strengthen, and move their bodies with agility, confidence, and increasing mastery of their large muscles.
Strand G2: Fine Motor Development	7.2. Strengthening of small muscles of the hands and fingers, developing their hand-eye coordination, finger control, dexterity, and skills needed for self-care and early writing.
Strand G 3: Sensory Development	7.3. Children develop ability to explore and differentiate sensory experiences by identifying differences in smells, tastes, textures, sounds, temperatures, and visual features in their environment.
Strand G4: Body Awareness & Movement	7.4. Children develop understanding of their bodies, how different body parts move, how their bodies relate to space, and how to control their movements.

CHAPTER 3

STUDENT LEARNING OUTCOMES, SUGGESTED ACTIVITIES AND KEY WORDS

3.1 INTRODUCTION

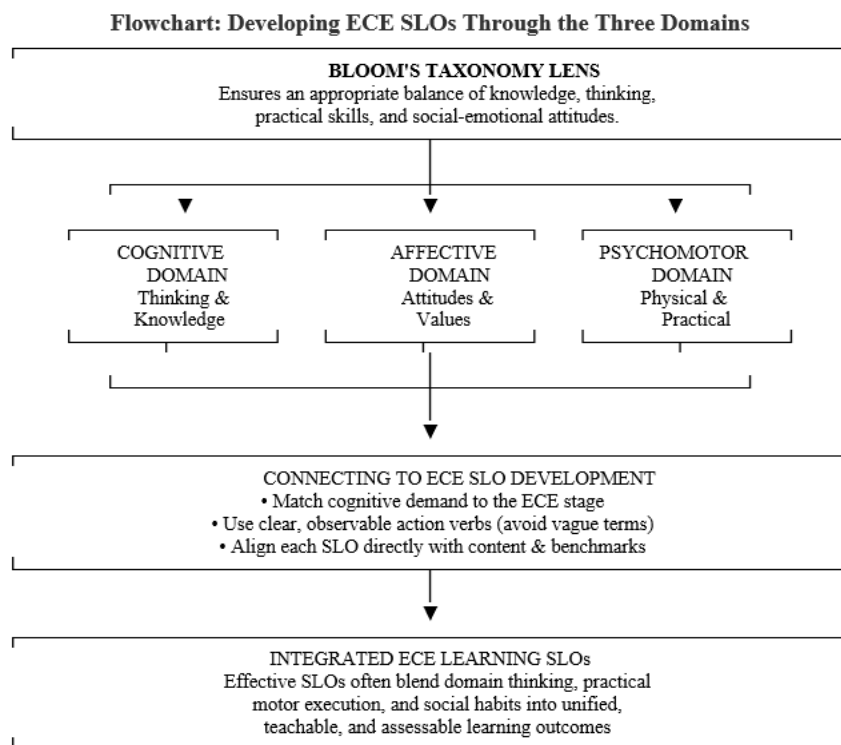
In the ECCE curriculum, Student Learning Outcomes (SLOs) define age-appropriate expectations across Bloom's cognitive (thinking and mathematical logic), affective (social sharing and courtesy), and psychomotor (sensory-motor agility and craft skills) domains. Precise, action-oriented key words indicate the specific behavior or skill required for each outcome. These key words directly connect SLOs to suggested activities, converting abstract competencies into play-based learning experiences like role-playing community occupations, paper folding, and attribute sorting.

Bloom's taxonomy and related taxonomies provide a useful way of thinking about the different kinds of learning expected from students. The three broad domains are cognitive, affective and psychomotor. In curriculum development, these domains have been used as a lens for ensuring an appropriate balance of knowledge, thinking, skills, attitudes and application rather than as three separate sets of outcomes that must be covered mechanically. A balance among the SLOs from all these three domains ensure the alignment ensures holistic child development where active play simultaneously strengthens interwoven cognitive, social, and physical growth. The details of these domains are annexed (B).

Key Principles for ECCE SLO Writing

- **Balance Over Mechanics:** The three domains should serve as a guiding lens for balanced learning rather than three separate sets of mechanical outcomes.
- **Observable Behavior:** Avoid unobservable phrases like "*appreciate*" or "*value*". Instead, use observable action verbs such as "*demonstrate respect*" or "*participate*" so the outcome can be directly taught and evaluated.
- **Domain Integration:** Meaningful ECE learning outcomes frequently integrate thinking skills, practical motor coordination, and social dispositions into a single learning task

Chapter 3: Student Learning Outcomes, Suggested Activities and Key words



In early childhood education, using the three domains as an integrated lens ensures that a single play-based activity balances conceptual understanding, practical motor execution, and social-emotional development rather than assessing skills in isolation.

The Student Learning Outcomes are derived from the benchmarks of different domains/ learning areas in ECCE curriculum, to be evident at the end of ECE level and SLOs specifically measure what children are supposed to demonstrate. Their domain wise structured SLOs with suggested learning activities and key words are given below:

The Student Learning Outcomes are derived from the benchmarks of different domains/ learning areas in ECCE curriculum, to be evident at the end of ECE level and SLOs specifically measure what children are supposed to demonstrate. Their domain wise structured SLOs with suggested learning activities and key words are given below:

Domain A: Personal, Socio-Emotional and Ethical Development

Standard: Children develop a positive sense of self, awareness about culture, religion and heritage. Regulate and express emotions appropriately, build positive relationships and demonstrate executive functions, empathy, respect, responsibility and ethical behaviour.

Chapter 3: Student Learning Outcomes, Suggested Activities and Key words

TABLE 10: STUDENTS LEARNING OUTCOMES / SUGGESTED ACTIVITIES AND KEY WORDS

Strand: A1: Self Awareness and Identity Benchmark: 1.1 Introduce themselves, share basic personal information, identify likes and dislikes, recognize self-worth, show increasing confidence in familiar situations.	
SLOs: The children will be able to:	Suggested Activities
State their full name, age and gender when asked. (k)	My Name, My Age - Invite children to sit in a circle and introduce themselves by saying their full name and age when it is their turn. - Use a simple prompt such as, “What is your full name?” and “How old are you?” - Encourage children to listen respectfully while others introduce themselves and appreciate each response. All About Me - Prepare simple picture/name cards showing children’s names, ages, and gender. - Invite each child to pick their card and say, “My name is ___, I am ___ years old, and I am a ___.” - Provide gentle support if a child needs help recalling or saying any information, and encourage them to respond independently when ready.
Identify and name immediate family members and describe their role (e.g., mother, father, sibling). (K)	My Family Circle - Invite children to talk about the people who live in or are part of their immediate family, such as mother, father, brother, sister, or other caregiver. - Show simple pictures of family members and ask children to identify and name them. - Encourage children to describe a family member’s role using simple statements, such as My mother takes care of me, My father helps me, or My sister plays with me. Who Helps at Home? - Show pictures of common family activities, such as preparing food, helping with homework, caring for a child, or tidying the home. - Ask children to identify who in their family may do or help with each activity.

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	- Encourage children to share how family members help and care for one another, while acknowledging that families may have different members and responsibilities.
• Identify major body parts and describe their basic functions. (k)	• Body Parts and Their Jobs - Invite children to point to and name major body parts such as head, eyes, ears, nose, mouth, hands, arms, legs, and feet. - Ask simple questions such as, what do we use our eyes for? or what do we use our feet for? - Encourage children to describe their basic functions, for example, we use our eyes to see, we use our ears to hear, and we use our hands to hold things. • Simon Says - Move and Name - Play a simple “Simon Says” game by giving instructions such as, “Touch your nose,” “Raise your hands,” or “Stamp your feet.” - After each movement, ask children to name the body part and tell what it helps them do. - Encourage children to notice how different body parts work together during everyday activities such as walking, eating, seeing, and playing.
• Express personal likes, dislikes, and preferences (favorite food, toy, colour, clothes, shoes and choices). (U+Responding)	• My Choice Circle - Invite children to share their likes and dislikes by choosing from familiar options, such as favorite food, toy, colour, clothes, or shoes. - Show real objects or simple pictures and ask questions such as, which colour do you like? or which toy would you choose? - Encourage children to respond using simple sentences, such as I like red, I do not like bananas, or I choose the blue shoes. • Like It or Not? - Place pictures of familiar foods, toys, colours, and clothing items in front of the children. - Ask each child to select an item they like and one they do not prefer, and explain their choice in simple words. - Encourage children to listen respectfully and understand that different children may have different likes and preferences.

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Recognize and express their physical needs like hunger, thirst, rest and going to toilet (U+Receiving)	My Body Tells Me - Show simple pictures representing hunger, thirst, tiredness, and the need to use the toilet. - Ask children questions such as, what do you do when you feel hungry? or how do you know you need to go to the toilet? - Encourage children to express their needs using simple statements, such as I am hungry, I need some water, I am tired, or I need to use the toilet. Needs and Actions - Use familiar classroom situations to help children identify their physical needs, such as feeling thirsty after outdoor play or feeling tired after an activity. - Reinforce that children should communicate their needs politely and seek help from a trusted adult when required.
Learn to take responsibility for personal belongings (bag, water bottle, lunch box, crayons, eraser etc. (Valuing)	My Belongings, My Responsibility - Invite children to identify and name their personal belongings, such as school bag, water bottle, lunch box, crayons, and eraser. - Demonstrate how to keep each item in its proper place, such as putting the water bottle in the bag and returning crayons and erasers to the stationery box. - Encourage children to check and organize their belongings before leaving the classroom. My Belongings Check - Ask children to identify their school bag, water bottle, lunch box, crayons, pencil, and eraser. - Before leaving the classroom, encourage them to check that their belongings are with them and put them in the designated place.
Make simple independent choices (e.g., selecting an activity, snack, toy, book, friend) and	My Choice, My Voice - Offer children two or three familiar options, such as an activity, toy, book, or snack, and invite each child to make a choice. - Encourage children to communicate their choice using simple statements, such as I want to read this book, I choose the blocks, or I would like an apple.

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communicate to others. (Ap)	- Respect each child's choice and encourage others to listen without making fun of different preferences. • Choose and Tell - Set up simple choice stations with different activities, such as drawing, blocks, puzzles, or looking at books. - Ask each child to select one activity and tell a peer or teacher what they have chosen. - Encourage children to make their own choices and communicate them politely, while providing gentle support when needed.
• Demonstrate growing independence in self-care routines (washing hands, wearing shoes, using the washroom). (Guided Response)	• I Can Do It Myself - Demonstrate simple self-care routines such as washing hands, putting on shoes, and using the washroom. - Invite children to practice each routine independently, providing support only when needed. - Encourage children by saying, "You can try it yourself," and appreciate their efforts as they become more confident. • Self-Care Routine Practice - Establish a daily routine where children practice washing hands before eating, putting on their shoes before going outside, and using the washroom when needed. - Use simple picture cards showing the steps of each routine and ask children to follow them in sequence. - Gradually reduce adult assistance and encourage children to complete familiar self-care tasks on their own.
• Express pride and confidence when sharing their tasks (e.g., "I made this myself!"). (Valuing)	• I Made It Myself! - Invite children to share a drawing, craft, completed puzzle, building, or other task they have completed independently. - Encourage each child to show their work to the group and say, "I made this myself!" or "I did it by myself!" - Appreciate their effort by using specific feedback such as, "You worked carefully," or "You kept trying until you finished." • My Achievement Display - Provide a small classroom space where children can display or share something they have completed.

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	- Invite children to briefly describe what they made and what they did themselves. - Encourage peers to respond positively by saying “Well done!” or “I like your work!”, helping children develop confidence and pride in their efforts.
• Recognize being valued during class. (Receiving)	• Everyone Is Valued - Invite children to participate in simple classroom activities, such as sharing an idea, answering a question, helping a friend, or arranging learning materials. - Acknowledge each child’s contribution with specific statements such as, “Your idea is important,” “Thank you for helping,” or “We are happy to hear from you.” - Ask children how they feel when their teacher and classmates listen to and appreciate their contributions. • My Turn to Share - Give each child an opportunity to share something familiar, such as a drawing, toy, idea, story, or classroom experience. - Encourage classmates to listen attentively and respond positively to the speaker. - Reinforce the message that every child is an important and valued member of the class.
Key words: <i>Personal Details, Family Roles (mother, father, siblings), Body Parts & Basic Functions, Personal Preferences, Expressing Physical Needs, Personal Belongings, Independent Choice-Making, Self-Care Routines, Pride, Confidence & Self-Worth</i>	

Strand: A2: Emotional Awareness & Regulation

Benchmark: 1.2. Recognizes and expresses their emotions, thoughts, needs and increasingly regulates emotions appropriately.

SLOs The children will be able to:	Suggested Activities
• Identify and label basic emotions in self and others (happy, sad, angry, scared, excited) using words or facial expressions	• Emotion Faces - Show children pictures of people showing happy, sad, angry, scared, and excited emotions. - Ask children to identify and name the emotion by observing the person’s face and body language. - Invite children to make a similar facial expression and body posture. • How Do I Feel?

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and body language.(U)	- Describe familiar situations, such as receiving a gift, losing a toy, hearing a loud noise, or meeting a friend. - Ask children, “How might the child feel?” and encourage them to name the emotion and show it through their words, facial expression, or body movement.
• Recognize emotions in others by observing facial expressions, tone of voice, and body language.(U)	• Guess the Feeling - Show children simple pictures of familiar emotions such as happy, sad, angry, scared, or surprised, using clear facial expressions and body postures. - Ask children to observe the face, voice, and body in each picture or situation and identify the emotion. - Encourage responses such as, “She looks happy,” “He sounds angry,” or “She is sad because she is crying.” • How Does My Friend Feel? - Present simple everyday situations, such as a child receiving a gift, losing a toy, or being invited to play. - Ask children to observe changes in facial expression, tone of voice, and body language and identify how the person might be feeling. - Encourage children to respond kindly when they notice someone is sad, worried, or upset, such as offering help or informing the teacher.
• Use simple words or phrases to express feelings and needs (e.g., "I feel sad because..."). (Responding)	• Feelings and Needs Talk - Show children simple pictures of everyday situations, such as a child losing a toy, feeling thirsty, or missing a parent. - Ask, “How do you feel?” and “What do you need?” - Encourage children to use simple phrases such as “I feel sad,” “I need water,” or “I need help.” • Puppet Feelings - Use a puppet to act out a simple emotional situation, such as feeling upset because a friend took a toy. - Ask children what the puppet could say and encourage responses such as “I feel sad because...”, “Please give it back,” or “I need help.”
• Express emotions creatively through art, dramatic play, or storytelling. (Responding)	• My Feelings Through Art - Invite children to use crayons, colours, clay, or drawing materials to show how they feel. - Ask questions such as, “What colour would you use to show happiness?” or “Can you draw something that makes you feel excited?”

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	- Encourage children to talk about their artwork and name the emotion they are expressing. • Act Out a Feeling - Use simple everyday situations, such as receiving a gift, losing a toy, meeting a friend, or helping someone, and invite children to act them out. - Encourage children to use facial expressions, gestures, body movements, and voice to show different emotions. - Ask children to describe the feeling they acted out and listen respectfully to different responses. • Feelings Story - Tell a short, familiar story in which a character experiences different emotions. - Pause at key moments and invite children to use drawings, puppets, or role-play to show how the character feels. - Encourage children to share their own ideas about what the character might say or do.
• Communicate discomfort (emotional needs) verbally rather than relying only on crying or physical reactions. (Responding)	• Use Your Words - Present simple situations where a child feels sad, upset, scared, or uncomfortable and encourage children to express their feelings using words. - Model phrases such as “I don’t like this,” “I feel sad,” “Please help me,” or “I need some space.” - Encourage children to tell the teacher when they feel uncomfortable instead of relying only on crying or physical reactions.
• Apply simple self-regulation strategies (deep breathing, counting, asking for help) with adult guidance to manage strong emotions. (Applying)	• Breathe and Count - Guide children to take two or three slow breaths and count to five when feeling angry or upset. - Practice this routine during calm moments so children can use it with support when emotions become strong. • Ask for Help - Encourage children to say “Please help me” when they feel frustrated or overwhelmed. - Model asking a teacher for help and guide children to practice this strategy during everyday classroom situations.
• Calm down from an emotional outburst within a	• Breathe and Calm - When children feel upset or angry, guide them to take slow, deep breaths.

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reasonable time with adult support. (Responding)	- Practice by pretending to smell a flower and slowly blow out a candle. ● Count and Pause - Encourage children to pause and count slowly from 1 to 5 when they experience a strong emotion. - Practice this routine during calm classroom moments so children can use it when needed.
● Show increasing tolerance for frustration during play or learning tasks by attempting alternatives before giving up. (Organization)	● Try Another Way - Give children a simple puzzle or building task and encourage them to try a different way when it does not work. - Praise their effort by saying, “You tried another way!” ● Keep Trying - During a challenging activity, encourage children to try again, ask for help, or use another material before giving up. - Ask, “What else can you try?” to help them think of alternatives.
Key words: <i>Labeling Basic Emotions, Non-Verbal Cues, Verbalizing Needs & Discomfort, Creative Expression, Self-Regulation Strategies, Calming Outbursts, Frustration Tolerance</i>	

Strand: A3: Awareness of their own heritage, culture and religion.

Benchmark: 1.3

Recognizes and share basic things about culture and religion

SLOs	
The children will be able to:	Suggested Activities
● Develop understanding about Pakistani culture (i.e. know about the language they speak, food they eat, national game, the clothes they wear and family traditions. flag, flower, food, folk dresses, languages (K)	● Our Pakistan - Show pictures of the Pakistani flag, national flower, traditional clothes, foods, and national game and invite children to identify and name them. - Talk about the different languages spoken, foods eaten, and family traditions in different parts of Pakistan. - Encourage children to share a family tradition, dress, food, or language from their home and appreciate the diversity of Pakistani culture. ● Culture Corner - Create a Pakistan Culture Corner with pictures or safe, familiar items representing the flag, folk dresses, foods, languages, national flower, and national game.

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	- Invite children to choose one item, name it, and share what they know about it or where they have seen it. - Encourage children to notice and appreciate the different languages, foods, dresses, and traditions found across Pakistan.
• Name and identify key pillars of their own religion. (K) • Learn and recite basic prayers (1st Kalma. eating, drinking, sleeping, going out, going toilet, coming out from toilet.) (k)	• Our Religious Practices - Use age-appropriate pictures or stories to introduce the key pillars of the children's own religion. - Invite children to name and identify familiar practices or acts of worship and talk about their importance in simple words. • Duas in Daily Life - Introduce short daily duas for eating, drinking, sleeping, going out, and using the toilet through simple repetition. - Encourage children to recite the 1st Kalma and selected daily duas with the teacher during appropriate routines.

Key words: *Labeling Basic Emotions, Non-Verbal Cues, Verbalizing Needs & Discomfort, Creative Expression, Self-Regulation Strategies, Calming Outbursts, Frustration Tolerance*

Strand: A4: Relationships & Cooperation

Benchmark: 1.4. Develops positive relationships and participates constructively with peers and adults.

SLOs	
The children will be able to:	Suggested Activities
• Listen and follow simple instructions such as ... sit down, stand up, give way, make a queue etc. (U)	• Follow the Classroom Routine - Use familiar classroom routines to practice instructions such as "Make a queue," "Give way," "Sit on the mat," and "Put your bag in its place." - Encourage children to listen, understand, and follow the instruction correctly. - Reinforce positive behaviour with simple feedback such as, "You listened carefully and followed the instruction."
• Take turns and share materials, and space with peers during group activities.	• Share and Take Turns - Provide a shared set of materials such as blocks, crayons, clay, or picture cards for a small group. - Encourage children to take turns using the materials and wait patiently while a peer has a turn.

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	- Use simple phrases such as “My turn,” “Your turn,” and “Let’s share.”
• Engage in cooperative play with peers for a sustained period (e.g., building something together). (Responding)	• Our Shared Space - Organize a group activity on a mat or around a table where children need to share the available space. - Encourage children to sit comfortably without pushing or crowding others and to make space for their peers. - Ask, “How can we make space for everyone?”
• Demonstrate helping behaviour toward peers (e.g., comforting or assisting a friend/peer who has fallen or is upset). Level: Valuing / Organization (Showing empathy, concern, and prosocial values toward others in distress).	• Caring Helping a Friend - Discuss simple situations in which a friend may need help, such as falling down, feeling sad, or having difficulty with an activity. - Encourage children to respond kindly by asking, “Are you okay?”, offering help, or calling the teacher when needed. - Reinforce that helping means being gentle, caring, and seeking adult support when necessary. • Classroom - During daily classroom activities, encourage children to notice when a peer needs assistance, such as picking up dropped crayons or finding a missing item. - Guide children to offer appropriate help and thank one another for caring actions. - Ask, “How can we help our friend?”
• Use polite words such as “please,” “excuse me” “may I...?” “thank you,” and “sorry” appropriately in interactions. (Responding)	• Polite Words Through Story and Puppets - Use a short story or puppet situation showing children sharing materials, asking for help, interrupting politely, or making a mistake. - Ask children which polite words the characters should use and invite them to repeat or act out the appropriate responses. - Reinforce that polite words help us communicate respectfully with others.
• Demonstrate respect for others ideas, choices and belongings. (Valuing)	• Respecting Other’s Belongings - During classroom activities, encourage children to ask before using a peer’s pencil, toy, book, or other belongings. - Practice phrases such as “May I use it?”, “Please,” and “Thank you.”

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	- Encourage children to handle others' belongings carefully and return them after use.
• Initiate play or conversation with peers, friends, teacher and family appropriately. (Responding)	• Start a Conversation - Encourage children to initiate simple conversations with peers and adults using greetings or questions such as "Salaam," "Can I play with you?" or "What are you doing?" - Provide opportunities during free play, circle time, and classroom routines for children to start a conversation. - Encourage children to listen and respond appropriately after initiating the interaction.
• Participate actively in group activities and follow simple classroom rules and routines. (Responding)	• Let's Work Together - Involve children in simple group activities such as building with blocks, drawing, or singing a song. - Encourage them to take turns, share materials, and follow simple classroom rules. • Our Daily Routine - Use picture cues to show routines such as lining up, putting materials away, washing hands, and sitting in a circle. - Encourage children to follow the routine and remind one another politely.
• Wait for their turn during group activities, games, and conversations with minimal reminders. (Organization)	• My Turn, Your Turn - Organize simple group games where children take turns, such as passing a ball, rolling a dice, or choosing a picture card. - Encourage children to wait while a peer has a turn and use phrases such as "My turn" and "Your turn." - Gradually reduce reminders as children become more comfortable waiting for their turn.

Key words: *Following Instructions & Directives, Cooperative Play, Turn-Taking & Sharing, Helping Behavior, Polite Words, Initiating Interactions, Classroom Rules & Routines.*

Strand: A5: Values and Respect for Diversity

Benchmark: 1.5. Demonstrates basic values, uses pro-social skills to understand the perspective and values of others, manages disagreements and respect for diversity

SLOs	Suggested Activities
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Chapter 3: Student Learning Outcomes, Suggested Activities and Key words

The children will be able to:	
• Demonstrate honesty by admitting mistakes or telling the truth in simple situations. (Valuing / Organization)	• Use and Put Away - Encourage children to take responsibility for materials they use, such as toys, books, crayons, and blocks. - After an activity, ask children to return each item to its designated place. - Use simple prompts such as “You used it, now where does it belong?” and gradually reduce reminders.
• Take responsibility for their own actions and simple classroom tasks (e.g., putting toys away after use). (Valuing)	• My Classroom Job - Assign simple classroom responsibilities, such as arranging books, collecting crayons, watering a class plant, or helping tidy the activity area. - Encourage children to complete their assigned task and recognize how their actions help keep the classroom organized. - Praise children for taking responsibility and completing their tasks.
• Distinguish simple concepts of right and wrong in everyday situations (e.g., understanding that hitting or grabbing is not acceptable, taking things without asking). (U)	• Right or Not Right? - Present simple everyday situations, such as hitting a friend, grabbing a toy, asking before taking something, or helping a peer. - Ask children, “Is this okay or not okay?” and encourage them to explain their choice in simple words. - Discuss appropriate alternatives, such as “Ask before taking,” “Use gentle hands,” and “Wait for your turn.”
• Learn and show empathy by comforting or expressing concern for a peer who is hurt, sad, or upset. (U+Valuing)	• Caring for a Friend - Discuss simple situations in which a peer may be hurt, sad, or upset. - Encourage children to notice how their friend may be feeling and respond with caring words such as “Are you okay?”, “I am here to help,” or “Please tell the teacher.” - Encourage gentle and appropriate comforting, while seeking adult help when needed.
• Recognize and respect differences among peers, such as	• We Are Different, We Are Friends - Show pictures of children with different appearances, languages, abilities, and family structures.

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appearance, language, family structure, religious beliefs and ability. (U)	- Encourage children to talk about differences positively and practice using kind and respectful words. • Everyone Belongs - Invite children to share something about their language, family tradition, or way of celebrating. - Reinforce that everyone may be different, but everyone deserves kindness, respect, and inclusion.
• Interact kindly and respectfully with peers and others regardless of gender, ability, background or religious beliefs. (Characterization / Valuing)	• Kindness for Everyone - Invite children to work or play with different classmates, encouraging them to share, take turns, help, and use kind words. - Remind children that everyone deserves kindness and respect, regardless of differences. • We Help Each Other - Give children simple opportunities to help a peer, such as sharing crayons, holding a book, or assisting during a classroom activity. - Encourage children to listen to and respect others' ideas, abilities, backgrounds, and beliefs.
• Demonstrate basic manners and etiquette in social interactions (greeting others, listening attentively when someone is speaking). (Responding / Valuing)	• Greeting Circle - Invite children to greet the teacher and classmates using "Assalam-o-Alaikum," "Hello," or a friendly wave. - Encourage children to make eye contact, smile, and respond politely. • Listening Ears - During circle time, invite one child to speak while others listen quietly and wait for their turn. - Praise children for listening attentively and responding politely.
• Show respect for shared classroom spaces and materials (e.g., taking care of learning materials and books used by the group).(Valuing).	• Care for Our Classroom - Involve children in returning books, crayons, toys, and other materials to their proper places after use. - Remind them to use shared materials carefully and keep classroom spaces clean. • Book and Toy Helpers - Assign children simple roles such as book helper or toy helper to collect and arrange shared materials.

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- Encourage children to handle materials gently and remind others to do the same.

Key words: *Honesty, Moral Concepts & Respect, Honesty & Truthfulness, Admitting Mistakes, Personal Responsibility, Right and Wrong, Empathy & Comforting Peers, Diversity & Inclusion, Etiquette & Manners, Respect for Shared Spaces & Materials*

Domain B: Language & Literacy

Standard: Children develop communication and language competencies by listening, expressing ideas and feelings, participating in conversations, expanding vocabulary, engaging with stories and rhymes, and developing emergent literacy skills through meaningful, play based experiences involving oral language, print awareness, sounds, symbols and pre-writing skills.

Strand B1: Listening & Comprehension

Benchmark 2.1. Develop sound awareness, understand and respond appropriately to spoken language in familiar contexts.

SLOs — The children will be able to:	Suggested Activity
• Identify sounds in the environment, including animals, birds and objects, when played or imitated by the teacher. [K]	Guess the Sound • The teacher will turn away or cover her mouth, imitate a sound (dog barking, cow mooing, car horn), then ask “What sound is this?” and let children guess and name it.
Recognize a sound and respond appropriately (e.g., a bell, clap, an animal sound) when it is made. [U]	Sound-Action Game • Ring a bell for children to stand up, clap once for them to sit down, then repeat with different sound-action pairs to check their response.
• Distinguish between loud and soft sounds. [U]	Loud-Soft Clap • The teacher will clap loudly for children to raise their arms high, clap softly for them to crouch down low, then vary the pattern randomly to keep them listening carefully.

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Respond appropriately when their own name is called, by looking at or moving toward the teacher. [K+ Responding]	Name Circle Let children sit in a circle, call each child's name one at a time, and wait for the child to stand, wave, or look at her before moving to the next name.
Point to or pick up a familiar object when it is named during play or a daily routine.(K)	Find It Place a few familiar objects (cup, ball, book, spoon) in front of the children, say the name of one, and observe whether the child points to or picks it up.
Respond to a simple greeting (e.g., "Assalam-o-Alaikum," "Hello") with a word, gesture, or action. [Responding]	Greeting Round Greet each child individually with "Assalam-o-Alaikum" or "Hello" and wait for a response in the form of a word, wave, or nod before moving on.
Follow and comprehend one-step and two-step instructions (e.g., "Stand up"; "Pick up the ball and give it to me"). [U]	Simon Says The teacher will give one-step commands such as "Stand up" (acted on only when she says "Simon says"), then progress to two-step commands such as "Pick up the ball and give it to me."
Answer a simple question (what, why, how, where, when) about a familiar situation or experience. [Cognitive: Understanding]	Question Time Use a recent daily routine (snack time, playtime) as context and ask simple questions such as "What did you eat?" or "Where is your bag?", encouraging a short answer.

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Listen attentively to short stories and rhymes in Urdu/English. [Receiving +U]	Story Corner Let children sit close together in a quiet corner and tell a short 2–3 minute story or rhyme in Urdu/English, reminding them to sit still and listen.
Respond appropriately to questions, signs, stories, rhymes and simple instructions. [Responding + U]	Action Rhyme Sing a short rhyme with matching actions (e.g., “Clap your hands,” “Touch your toes”), performing the actions herself first so children can copy along.
Retell a story, or repeat or imitate a familiar rhyme, word, or sound after hearing it. [K]	Echo Time The teacher will say one line of a familiar rhyme, word, or sound at a time, pausing after each so children can repeat it back until the rhyme is complete.
Make eye contact while listening. [Receiving]	Look-and-Listen Greeting Call each child by name during circle time and ask them to look at her before speaking, using a gentle cue like pointing to her own eyes if the child looks away.
Key Words: <i>Sound Recognition, Auditory Attention, Sound Discrimination, Name Recognition, Greeting Response, Comprehension, Listening Comprehension, Verbal Response, Story Retelling, Imitation Skills, Eye Contact</i>	

Strand B2: Expressive Language (Speaking)	
Benchmark 2.2: Communicate thoughts, feelings, experiences and needs using age-appropriate vocabulary. Use language to understand and sequence (beginning, middle, end) stories and to communicate experiences.	
SLOs — The children will be able to:	Suggested Activity
Use a simple word or phrase to express themselves. [U]	My First Words The teacher will show a familiar picture or object and ask, “What is this?” or “What do you want?”, then let children respond with a single word or short phrase.
Name familiar objects or people in their surroundings. [K]	Name It Round The teacher will point to objects or people in the classroom one at a time (chair, bag, friend’s name) and let children take turns naming each one aloud.
Use polite words/sentences appropriately (e.g., “Please give me,” “Thank you”). [Responding + U]	Magic Words Practice The teacher will act out simple situations such as asking for a pencil or receiving a toy, modelling phrases like “Please give me” and “Thank you,” then let children practice using the same words during play.
Express emotions or moods depicted in a picture using simple descriptive words and simple sentences. [Responding +Ap]	Picture Feelings Show a picture of a child who is happy, sad, or scared and ask, “How does this child feel?”, then let children describe the emotion using a word or simple sentence.
Identify and name actions in a daily routine (e.g., playing, running, jumping, washing hands, and eating). [U]	Action Words in Motion The teacher will perform or mime an action such as running, jumping, or washing hands and ask, “What am I doing?”, then let children name the action aloud.

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Learn and use new words during a classroom activity. [U]	New Word of the Day The teacher will introduce one new word during an activity (e.g., “soft,” “rough,” “bright”) by using it in context, then let children repeat and use the word themselves during the same activity.
Ask for help or attention using a word or short phrase to express their needs. [Ap]	Ask and Get Help Create simple situations during play (e.g., a stuck zipper, an out-of-reach toy) and let children practice asking for help using a word or short phrase such as “Help me” or “I need.”
Recall and use a variety of vocabulary and sentences to express their thoughts and experiences. [Ap]	Tell Me About It Ask children to think of something they did recently (e.g., at home, at play) and let children describe it using their own words and simple sentences.
Answer simple questions in short sentences. [Responding + U]	Short Answer Time Ask everyday questions such as “What is your name?” or “What did you play with today?”, then let children answer using a short sentence rather than a single word.
Use simple sentences to describe daily actions (e.g., “I eat food,” “I go home”). [Responding + U]	My Daily Actions Perform or describe daily actions (eating, going home, sleeping) using simple sentences, then let children take turns saying their own action in a full sentence such as “I eat food.”
Speak in complete short sentences during play or group activities. [Responding + U]	Talk While We Play The teacher will join children during play or a group activity and prompt them with questions or comments, then let children respond and speak in complete short sentences as they play.
Describe or retell a picture/story using simple sentences. [U]	Retelling a Story - This SLO is broken down into the sub-skills and matched activities below.

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Listen to a short, simple story with picture support, without significant distraction.	Story Listening Time Read a short, simple story using picture support in a quiet corner, then let children listen attentively from start to finish without distraction.
Point to the character or object being talked about in a picture or story when asked.	Point to the Character Show a picture from a familiar story and ask “Who/what is this?”, then let children point to the character or object being discussed.
Name the main character of a familiar picture/story when shown.	Name the Character Display a picture from a familiar story and ask “Who is this?”, then let children name the main character.
Retell one event from a familiar story using a picture, prop, or puppet as a cue.	Retell with Props The teacher will use a picture, prop, or puppet from a familiar story as a cue, then let children retell one event from the story using the cue for support.
Sequence a story to show the beginning, middle, and end.	Beginning, Middle, End The teacher will lay out three pictures from a familiar story in mixed order, then let children arrange them to show the beginning, middle, and end.
Respond to simple questions about a picture or story. [Responding + U]	Story Question Round The teacher will ask simple questions about a picture or story just told (e.g., “What did the boy do?”), then let children respond with a word or short sentence.
Use interactive matching apps or physical picture-word matching stations.	Match the Picture and Word The teacher will set up a picture-word matching station or interactive matching app, then let children match each picture to its correct word or label.
Key Words: <i>Polite Language, Emotional Expression, Descriptive Language, Vocabulary Expansion, Help-Seeking, Experience Sharing, Sentence Formation, Picture Description,</i>	

Storytelling, Listening Comprehension, Character Recognition, Story Retelling, Story Sequencing

Strand B3: Emergent Literacy (Reading, Print Awareness & Pre-Writing Skills)

Benchmark 2.3: Recognize print and pictures; understand that books and print materials convey meaning. Demonstrate knowledge of the English and Urdu alphabets, and develop an informal awareness of their corresponding sounds. Acquire and practice pre-writing skills.

SLOs — The children will be able to:	Suggested Activity
Hold a storybook right-side up and turn its pages one at a time. [U]	Book Handling Time The teacher will give children a storybook, show them how to hold it right-side up, and guide them to turn pages one at a time during a shared reading session.
Differentiate between picture and text. [U]	Picture or Text? The teacher will show a page from a familiar book and ask children to point to the picture and then to the text to show they can tell the two apart.
Point to the text on a page when asked, “Where do we read?” [U]	Where Do We Read? The teacher will look at a book together with children and ask “Where do we read?”, expecting them to point to the text rather than the picture.
Hold a crayon using a whole-hand grasp and make controlled scribbles or strokes on paper. [P-2]	Scribble and Stroke The teacher will hand children a crayon and encourage them to make controlled scribbles or strokes on paper using a whole-hand grasp.
Trace and draw lines (vertical, horizontal, slanting/diagonal, curved, zig-zag, wavy, spiral, dotted, and loop). [P-3]	Line Tracing Fun The teacher will provide worksheets with dotted lines (vertical, horizontal, diagonal, curved, zig-zag, wavy, spiral, and loop) for children to trace and then draw independently.

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• Hold a crayon or chunky pencil using a whole-hand or palmar grasp consistently during a drawing activity. [P2]	Chunky Crayon Grip • The teacher will observe children during a drawing activity and gently guide them to hold a crayon or chunky pencil using a whole-hand or palmar grasp consistently.
• Copy a simple pattern (e.g., a row of dots or short dashes) shown by the teacher, using a crayon. [P-2]	Copy the Pattern • The teacher will draw a simple pattern such as a row of dots or short dashes on the board and ask children to copy it onto their own paper using a crayon.
• Copy a circular stroke by moving a crayon in a circular motion. [P-2]	Circle Motion Practice • The teacher will demonstrate a circular stroke on the board and ask children to practice copying it by moving their crayon in a circular motion.
• Colour within the boundary of a large, simple shape (e.g., a circle or square). [P3]	Stay Inside the Lines • The teacher will draw a large simple shape such as a circle or square on paper and ask children to colour within its boundary.
• Recognize Urdu/English letters by sight. [K]	Letter Spotting • Show flashcards with Urdu/English letters one at a time and ask children to recognize and point to the letter named.
• Say the alphabet song aloud with increasing accuracy (in sequence or partial sequence). [U]	Alphabet Song Time • The teacher will sing the alphabet song together with children daily, encouraging them to join in and sing along in sequence or partial sequence.
• Match English and Urdu letters to their corresponding sound when prompted. [K]	Letter-Sound Match • The teacher will show letter cards alongside their sounds and ask children to match each English or Urdu letter to its corresponding sound.
• Repeat the sound of a traced Urdu letter aloud immediately	Trace and Say

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after tracing it (e.g., tracing “ب” and saying “ba”). [K]	The teacher will trace a letter such as “ب” with a finger or crayon and ask children to immediately say its sound aloud (“ba”) right after tracing.
Recognize the letters and their sounds; say the first letter of their own name when asked (e.g., “My name starts with... B”). [K]	My Name’s First Letter Show each child’s name card and ask “What does your name start with?” so they can identify and say the first letter of their own name.
Name letters aloud when shown or asked about them. [K]	Name That Letter Show random letters one at a time and ask children to name each letter aloud.
Say a keyword associated with a letter (e.g., “A is for... Apple”). [U]	Letter and Keyword Show a letter along with a picture (e.g., an apple for “A”) and ask children to say the keyword aloud, such as “A is for Apple.”
Repeat a newly introduced letter name or sound aloud immediately after hearing it. [K]	Echo the Letter The teacher will introduce a new letter name or sound and ask children to repeat it aloud immediately after hearing it.
Say the beginning and ending sound of a familiar word aloud when prompted (e.g., “What sound does ‘bat’ start and end with?”). [U]	Start and End Sounds The teacher will say a familiar word such as “bat” aloud and ask children to identify and say its beginning and ending sounds.
Say a rhyming word aloud when given a model (e.g., “cat, hat, ___” → “bat”). [U]	Rhyme Completion The teacher will model a rhyming pattern (e.g., “cat, hat, ___”) and ask children to complete it with a rhyming word such as “bat.”
Say whether two spoken words rhyme	Do They Rhyme?

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or not (e.g., “Do ‘cat’ and ‘hat’ rhyme?” → “Yes”). [U]	The teacher will say two words aloud (e.g., “cat” and “hat”) and ask children to say whether or not they rhyme.
Key Words: <i>Print Awareness, Picture Recognition, Meaning-Making, Book Awareness, Alphabet Knowledge, Letter Recognition, Letter-Sound Correspondence, Phonological Awareness, Rhyming Awareness, Initial and Final Sounds, Pre-Writing Skills, Fine-Motor Control</i>	

Domain C: Basic Numeracy

Standard: Children develop an understanding of different attributes of objects, quantities, numbers, recognize patterns, shapes, sort and group, compare and measure objects, understand spatial relationships, and explore putting together and taking away of small quantities using objects, pictures and stories.

Strand C1: Attributes of objects

Benchmark 3.1. Children understand and recognize attributes of objects in terms of colour, size, shape, weight and texture

SLOs Children will be able to:	Suggested Activities
Recognize and name common colours in their environment. (K)	Real Object Introduction - Show 3–4 familiar objects of the same colour, e.g., a red apple, red pencil, red ball. - Say: “They are all red.” - Let children touch, hold, and name the objects. - Hold up a colour card and ask: Can you find red? - Children point to or pick up the matching object and say “red.” Colour Basket - Introduce a basket for the target colour. - Children search the classroom for objects of that colour and place them in the basket. - Repeat the colour name each time. Colour Recognition Game - Place 3–4 colour cards on the floor. - Call out a colour, and children move to or touch the correct card.
Explore basic shapes by observing and	Shape Discovery Basket

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handling familiar objects. (U)	- Place familiar objects such as a ball, plate, box, book, lid, block, and piece of cloth in a basket. - Allow children to pick up, touch, turn, and examine the objects. - Encourage them to notice similarities and differences in their shapes. - Ask simple questions such as, what do you notice about this object? and which objects look alike? ● Feel and Find - Provide safe objects with different shapes in a bag or box. - Let children feel an object without immediately looking at it. - Ask them to describe what they feel and then take it out to observe its shape. - Use simple language such as round, straight, corner, and side.
● Recognize and name common two-dimensional shapes, including circle, square, triangle, and rectangle. (K)	● One Shape at a Time - Introduce one shape at a time and use clear, consistent shape names. Use familiar, low-cost materials such as cardboard, bottle caps, blocks, paper, and classroom objects. ● Shape Show and Name - Show one shape at a time using paper cut-outs or familiar objects. - Say the shape name clearly and invite children to repeat it. - Ask children to point to the named shape. ● Find the Shape - Place different shape cards around the classroom. - Call out a shape name and ask children to find and point to it. - Repeat with all four shapes.
● Children identify common shapes in familiar objects and their surroundings. (K)	● Shape Hunt - Take children around the classroom or school. - Ask them to find objects shaped like a circle, square, triangle, or rectangle. - Let children point to the object and name its shape. ● Shape Picture Matching

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	- Provide pictures of familiar objects and basic shape cards. - Children match each object with the shape they see in it. - Ask children to name the shape as they match.
• Recognize and describe objects according to their size using words such as big/small, large/tiny. (U)	• Start with Real Objects - Show two familiar objects, such as a big ball and a small ball. - Say clearly: This ball is big. This ball is small. - Let children hold and observe both. • Compare Two Objects - Give each child two objects of noticeably different sizes. - Ask: Which one is bigger? Which one is smaller? - Encourage children to use the words big and small. - Children to identify the size. - During classroom routines, draw attention to size: big book/small book, big box/small box, big spoon/small spoon. - Encourage children to use the size words naturally.
• Identify objects according to their weight, using terms such as heavy/light. (K+U) • Compare objects according to their weight, using terms such as heavy/light. (U)	• Heavy or Light? - Give children two familiar objects, such as a book and a pencil. - Let them hold both and ask: “Which feels heavier? Which feels lighter?” - Introduce the words heavy and light. • Same Size, Different Weight - Show two objects that are similar in size but have different weights, such as a plastic bottle and a bottle filled with water. - Let children hold them and compare. - Explain that size does not always tell us how heavy something is.
• Identify and describe the texture of familiar objects and materials using simple words such as soft, hard, smooth, rough, and bumpy. (U)	• Texture Hunt - Take children on a short walk around the classroom, school, or outdoor area. - Ask them to find something that feels soft, hard, smooth, rough, or bumpy. - Let children touch or point to the objects and describe their texture. - Children make prints and explore the different surfaces.

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	- Ask: Which material feels smooth? Which one feels bumpy?
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Key words: *identify, recognize, name, observe, describe, compare, match, sort, classify, discuss, explain, explore, select, demonstrate, practice, use, create*

Strand C2: Patterns

Benchmark – 3.2: Things that repeat (colors, shapes, objects, movements etc.) and follow a predictable rule.

SLOs Children will be able to:	Suggested Activities
Identify simple repeating patterns in colours, shapes, objects, sounds, and movements. (K)	● Colour Pattern: Teacher will engage children to make patterns using coloured bottle caps, beads, or paper pieces - red, blue, red, blue. ● Shape Pattern: Encourage children to use cardboard shapes to make - circle, square, circle, square. ● Object Pattern: Teacher will demonstrate along with children to arrange household items - spoon, cup, spoon, cup. ● Pattern Hunt: Ask children to look around the classroom or playground and identify things that repeat in a predictable way.
Continue a simple pattern by identifying what comes next. (U)	● Bottle Cap Pattern: Arrange red – blue – red – blue _____ and ask children what comes next. ● Nature Pattern: Make leaf – stone – leaf – stone _____ using materials from the school surroundings. ● Shape Pattern: Use cardboard shapes: circle – triangle – circle – triangle _____. ● Sound Pattern: Teacher claps and taps: clap – tap – clap – tap _____. Engage children to perform the next sound. ● Movement Pattern: Jump – clap – jump – clap _____. Encourage children show the next movement. ● Classroom Pattern: Use familiar objects such as pencil – eraser – pencil – eraser _____ and ask children to complete the pattern.

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Copy simple patterns using familiar objects or materials. (K)	• Paper Shapes: Children copy circle – square – circle - square using simple paper cut-outs. • Stick Pattern: Arrange long stick - short stick - long stick - short stick and let children copy it. • Movement Pattern: Teacher demonstrates clap – tap – clap - tap and children copy the sequence.
Create their own simple repeating patterns. (AP)	• My Object Pattern - Give children bottle caps, beads, or blocks and ask them to create a simple repeating pattern, such as red-blue-red-blue. - Encourage them to repeat and explain their pattern. • My Action Pattern - Invite children to create an action pattern, such as clap-stamp-clap-stamp. - Ask them to demonstrate their pattern for classmates to copy.
Demonstrate and explain the rule of a simple pattern through words, actions, or objects. (U)	• Colour Pattern - Make a simple pattern using red and blue blocks (red-blue-red-blue). - Ask children to continue the pattern and explain the rule: “Red, blue, red, blue.” • Action Pattern - Create a pattern using actions, such as clap-stamp-clap-stamp. - Ask children to copy, continue, and explain the pattern using words or actions.
Key words: <i>identify, recognize, arrange, match, complete, copy, sequence, repeat, create, choose, demonstrate, describe, explain, show, design, find</i>	

Strand C3: Quantity and Number sense

Benchmark 3.3: Develop an understanding of quantities 1–9 using concrete objects, progressing to one-to-one correspondence, number sense, tracing and recognizing numerals, and relating numbers to everyday experiences for all concepts.

SLOs Children will be able to:	Suggested Activities
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• Observe, identify and differentiate between some and all from a given group of objects, and understand that some is less than all (U)	• More or Less in Our Class - Ask questions to stimulate children's thinking, such as "Are there more brown objects or black objects in our class?", "Are there more girls or more boys in our class?", or "Do more children in our class like bananas or apples?" - Encourage children to count and compare the groups and identify which group has more, less, or the same. • Some or All - Give children a group of familiar objects such as bottle caps, pencils, or blocks and ask them to take some objects and then all the objects. - Ask children to compare the two groups and identify which group has less and which has more. • Fruit Basket - Place a group of pretend or real fruits in a basket and ask children to take some fruits and then all the fruits. - Let children compare the two groups and identify which group is smaller and which is bigger.
• Understand one to one correspondence (U)	• One for Each - Give children bottle caps, pencils, or blocks and ask them to place one object beside each child or picture. - Encourage them to notice that each child or picture gets one object. • Match and Count - Ask children to place one pencil beside each book or one bottle cap beside each picture. - Encourage them to check whether there is one object for each item. • Touch and Count - Give children a small group of concrete objects. - Ask them to touch or move each object once while counting aloud. - Encourage children to say one number for each object to develop one-to-one correspondence. -

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● Count from 1-9 orally with concrete objects. (K) ● Identify correct numerals to represent numbers (U)	● Meet the Numerals - Introduce numeral cards 1–9 gradually after children have explored the corresponding quantities. - Say the numeral name and show the matching quantity using concrete objects. - Ask: What number is this? and How many objects does it stand for? ● Number and Quantity Match - Provide numeral cards and groups of objects. - Children count each group and match it with the numeral that represents its quantity. - Encourage children to explain: This is 6 because there are six objects. ● Count Everyday Objects - Invite children to count pencils, crayons, books, or toys in groups of up to 9. - Ask them to say each number aloud while pointing to each object. ● Make the Quantity - Say a number, such as “Make a group of 5.” - Children collect exactly five objects and count them to check. - Repeat with different quantities from 1–9. ● Recognizing Quantity - Give each child a paper plate, small cups or bowls and a few bottle caps, stones, beans, ice-cream sticks, seeds, pebbles, buttons, or paper scraps. - Call out a number from 1–3 or so on and ask children to put that many objects on their plate. - Example: Put 2 stones on your plate. How many do you have?
● Practice pre writing skills and number tracing (1-9) (P-2)	● Trace and Recognize - Provide large, dotted numeral cards from 1–9. - Children trace each numeral using their finger, sand, flour, or a pencil and then identify it. - Ask children to make the matching quantity with objects after tracing. ● Number Formation with Objects

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	- Let children form numbers 1–9 using clay, sticks, or bottle caps. - Encourage them to trace the shape with their finger and then practice writing it.
• Use numbers to represent quantities in daily life interaction. (Ap)	• Numbers Around Us - Ask children to use numbers to represent quantities of familiar objects, such as 3 pencils, 5 crayons, or 7 blocks. - Encourage them to count the objects and say the matching number. • My Daily Numbers - During daily routines, invite children to count friends, cups, books, or toys and state the quantity. - Ask questions such as, “How many cups do we need?” or “How many children are in our group?”
• Arrange numerals in correct order from 1 – 9. (K)	• Number Line - Give children numeral cards 1–9 and ask them to arrange the cards in the correct order. - Encourage children to say the numbers aloud while arranging them. • Number Hunt - Hide numeral cards 1–9 around the classroom and ask children to find and place them in the correct order. - Encourage children to check the sequence together.
Identify which numeral represents a bigger quantity (U)	Which Has More? - Show children two numeral cards, such as 3 and 7, with groups of objects representing each quantity. - Ask, “Which numeral represents a bigger quantity?” and encourage children to identify 7. • Match and Compare - Give children numeral cards 1–9 and groups of bottle caps or blocks. - Ask them to match each numeral with its quantity and identify which numeral represents more objects.

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Key words: identify, recognize, name, count, match, compare, arrange, sequence, select, choose, trace, represent, relate, demonstrate, explain, describe, order, sort

Strand C4: Sorting and Classification Benchmark 3.4: Sort, group and classify objects, shapes and symbols according to their similarities and differences.	
SLOs Children will be able to:	Suggested Activities
Identify similarities and differences among familiar objects, shapes, and symbols. (U)	Same or Different? - Give children pairs of bottle caps, leaves, spoons, or paper shapes. - Ask: What is the same? What is different? Odd One Out - Place three similar objects and one different object together. - Children identify the one that does not belong.
Sort objects according to one attribute, such as colour, shape, size. (U)	Sort by Colour - Give children coloured bottle caps. - Ask children to make groups of the same colour. Sort by Shape - Provide simple cardboard shapes - circles, squares, and triangles. - Ask children to place each shape in its matching group. Sort by Size - Collect small, medium, and large stones or bottle caps. - Ask children arrange them into size groups. Object Sorting - Ask children to sort familiar classroom materials, such as pencils, crayons, and erasers, into groups.
Classify objects, shapes, and symbols according to more than one attribute. (U)	Bottle Cap Sorting - Give children bottle caps of different colours and sizes. - Ask them to first group by colour and then within each group by size. Shape and Colour

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	- Provide cardboard circles, squares, and triangles in different colours. - Ask children to classify them by shape and colour.
• Compare two groups and identify how they are similar or different. (U)	• Shape Groups - Make one group of circles and another of squares. - Ask children to identify how they are alike or different. • Classroom Objects - Make two groups such as pencils and crayons. - Ask children to describe one similarity and one difference.
Key words: <i>identify, recognize, compare, describe, match, sort, group, classify, arrange, distinguish, observe, find, select, differentiate, organize</i>	

Strand C5: Comparison and Measurement

Benchmark 3.5: Develop an understanding of measurable attributes by describing, comparing, and measuring familiar objects in terms of size, weight, length, width, temperature, time, and money using appropriate non-standard units.

SLOs Children will be able to:	Suggested Activities
• Describe attributes of familiar objects such as size, length, weight, colour, width (U)	• Compare and Describe - Give children familiar objects such as pencils, balls, bottles, and books and ask them to describe their size, length, weight, colour, or width. - Encourage responses such as big/small, long/short, heavy/light, wide/narrow, and red/blue. • Object Sorting - Provide objects of different sizes, colours, lengths, and weights and ask children to group similar objects. - Encourage them to describe why the objects belong together. • Mystery Bag - Put familiar objects in a cloth bag. - Children feel an object without looking and describe its size, shape, weight, or texture, then take it out to check.

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• Compare two or more objects using terms such as big/small, long/short, tall/short, wide/narrow, heavy/light, and rough/smooth. (U)	● Big and Small Basket - Give children two baskets of different-sized household objects. - Ask them to identify which objects are big and which are small. ● Long and Short Sticks - Provide sticks of different lengths. - Ask children to compare them and identify longer and shorter sticks. ● Heavy or Light? - Give children empty plastic bottles, books, and small containers. - Let them hold two objects and identify which feels heavier or lighter. ● Wide and Narrow - Use boxes, containers, or strips of cardboard with different widths. - Ask children to compare them as wide or narrow. ● Rough or Smooth - Provide leaves, cloth, smooth stones, cardboard, and sandpaper. - Ask children to touch and compare their textures. ● Tall and Short - Compare two bottles, containers, or classroom objects - Ask children to identify which is taller or shorter.
• Recognize and describe familiar daily events according to when they happen, such as morning, afternoon, evening and night. (U)	● My Daily Routine - Show pictures of familiar activities such as waking up, having breakfast, going to school, playing, eating dinner, and sleeping. ● Our School Day - Discuss familiar classroom events such as arrival, circle time, snack, outdoor play, going home. - Ask children to arrange or point to pictures according to when the events happen.

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	- Ask, “What happens before snack?” and “What happens after outdoor play?”
• Use simple time-related words such as before, after, morning, afternoon, evening, night, today and tomorrow to describe familiar events (U)	• Before and After: - Talk about familiar routines such as washing hands before eating or putting on shoes before going outside. - Ask: What do we do before eat? What do we do after playing? - Encourage children to describe events using before and after. • Morning, Afternoon, Evening or Night? - Show pictures of activities such as brushing teeth, seeing the sun, eating breakfast, sleeping and seeing the moon. - Ask children to sort the pictures into day/morning, afternoon, evening and night groups. - Ask children to explain why they placed each picture in a particular group.
• Compare capacity using full, half-full, and empty. (U)	• Fill the Cups - Use plastic cups and a jug of water. - Ask children to fill one cup completely, another halfway, and leave one empty. - Ask them to identify full, half-full, and empty. • Bottle Challenge - Use recycled plastic bottles. Fill bottles to different levels and ask children to compare them. • Water Transfer - Give children small containers and let them transfer water between them. - Ask: “Which is full? Which is half-full? Which is empty?”
• Recognize and describe familiar temperatures as hot, warm, cool, or cold through everyday experiences. (U)	• Weather and Temperature - Discuss how the weather feels during different parts of the day or seasons. - Ask, does it feel hot, warm, cool, or cold today? - Encourage children to describe what they may wear or do in that weather. .
• Relate temperature to familiar everyday	• Everyday Temperature Talk - Show pictures or safe examples of hot tea, cold water, warm clothes, and a cool breeze.

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situations, such as hot tea, cold water, warm clothes, or a cool breeze. (Ap)	- Ask children, “How does it feel?” and “When do we experience this?” - Encourage children to connect each temperature with their own daily experiences. ● Weather and Clothes - Discuss what children wear on hot, cold, and cool days. - Show pictures of summer clothes, warm sweaters, and light clothing. - Ask, Why do we wear warm clothes when it is cold? ● My Temperature Experience - Invite children to share experiences such as I drink cold water when I feel hot. - Ask questions like, what do you do when the weather is cold?
● Measure length using familiar non-standard units such as hand spans, footsteps, sticks, blocks, or paper clips. (Ap)	● How Many Hand Spans? - Children measure the length of a table, book, or mat using their hand spans. - Count and compare the number of hand spans. ● Footstep Measurement - Ask children to measure the distance from the door to the board using footsteps. - Count the footsteps together. ● Measure with Blocks - Children place blocks end-to-end to measure a book, table, or shelf. - Count how many blocks long it is. ● 4. Stick Measurement - Give children sticks of similar size. - Measure classroom objects such as a desk, mat, or window using the sticks. ● 5. Paper Clip Measure - Children place paper clips in a straight line along a pencil, book, or notebook. - Count the number of paper clips needed to cover the length. ● 6. Which Is Longer? - Children measure two objects using the same non-standard unit and identify which one is longer or shorter.
	● Heavy or Light?

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• Compare the weight of familiar objects by holding or picking them up and identify which is heavier or lighter. (U)	- Give children familiar objects such as a pencil, sponge, book, stone, and empty bottle. - Let them hold two objects and identify which is heavier or lighter. - Let them hold the objects to check. • Classroom Weight Hunt - Children find objects around the classroom and compare them in pairs. - Examples: book and pencil, block and sponge, bottle and eraser.
• Measure and compare capacity using cups, glasses, or small containers. (Ap)	• How Many Cups? - Give children a small container and a cup. - Ask them to fill the container using the cup and count how many cups are needed. • Which Holds More? - Provide two different-sized cups or containers. - Children fill each using the same cup and compare which holds more or less. • Fill and Compare - Give children 3 - 4 containers of different sizes. - Let them predict which will hold the most water, then fill and check. - Children fill containers using the same cup and compare their capacity.
• Children recognize and name familiar Pakistani coins and notes. (K)	• Getting to know Currency - Introduce a small number of familiar denominations at a time. - Use clear visuals and safe replicas where possible. - Provide repeated opportunities to observe, match, identify, and name Pakistani coins and notes. • Look and Name - Show familiar Pakistani coins and notes one at a time. - Let children observe and handle them safely. (not spending real money) - Say the name/value clearly and encourage children to repeat it. • Coin and Note Matching

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	- Provide pictures or safe replicas of Pakistani coins and notes. - Children match the same coins or notes together and name them. ● Coin or Note? - Mix coins and notes in a tray. - Ask children to separate them into two groups. - Encourage them to identify and name each one. ● Find the Money - Place pictures/replicas of familiar Pakistani coins and notes around the classroom. - Call out a coin or note and ask children to find, point to, and name it.
● Children understand that money is used to buy familiar goods and services in everyday life. (U)	● Talk About Money - Show familiar Pakistani coins and notes and talk about where children see and use money. - Discuss simple examples such as buying fruit, flour, milk, stationery, or a bus ticket. ● What Can We Buy? - Show pictures or real objects of familiar goods. - Ask children, what do we buy from a shop? and what do we use to pay? ● 4. My Everyday Shopping - Invite children to share simple experiences of going to a local shop or market with family members. - Ask questions such as What did you buy? Who paid for it? and what did you receive?
● Children identify and select appropriate coins and notes in simple buying situations (Ap)	● Choose the Money - Set up a simple pretend shop with familiar items such as fruit, bread, pencils, or toys. - Give children different Pakistani coins and notes (play money). - Ask them to select the money needed to buy a given item. ● Match Price and Money - Place simple price cards with familiar amounts beside classroom shop items. - Children select a coin or note that matches the given amount.

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	- Keep amounts simple and appropriate for the children's level. ● Customer and Shopkeeper - Let children take turns being customers and shopkeepers. - The customer chooses an item and selects the appropriate coin or note to pay.
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Key words: *identify, recognize, observe, describe, compare, sort, arrange, sequence, measure, count, predict, check, match, classify, explain, relate, demonstrate, use*

Strand C6: Shapes (2D) and Spatial sense Benchmark – 3.6: Recognize 2D Shapes (square, circle, triangle, rectangle) and identify in the surrounding. Identify and describe position of objects in space (surrounding).	
SLOs Children will be able to:	Suggested Activities
● Identify and name common 2D shapes such as circle, square, triangle, and rectangle. (K)	● Shape Basket - Provide paper/cardboard shapes of different types. - Children pick a shape, name it, and place it in the matching basket. ● Shape Matching - Give children shape cards and everyday objects. - Children match each object with the correct shape.
● Recognize 2D shapes in familiar objects and their environment, such as a clock (circle), window (rectangle), or road sign (triangle). (U)	● 4. My Classroom Shapes - Ask children to look around the classroom and identify shapes in doors, windows, books, tables, clocks, plates, and blocks.
● Recognize and identify the position of objects using words such as in, on, under, above, below, beside, near, and far. (U)	● Where Is the Toy? - Place a toy in, on, under, beside, or near a box, chair, or table. - Ask children: Where is the toy? - Children identify its position using the correct word. ● Follow My Instruction Give simple instructions such as:

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	- Put the block in the box. - Place the pencil on the table. - Stand beside your friend. - Put the ball under the chair.
• Describe the position of familiar objects in relation to themselves or other objects, using appropriate spatial words. (U)	• Where Is It? - Place familiar objects on, under, beside, in, or behind a table or chair. - Ask children to describe where each object is using appropriate spatial words. • Follow the Position - Ask children to place objects inside, outside, above, below, or next to another object. - Encourage them to describe the position, such as “The ball is under the chair.”
• Identify and create simple arrangements using 2D shapes, such as making a house, flower, or person from circles, squares, triangles, and rectangles. (Ap)	• Shape House - Provide paper shapes: square, rectangle, triangle, and circle. - Children arrange the shapes to make a simple house. - Ask them to name the shapes they used. • Shape Flower - Children use a circle for the centre and circles/triangles for petals, with a rectangle for the stem. - Encourage them to create their own flower arrangement. • Shape Collage - Provide coloured paper cut-outs, cardboard pieces, or recycled packaging. - Children arrange and paste shapes to create their own picture.
Key words: <i>identify, recognize, name, find, match, describe, locate, arrange, place, compare, trace, follow, create, select, demonstrate, use, explain</i>	

Strand C7: Number relationship and operation (1 to 9)

Benchmark 3.7: Relate numbers to quantities, compare more and less quantities using concrete objects and pictorial stories, and explore putting together and taking away small quantities using objects, pictures, and stories.

SLOs Children will be able to:	Suggested Activities
● Relate numbers 1–9 to quantities using concrete objects. (U)	● Count and Match - Provide children with groups of familiar objects such as bottle caps, blocks, pencils, or stones. - Ask children to count each group and match it with the corresponding number card from 1–9. - Reinforce that the number tells how many objects are in the group. ● Number and Quantity Hunt - Place number cards around the classroom. - Children choose a number card and collect the corresponding number of objects. - Ask, you have 5. Can you show me 5 blocks? ● Make a Number Group - Give each child a number card. - Ask them to make a group containing that many objects. - Ask them to explain, I have 6 blocks because my number is 6. 6. Number in Our Everyday Life - Use familiar situations such as 3 pencils, 5 children, 7 crayons, or 9 cups. - Ask children to count the objects and identify the matching number. - Discuss how numbers tell us how many things there are.
● Compare quantities as more and less using concrete objects and	● More or Less? - Provide two groups of familiar objects such as blocks, bottle caps, pencils, or crayons.

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pictorial representations. (U)	- Ask children to count both groups and identify which group has more and which has less. - Encourage children to explain their choice.
• Represent small quantities by putting objects together and taking them away in familiar situations. (Ap)	• Put Together - Give children a small group of objects, such as 3 blocks, and then provide 2 more blocks. - Ask children to put the groups together and count how many objects they have now. - Use simple language such as, “We had 3, we put 2 more together, now we have 5.” • Take Away - Place a small number of objects, such as 5 bottle caps, in front of children. - Ask children to take away 1 or 2 objects and count how many remain. - Encourage them to describe what happened: “We had 5; we took away 2; now there are 3.” • Toy Shop - Give children a few toy or classroom objects to represent items in a shop. - Let them put objects together when a customer “brings” more and take objects away when a customer “takes” one. - Ask children to count the objects before and after each action.
• Describe the change in quantity when objects are put together or taken away. (U)	• What Changed? - Place a small group of objects, such as 3 blocks, and then put 2 more with them. - Ask children to count before and after: What changed? - Encourage responses such as, There are more now. • Take Some Away - Place 5 bottle caps in front of children and take away 2. - Ask children to count how many were there before and how many are left. - Encourage them to say, there are fewer now. • Put Together and Tell

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	- Give children two small groups of objects to put together. - Ask, did the number become more, less, or stay the same? - Let children explain the change using their own words. ● Before and After - Show a group of objects before and after putting some together or taking some away. - Ask children to compare the two quantities. - Encourage sentences such as, “Before there were 4; after putting 2 more, there are 6.” ● Show the Change - Give children counters, blocks, or bottle caps and ask them to demonstrate a “put together” or “take away” situation. - Ask another child to describe what changed. - Reinforce the ideas of more, fewer, and the same.
● Simple story problems involving putting together small quantities up to 9 using concrete objects and pictures. (Ap)	● Act Out the Story - Use familiar classroom situations, such as children joining a group or blocks being added to a tower. - Let children physically act out the story and represent it with objects. - Ask them to count and tell the final quantity. ● Simple Quantity Stories - Tell a familiar story: Sara has 3 apples. Her mother gives her 2 more. - Children represent the story with objects and describe what happened to the quantity. - Repeat with taking away situations.
● Simple concrete and pictorial stories involving taking away small quantities within 9. (Ap)	● Story with Objects - Tell a simple story, such as: Ali has 5 apples. He gives 2 apples to his friend. - Children use bottle caps, blocks, or other objects to show the story. - Ask them to take away 2 objects and count how many are left. ● Picture Story Problems - Show a picture of 6 birds on a tree, with 2 birds flying away.

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	- Ask children to show what happened using objects or counters. - Let them count how many birds remain.
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Key words: *identify, recognize, name, count, match, compare, select, choose, represent, demonstrate, arrange, put together, take away, describe, explain, show, act out, check*

Domain D: World Around Us

Standard: Children recognize and develop understanding of themselves, their families, other people and the familiar world around them. It supports children's growing knowledge and understanding of their environment, including weather, cleanliness, sharing, community, services, and responsible habits and behaviours.

Strand D1: My home and Family

Benchmark 4.1. Children develop understanding of their family, home, relationships, roles, routines, and a sense of belonging

SLOs The children will be able to:	Suggested Activities
● Identify family members, describe the relationship and their roles (U)	● My Family Picture: - Children draw or paste pictures of family members. - Ask: Who is this? What is your relationship with them? - Encourage children to name their family members such as mother, father, brother, sister, grandparents, or other caregivers. ● Family Role Matching - Prepare simple picture cards showing family members and everyday activities. - Children match the person with activities such as caring, cooking, helping, playing, or taking care of the home. - Emphasize that family members can share responsibilities. ● Family Role Play - Set up a pretend home corner. - Children take different roles such as parent, child, grandparent, or sibling. - Let children act out caring, helping, sharing, and spending time together.

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Describe their home and identify common rooms, spaces their use, and objects used in everyday life (U)	Where Does It Belong? - Give children picture/object cards such as bed, spoon, stove, towel, chair, and television. - Children place or match each object with the appropriate room or space
Talk about family routines and activities (U)	Family Routine Talk - Ask children to talk about familiar family routines, such as waking up, having meals together, getting ready, playing, helping at home, visiting relatives or going to the park. - Encourage children to share what they do and who they do it with. - Use simple pictures or routine cards to help children sequence daily activities.
Show sense of belonging and respect by talking positively about their family, home, and things that are important to them (Ap)	My Family and My Home - Encourage each child to share a simple positive statement, such as “I love my family,” “This is my home,” or “I like my storybook because it is special to me.”

Key words: identify, name, describe, explain, match, recognize, talk, express, being thankful and analyze, discuss, share, role-play, sequence, compare, and respect

Strand D2: People, Places, Community and Means of Transportation

Benchmark 4.2: Children develop understanding of their community, community members, their roles, places and services that support people’s daily lives and means of transportation

SLOs The children will be able to:	Suggested Activities
Identify familiar people in their neighborhood, school and community and talk about their roles (U)	School People Hunt - Take children on a short walk around the school. - Help them identify the teacher, principal, guard, cleaner, office staff, and other familiar adults. - Discuss how each person helps the school.
Recognize common community workers, such as teachers, doctors, nurses, police officers,	Community Workers - Show pictures or simple props representing familiar community workers, such as teachers, doctors, nurses, police officers, firefighters, and shopkeepers.

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firefighters, and shopkeepers (K)	- Ask children to identify who they are and where they work. - Talk briefly about how each worker helps people in the community. - Encourage children to share experiences of meeting these workers in their everyday lives.
● Identify familiar places such as neighbourhood, school, hospital, market, park, mosque/worship place, community halls, post office, and police station and talk about their purpose. (U)	● My Neighborhood - Use a simple drawing or model of a neighborhood with a school, shop, mosque, clinic, road, park, or market, as appropriate to the local community. - Ask children who they might meet there and what those people do.
● Discuss about food, water and clothes. - where they come from? - who brings them to markets and homes? - how they get there? (Ap)	● Where Does Our Food Come From? - Show familiar foods such as milk, vegetables, fruits, wheat, and eggs. - Ask children where each food comes from, such as farms, animals, trees, or plants. - Discuss how food reaches our homes and markets. ● How Does Water Reach Us? - Discuss familiar sources of water such as rain, rivers, wells, and water tanks. - Talk about how water is carried or supplied to home and school ● Where Do Clothes Come From? - Show familiar clothing items and pictures of cotton, sheep/wool, and cloth. - Explain simply that materials such as cotton and wool are used to make clothes. - Discuss how clothes reach shops and homes.
● Demonstrate appropriate behaviour in community places, such as following simple rules, waiting for their turn, and keeping places clean by using bins (Responding +U)	● Good Behaviour / Not Good Behaviour - Show or act out simple situations, such as waiting in line, pushing, throwing rubbish, or using a bin. - Ask children to identify which behaviour is appropriate. - Let children demonstrate the appropriate behaviour.

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Identify and explore various means of transportation and talk about their use (U)	Transport Picture Talk - Show pictures of familiar means of transportation such as bus, car, bicycle, rickshaw, train, boat, and aeroplane. - Ask children to name the vehicles they recognize. - Discuss where and why people use each one.
Recognize common traffic signs and signals (K)	Traffic Sign Hunt - Show pictures of familiar traffic signs such as Stop, No Parking, and Pedestrian Crossing. - Ask children to identify and name each sign and discuss what it tells people to do. Traffic Light Game - Use red, yellow, and green circles to represent traffic signals. - Ask children to identify each colour and show the appropriate action: stop, wait, or go.
Learn and follow basic traffic safety rules. (U)	Safe Road Practices - Discuss simple traffic safety rules, such as stop at the road edge, look both ways, use the pedestrian crossing, and follow traffic signals. - Use pictures, toy vehicles, or a simple road layout to demonstrate safe and unsafe actions. - Let children practice crossing a marked classroom “road” while following the safety rules. - Reinforce the rules through everyday examples and short safety conversations.

Key words: recognize, identify, name, match, classify, explore, demonstrate, describe, recall, distinguish, relate, use

Strand D3: Living and non-living things

Benchmark 4.3: Children develop understanding of living and non-living things, their significance and show care for them.

SLOs The children will be able to:	Suggested Activities
Identify living things in their surroundings, such as people,	Living Things Picture Talk - Show pictures of people, animals, birds, fish, insects, and plants.

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animals, birds, fish, insects, and plant (K)	- Ask children to identify and name each one.
● Recognize basic needs of living things, such as food, water, air and care (K)	● What Do Living Things Need? - Show pictures of a child, animal, bird, and plant. - Ask children what each living thing needs to live and grow ● Needs Picture Talk - Show pictures of food, water, air, and caring actions. - Children identify which things are needed by living things. ● Match the Need - Children match a living thing with its basic needs, such as a plant with water and sunlight or a pet with food, water, and care. - Encourage children to explain their matches.
● Identify non-living things, such as rocks, toys, furniture, vehicles (K)	● Living or Non-Living? - Provide pictures or objects representing living and non-living things. - Children sort them into two groups and identify the non-living things.
● Recognize similarities and differences between living and non-living things (U)	● Similarities and Differences - Show children familiar objects and pictures such as a plant, cat, bird, tree, chair, ball, and pencil. - Ask children to observe and talk about what each one can or cannot do, such as grow, breathe, move, or need food and water. - Encourage children to identify one similarity and one difference between a living and a non-living thing. - Relate the discussion to their everyday environment by asking, “What living and non-living things do you see at home or around your school?”
● Discuss the significance of animals and plants for human beings and their relationships with each other. (U)	● How Plants Help Us - Show pictures of trees, fruits, vegetables, flowers, and crops.

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	- Discuss how plants provide food, shade, oxygen, and other useful things. ● How Animals Help Us - Talk about familiar animals such as cows, goats, chickens, bees, and horses. - Discuss how animals provide food, help with work, or support people in other ways. ● Plants and Animals Together - Show simple examples such as bees visiting flowers or animals eating plants. - Ask children what the plant and animal get from each other or how they are connected. ● Who Needs Whom? - Use picture cards of plants, animals, and people. - Children match simple relationships, such as cow → grass, bee → flower, and people → plants/animals.
● Practice how to take care of animals, plants and birds. (Ap)	● Caring for Living Things - Involve children in simple tasks such as watering plants, feeding birds, or giving water to animals with adult guidance. - Encourage children to handle plants and animals gently and safely. ● Plant and Animal Helpers - Give children simple classroom responsibilities, such as watering a class plant or filling a bird-water container. - Talk about how these actions help plants, birds, and animals stay healthy.
● Explain that all living things have different types of homes; some live on land, some live in water and some live in nests. (U)	● Match the Animal to Its Home - Children match animals with their familiar homes, such as fish–water, bird–nest, cow–shed. - Ask children to explain their matches.
● Identify that some animals are friendly (pet animals), some are useful (farm animals), some are dangerous (wild animal) (U)	● Pet, Farm or Wild? - Provide animal picture cards such as cat, dog, cow, goat, lion, and elephant. - Children sort the animals into pet, farm, and wild groups.

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	- Show situations such as gently caring for a pet, approaching a wild animal, or watching an animal from a distance. - Children identify the safe behaviour.
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Key words: identify, name, recognize, describe, explain, discuss, observe, match, sort, compare, classify, demonstrate, role-play, act, explore, care, protect, practice, relate, share

Strand D4: Weather and Seasons

Benchmark 4.4. Children develop the ability to observe and describe different weather conditions and seasonal changes, and understand how weather influences people, plants, animals, and daily activities. Develop appropriate habits and safety practices in response to different weather conditions

SLOs The children will be able to:	Suggested Activities
● Recognize common weather conditions such as sunny, cloudy, rainy, windy, hot, and cold (K)	● Look Outside and Observe - Take children outside and ask them to observe the sky, sunlight, wind, and temperature. - Ask: "What is the weather like today?" ● Weather Picture Talk - Show pictures of sunny, cloudy, rainy, windy, hot, and cold weather. - Children identify and name each weather condition.
● Observe daily changes in weather and talk about what they see, feel, and experience (U)	● Daily Weather - Each day, ask children to observe and select a picture showing the day's weather. - Discuss how the weather may affect what they wear or do. - Encourage children to describe their experiences using familiar words such as hot, warm, cool, cold, sunny, cloudy, windy, and rainy.
● Identify the four seasons through simple features and familiar experiences, where appropriate to the local context. (U)	● Season Picture Talk - Show simple pictures representing spring, summer, autumn, and winter. - Talk about simple features such as hot or cold weather, changes in clothing, plants and trees, and activities people do in each season.

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	- Ask children to identify the season from a picture or familiar experience, for example, <i>“When do we wear warm clothes?”</i> or <i>“When do we feel very hot?”</i> - Encourage children to share their own experiences of different seasons at home and in their community.
● Connect weather with clothing, food and activities, e.g., wearing warm clothes in cold weather or using an umbrella when it rains. (U)	What Can We Do? - Show pictures of activities such as playing outdoors on a pleasant day, using an umbrella in rain, or staying in a cool place during very hot weather. - Children match activities with suitable weather.

Key words: relate, connect, identify, match, select, describe, demonstrate, apply, distinguish, classify

Strand D 5: Natural Resources and Physical Features of Earth

Benchmark 4.5: Children develop the ability to identify simple natural resources in their immediate environment, talk about their basic uses, and demonstrate care for nature.

Identify and describe physical features of Earth

SLOs The children will be able to:	Suggested Activities
● Identify physical features of earth such as mountains, fields, plains and forest (K)	● Picture Talk - Show clear pictures of mountains, fields, plains, and forests. - Ask children to observe and identify each feature.
● Recognize basic natural (water, soil, plants, trees, sunlight, and air) and manmade resources (vehicles, home, furniture) (K)	● Introducing Resources - Show children familiar natural and man-made resources, such as water, soil, leaves, stones, toys, furniture, and vehicles. - Encourage children to observe, touch, and name the objects and discuss whether they come from nature or are made by people. - Introduce the terms natural resources and man-made resources using simple, age-appropriate language. . ● Natural or Man-Made? - Show pictures or real examples of water, soil, plants, trees, vehicles, homes, and furniture. - Children identify whether each is natural or man-made.

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● Demonstrate the safe and responsible use of resources like water, food, electricity, plants and gas (K+ Psychomotor).	● Gas Safety - Stay Away - Show a picture of a kitchen gas stove and explain that gas and stoves are used by adults for cooking. - Teach children not to touch knobs, matches, lighters, or gas appliances and to tell an adult if they smell gas.
● Understand the need for clean environment and how to prevent pollution. (U)	● Clean or Dirty? - Show pictures of a clean park, classroom, and street alongside places with litter, dirty water, or smoke. - Ask children to identify which places are clean and which are dirty and explain what they notice.
● Understand causes of pollution and how to prevent it. (U)	● What Causes Pollution? - Use simple pictures showing littering, smoke from vehicles, burning waste, and dirty water. - Discuss how these actions can make the air, water, and surroundings dirty. ● How Can We Help? - Discuss simple actions such as using bins, keeping water clean, planting and caring for trees, and avoiding unnecessary litter. - Children demonstrate one action that helps keep the environment clean.
● Explore alternate uses of waste material (reuse, reduce and recycle) (An)	● Waste Material Exploration - Provide clean, safe waste materials such as cardboard boxes, paper rolls, plastic bottles, bottle caps, and paper scraps. - Let children explore the materials and discuss how they could be used again instead of thrown away. Reuse, Reduce or Recycle? - Present simple situations, such as using a box again, using less paper, or putting a plastic bottle in a recycling collection. - Children identify whether the action is reuse, reduce, or recycle.

Key words: *identify, recognize, name, observe, describe, discuss, explain, match, sort, classify, compare, demonstrate, explore, use, practice, care, protect, conserve, create, reuse, reduce, recycle*

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Strand D6: Technology

Benchmark 4.6: Children develop awareness of familiar technologies, explore their purposes, uses, advantages and disadvantages

SLOs The children will be able to:	Suggested Activities
Identify and explore different types of technology like television, fridge, computer, mobile phone, i-pad, iron, blender, washing machine etc. (U)	Technology Around Us - Show children real objects or pictures of familiar technology such as a television, mobile phone, computer, refrigerator, iron, blender, and washing machine. - Ask children to identify and name each item and share where they have seen it. - around the classroom. - Children find, identify, and name the technology they discover.
Learn the safe and responsible use of different types of technology and devices (U)	Technology Safety Rules - Discuss simple rules such as using devices with an adult's permission, keeping devices away from water, and handling them gently. - Children practice demonstrating these rules through role-play. Ask Before You Use - Teach children to ask a parent, teacher, or other trusted adult before using devices.
Discuss the advantages and disadvantages of using technology (U)	Technology Helps Us - Show pictures of familiar devices such as a television, mobile phone, computer, refrigerator, and washing machine. - Ask children how each device helps people in their daily lives. Technology: Helpful or not helpful - Discuss simple advantages, e.g., A refrigerator keeps our food fresh and a washing machine helps wash clothes. - learning through audio story.

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	- Show picture cards of possible disadvantages, such as watching television for too long, sitting for a long time, or spending less time playing and talking with family. - Ask children to sort the pictures into how technology helps us and problems when we use it too much.
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Key words: *identify, recognize, name, observe, describe, discuss, explain, match, sort, classify, compare, demonstrate, explore, use, practice, care, protect, conserve, create, reuse, reduce, recycle follow, handle, use, care, apply.*

Domain E: Health, Hygiene and Safety

Standard: Practice basic personal hygiene and self-care routines independently, make healthy choices. Recognize and respond appropriately to common safety risks.

Strand E1: Health and Hygiene Benchmark 5.1. Develop understanding of healthy habits and practice personal and environmental hygiene.	
Learning Outcomes (SLOs)	Suggested Activities
● Wash hands with soap and water before eating, after using the toilet, playing. (Ap)	● Set up a supervised hand-washing routine at the sink before snack and after toileting or outdoor play. ● Invite children to wet their hands, use soap, rub all hand surfaces, rinse, and dry with a clean towel while the teacher provides brief prompts only when needed.
● Follow WHO's approved hand-washing steps. (Ap)	● Display a simple picture sequence of the approved hand-washing steps near the sink. ● Children follow the sequence during a guided "wash-along," pointing to each picture as they complete the corresponding step and gradually performing the routine independently.
● Cover the mouth and nose with the elbow when coughing or sneezing (Ap)	● Use a puppet or short role-play to model coughing or sneezing into the elbow rather than the hands. ● Children practice the action during a movement game in which they respond to a pretend cough or

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	sneeze cue, followed by hand washing when appropriate.
● Use the washroom independently, including basic cleanliness after use. (Ap)	● Using a picture-based washroom routine displayed at child height, guide children to practice the sequence of using the toilet, cleaning themselves appropriately, flushing, leaving the area tidy, and washing hands with soap. ● Reinforce privacy, independence, and asking a trusted adult for help when needed.
● Brush teeth twice a day and demonstrate correct brushing motion. (Ap)	● Provide a large tooth model or a clean improvised model and toothbrush for demonstration. ● Children practice gentle circular brushing on the outer, inner, and chewing surfaces while describing when teeth should be brushed, then sequence picture cards for morning and bedtime brushing.
● Practice personal hygiene habits (washing hands, brushing teeth, combing hair, bathing and cutting,) with adult support. (Ap)	● Create a personal-hygiene station with safe real or picture-based items such as soap, toothbrush, comb, towel, and nail clipper shown for adult use only. ● Children match each item to the related hygiene habit and role-play a daily self-care routine with adult guidance.
● Understand the importance of wearing clean clothes. (Ap)	● Show pairs of clean and visibly soiled clothing pictures or washable doll clothes. ● Children sort them as clean or unclean and discuss simple reasons for changing into clean clothes, then practice choosing clean clothing for a doll or classroom character.
● Understand that germs cause sickness and that hygiene practices help prevent illness. (U)	● Use a safe “germ spread” demonstration with a small amount of glitter or washable paint on one child’s hand or on a classroom object. ● Children observe how it transfers through touch, then wash with soap and discuss how hand

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	washing and other hygiene habits help reduce the spread of germs.
Identify basic symptoms of illness in self (fever, cough, pain, stomach ache) and inform an adult. (U)	- Use picture cards or puppets showing a child with fever, cough, pain, or stomach ache. - Children identify how the character may feel and practice telling a teacher, parent, or caregiver using a simple sentence such as “My stomach hurts” or “I feel hot.”
Avoid sharing personal items such as used face mask, combs, water bottles, tooth brush and handkerchiefs (Ap)	- Place picture cards of personal and shareable classroom items in a sorting activity. - Children identify items that should not be shared, explain whose item it is, and practice keeping personal belongings in their own labelled place.
Key words: healthy, unhealthy, clean, unclean, littering, tooth decay, soap, nail clipper, broom, sink, soap, comb, shoe brush, napkin, apron	

Strand E2: Adequate Nutrition

Benchmark: Children develop and demonstrate an understanding of nutritious food and healthy eating habits.

Learning Outcomes (SLOs)	Suggested Activities
Identify healthy food (fruits, vegetables, milk, eggs, grains, pulses and meat) (K)	- Provide pictures or safe samples of familiar locally available foods and invite children to sort them into food groups such as fruits, vegetables, milk, eggs, grains, pulses, and meat. - Children name the foods and select examples they recognize from home or school meals.
Identify unhealthy (excessive sugar, chips, fizzy drinks, pizza and burgers) (U)	- Use picture cards of everyday foods and foods high in sugar, salt, or fat. - Children sort the pictures into “often/healthy choices” and “sometimes/limited choices,” with the teacher guiding them to identify excessive sugar, chips, fizzy drinks, pizza, and burgers as foods to consume less often.

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Demonstrate willingness to try a variety of food, including fruits, vegetables, pulses and meat during snack or meal times. (Affective Domain + U)	- Organize a supervised “taste and describe” snack using small portions of familiar, safe foods from different groups, while observing allergy and dietary requirements. - Children may look, smell, touch, or taste a food without pressure and share one word about its colour, texture, or taste.
Wash fruits and hands before eating. (Ap)	- Before snack time, children follow a simple hygiene routine: wash their hands with soap and rinse washable fruits under clean running water with adult supervision. - Invite them to explain which items are cleaned before eating and why cleanliness matters.
Demonstrate basic table manners during eating (sitting properly, eating with clean hands or utensils, not wasting food). (Affective Domain)	- During the regular snack or meal routine, children practice sitting safely, eating with clean hands or appropriate utensils, taking manageable portions, and placing leftovers or waste in the correct container. - The teacher reinforces the routine through positive prompts and brief peer modelling.
Key words: <i>healthy foods, unhealthy foods, sick, strong, weak, grow, oily food, healthy lunch,</i>	

Strand E3: Safety and Security Awareness

Benchmark 5.3. The children will apply simple safety rules, recognize common risks and seek help from their parents and caregivers.

Learning Outcomes (SLOs)	Suggested Activities
Identify personal safety risks (good touch, bad touch, relatives, strangers) (K)	- Use age-appropriate picture scenarios and a puppet to discuss safe, unsafe, or uncomfortable situations involving familiar people and strangers. - Children practise simple protective responses—say “no” firmly, move away, and tell a trusted adult—without requiring any child to share personal experiences.

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State their name, parent's name, and home address/locality when asked (basic personal safety information) (K)	- Conduct a “help desk” role-play in which the teacher acts as a trusted helper and children practise stating their name, a parent’s name, and their home address or locality. - Use individual prompt cards discreetly so children can practise accurately without publicly displaying personal information.
Share and seek help from parents, caregivers and teachers in case of any danger. (affective+ U).	- Through puppet scenarios such as being lost, hurt, frightened, or noticing danger, children identify a trusted adult they can approach. - Each child practises moving to the trusted adult and clearly saying what happened and what help is needed.
Understand that they should not talk with strangers go with strangers go with relatives without the permission of their parents take anything from strangers (U)	- Use four simple role-play situations involving a stranger offering conversation, a ride, a gift, or a relative asking the child to leave without parental permission. - Children choose the safe response—do not go, do not accept, move to a safe place, and tell a trusted adult—and explain the choice in simple words.
Identify common household and classroom hazards (sharp objects, hot surfaces, electrical outlets, open flame/stove, large water tubs, medicine, cleaning products and matches) (K)	- Arrange a picture-based “hazard hunt” using images of common household and classroom situations. - Children point out sharp, hot, electrical, fire, water, medicine, chemical, and match-related hazards and place a “do not touch—tell an adult” symbol beside each unsafe item.
Recognize and respond appropriately to simple safety instructions (e.g., "stop," "don't touch," "stay with the group") (K)	Play a teacher-led safety-direction game in which children move around a defined area and respond to cues such as “stop,” “don’t touch,” and “stay with the group.” Briefly discuss how following these instructions can prevent harm in real situations.

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● Demonstrate road safety awareness by holding an adult's hand while crossing the street and recognizing basic traffic signals (red/green, stop/go).(Ap)	● Create a simple pretend road crossing with tape, a zebra-crossing area, and red/green traffic-signal cards. ● In pairs with an adult or designated classroom partner acting as the adult, children practice stopping at the edge, looking carefully, responding to the signal, and crossing while holding the adult's hand.
● Follow basic fire/emergency safety instructions (e.g., lining up calmly, walking not running) during a simple drill. (Responding)	● Conduct a calm, age-appropriate classroom evacuation practice using the school's designated route. ● Children respond to the agreed signal, line up, walk rather than run, stay with the group, and gather at the designated safe point while the teacher reinforces calm behaviour.
● Demonstrate safe behaviour during outdoor/playground play (not pushing, using equipment properly, staying within boundaries) (Ap)	● Before playground time, use three picture cues for "take turns," "use equipment properly," and "stay within the boundary." Children practice these behaviours during supervised play, and at the end identify one safe action they used.
● Explains appropriate behavior while boarding a vehicle. Narrates importance of disciplined behavior while traveling by a bus, car, van, motorbike or cycle (U)	● Set up a pretend vehicle using classroom chairs and role-play waiting safely, boarding in turn, sitting properly, using a seat belt where available, keeping hands and body inside, and avoiding distraction of the driver. ● Children identify safe and unsafe travel behaviours from picture cards and explain one reason for a safe choice.
● Demonstrates fire safety awareness. (Ap)	● Use a picture story and a simple classroom simulation to help children identify what to do when they see smoke or fire: move away, alert an adult, and follow the teacher's emergency directions.

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	• Children then sequence picture cards showing calm evacuation to a safe assembly point.
Key Words: <i>Road, Sharp Objects, Hot Surfaces, Electrical Outlets, Open Flame, Traffic Lights, Zebra Crossing, Vehicle, Road Accident, Fire Eruption.</i>	

Domain F: Creative Arts

Standard: Children express ideas, emotions, experiences and imagination through diverse forms of visual and dramatic play. They explore, experiment, create, communicate and respond to artistic experiences individually and collaboratively, using a variety of materials, sounds, movement, drama, storytelling and construction.

Strand F 1 (a): Visual Arts (creativity and imagination)

Benchmark 6.1. Children use imagination and a range of materials, colours, lines, shapes, textures to represent ideas, feelings, experiences, observations and experiments with different techniques (scribbling, colouring, painting, printing, drawing, etc.)

SLOs Children will be able to:	Suggested Activities
• Explore and use different art materials such as crayons, pencils, paint, and textures (fabric, coins, leaves) with curiosity and confidence. (Ap)	• Art Exploration: Provide crayons, pencils, paint, textured papers and other safe materials for children to freely explore and make marks. • Texture Rubbings: Place leaves, fabric or textured objects under paper and rub with crayons.
• Scribble, make lines, shapes and use colours to create simple familiar objects. (Guided Response)	• Shape Picture: Help children using circles, squares, triangles and lines to create familiar objects such as a house, tree, person, etc.
• Explore different ways of applying colours, such as dabbing, printing, painting, colouring and mixing. (Ap)	• Colour Mixing: Provide poster colours for mixing to discover a new colour. • Print and Dab: Guide children to create pictures using sponge printing, finger dabbing or cotton-bud printing.

Chapter 3: Student Learning Outcomes, Suggested Activities and Key words

Use drawing to communicate a simple idea, feeling, observation or experience. (Guided Response)	What I Saw/ Experience: Instruct children to draw something observed during an outdoor walk, event, a picnic, visit to a park, etc.
Create simple patterns using lines, shapes, colours and symbols. (Guided Response)	Colour Patterns: Guide children to make simple patterns such as red-blue-red-blue & circle-square-circle-square.
Say something about their art work. (U)	My Artwork: Guide children to show their artwork and tell what they made.

Key words: *Explore, create, imagine, draw, colour, line, shape, texture, pattern, print, paint, mix, dab, observe, express, represent, communicate*

F1 (b): Art, Craft & Construction

Benchmark: Children use a range of natural, recycled material and construction techniques to design, create and modify objects.

SLOs Children will be able to:	Suggested Activities
Use paper, cardboard, clay and other recycled materials to make simple models. (	Paper Collage: Direct children to tear and paste coloured paper to create a picture. Clay Creations: Help children to make simple shapes and objects such as fruits, animals or food.
Explore natural materials such as leaves, twigs, stones and seeds to create simple artwork. (C)	Nature Collage: Assist children to arrange leaves, seeds and small twigs to create a picture. Leaf Printing: Facilitate children to use leaves with paint to make prints and patterns. Stone Art: Guide children to decorate stones as simple animals or insects.
Use recycled and reusable materials (blocks, boxes, rolls, etc.) to build / construct simple structures. (C)	Building structures: Support children to build a house, shop or vehicle using boxes, rolls, blocks, and other reusable materials.

Chapter 3: Student Learning Outcomes, Suggested Activities and Key words

Join, fold, tear, cut, paste, roll, modify and arrange materials to create a planned or imagined object. (C)	Paper Puppet: Enable children to fold, cut, paste and decorate paper/cardboard to make puppets.
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Key words: *Art, Craft, create, design, construct, build, join, fold, tear, cut, paste, roll, arrange, modify, shape, natural materials, recycled materials*

Strand F2: Dramatic Play

Benchmark 6.2. Children develop imagination, creativity through pretend play, role-playing, storytelling, and enactment of familiar and imaginary situations

SLOs Children will be able to:	Suggested Activities
Act out to represent familiar people, places, objects and everyday situations through pretend play. (Ap)	Pretend Play: Encourage children to take turns being customers and shopkeepers, doctor and patient, teacher and student, etc.
Take on different roles and use simple words, gestures and actions during role-play. (Ap)	Community Helpers: Guide children to act as a doctor, teacher, firefighter, shopkeeper or bus driver.
Use imagination to act out simple imaginary situations, characters or events.(C)	Magic Forest: Help children to become imaginary characters such as fairies, giants or friendly dragons.
Retell a familiar story using actions, facial expressions, props and simple dialogue. (Ap)	Story Enactment: Support children to act out a familiar story using simple props, puppets, characters' movements and expressions.
Express simple feelings, ideas and experiences through drama (C)	My Special Day: Guide children to act out a personal experience such as a birthday or picnic.

Key words: *Dramatic Play, Imagine, pretend, role-play, character, storytelling, gesture, expression, movement, props, feelings, ideas, experiences, cooperate, take turns*

Chapter 3: Student Learning Outcomes, Suggested Activities and Key words

Strand F3: Sound, Rhythm and Movement

Benchmark 6.3. Children explore, and respond to diverse sounds, rhythms, and rhythmic patterns maintaining a simple beat with voice and instruments.

Express ideas and emotions to rhythm through body movement, rhythm and spatial awareness individually and collaboratively.

SLOs Children will be able to:	Suggested Activities
● Explore and identify different sounds in the environment and produce simple sound patterns using clapping, tapping, etc. (U)	● Copy My Rhythm: Teacher claps/taps a simple pattern for children to copy.
● Maintain a simple steady beat while singing, clapping, moving or playing a simple instrument. (Ap)	● Move to the Beat: Help children to walk, march or tap while maintaining the beat of rhythm.
● Follow and respond to simple rhythmic patterns through listening, singing, movement and actions. (Ap)	● Action Songs: Encourage children to follow movement patterns in familiar action songs.
● Express different emotions through movement in response to rhythm and sound.(U)	● Rhythm Echo: Teacher sings/claps a short pattern and children repeat it.
● Participate in simple group movement activities, maintaining awareness of others and shared space.(Ap)	● Follow-the-Leader: Guide children to follow a leader's simple movements while keeping a safe distance.

Key words: *Sound, Rhythm, listen, sound, beat, pattern, clap, tap, sing, instrument, movement, respond, express, emotion, space, coordination, group*

Domain G: Physical Development

Standard: Children develop and demonstrate control, strength, and coordination in large- and small-muscle movements and show awareness of body position and spatial relationships during physical activity.

Chapter 3: Student Learning Outcomes, Suggested Activities and Key words

Strand G1: Gross Motor Development

Benchmark 7.1. Children develop the ability to control, coordinate, balance, strengthen, and move their bodies with agility, confidence, and increasing mastery of their large muscles.

SLOs The children will be able to:	Suggested Activities
Do age-appropriate physical activities such as running, jumping, skipping, sliding and hopping. (Psychomotor)	Morning Movement Routine: Children move through running, hopping, jumping and skipping
Demonstrate balancing, and walking on a straight curved and zig zag lines (Psychomotor)	Animal Walk: Move like a rabbit, frog, duck, etc. Line Walk: Walk along straight and zig zag lines
Move around, under, over, along and through balancing and climbing equipment. (Psychomotor)	Mini Obstacle Course: Go over cushions, under a table/arch and through hoops. Local games; for example: Pithu garam, chuppan chuppaiee, staphu, laal pari, kho kho etc.
Refine and improve their movements as they repeat actions. (U+ Psychomotor)	Zig-Zag Trail: Follow a zig-zag and curved path without stepping outside it. (Use rope or chalk line)
Develop gross motor skills and flexibility through physical exercise, such as stretching, bending and other drills. (U+Psychomotor)	Balance Challenge: Walk while carrying a soft beanbag. Throw-and-Catch Practice: Throw and catch a ball practice and repeat with gradually increasing distance.

Key words: Age-appropriate activities; control, coordinate, strengthen, agility, confidence and mastery

Chapter 3: Student Learning Outcomes, Suggested Activities and Key words

Strand G2: Fine Motor Development

Benchmark 7.2. Strengthening of small muscles of the hands and fingers, developing their hand–eye coordination, finger control, dexterity, and skills needed for self-care and early writing.

SLOs The children will be able to:	Suggested Activities
• Use a range of child-friendly and age-appropriate tools (crayons, pencil colors and play dough) with increasing control and confidence. (Psychomotor)	• Drawing Patterns: Draw lines, circles, curves and simple patterns. • Colouring Challenge: Colour within large outlined shapes
• Handle flexible/mouldable materials safely with increasing control. (U+Psychomotor)	• Play Dough Creations: Roll, pinch, squeeze and make simple objects. • Tool Exploration: Use crayons, chunky pencils and safe child scissors and paper knives to create artwork.
• Show increasing control over their bodies and daily chores. (Executive functions) (U+Psychomotor)	• Threading with Yarn: Thread thick yarn through large holes in cardboard. • Buttoning Practice: Button and unbutton clothing frames or old shirts.
• Able to manipulate small objects with ease (string beads, fit small objects into holes), pick up small objects with fingers (U+Psychomotor)	• Bead Threading: Thread large beads onto string. • Peg Board: Place and remove pegs from holes

Key words: Strengthening of small muscles, finger control, dexterity, and skills needed for self-care and early writing

Strand G3: Sensory Development

Benchmark 7.3. Children develop ability to explore and differentiate sensory experiences by identifying differences in smells, tastes, textures, sounds, temperatures, and visual features in their environment.

SLOs The children will be able to:	Suggested Activities
• Differentiate between smells bad, good, strong, light, fruity, flowery, pungent	Natural Smell: Explore safe smells from flowers, leaves and fruits and herbs.

Chapter 3: Student Learning Outcomes, Suggested Activities and Key words

(	Strong or Light: Compare strong and light smell such as garlic, onion, cucumber and tomato
Differentiate between different tastes; sweet, bitter, salty, sour, and spicy. (U +Psychomotor)	Taste Testing: Taste safe foods representing different tastes such as spicy, sweet, salty, sour and bitter etc Taste & Picture Match: Match the taste with a picture/word card.
Differentiate between textures; smooth, rough, hard, soft, silky, fluffy, bumpy, slimy. (U+Psychomotor)	Texture Mystery Bag: Feel objects without looking and describe them. Texture Sorting: Sort materials into smooth, rough, soft and hard groups.
Differentiate between different sounds; loud, soft, shrill.(psychomotor)	Sound Guessing: Identify sounds made by familiar objects and animals. Loud-Soft Orchestra: Play different instruments loudly and softly and sort sounds as loud or soft.
Differentiate between different temperatures hot, cold, warm. (Understanding +Psychomotor)	Temperature Touch: Compare safe warm and cool objects using hands. Warm/Cold Sorting: Sort pictures of things associated with different temperatures.
Key words: Differentiate, describe, smell, taste, texture, sound and temperature	

Strand G4: Body Awareness & Movement

Benchmark 7.4. Children develop understanding of their bodies, how different body parts move, how their bodies relate to space, and how to control their movements

SLOs The children will be able to:	Suggested Activities
Identify and name major body parts and describe their basic functions. (U)	Head-to-Toe Song: Name and touch body parts while singing. Body Parts Game: Teacher calls out a body part and children point to it.
Show different ways their body can move, such as bending, stretching, twisting, jumping, crawling, walking and running. (U +Psychomotor)	Movement Cards: Pick a card and perform the movement. Action Song: Move according to rhythm and instructions.

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Learn and demonstrate awareness of body position, such as standing, sitting, lying, reaching, bending and balancing. (Us +Psychomotor)	Movement Sequence: Perform 3–4 movements in a given order. Teacher Says: "Stand", "sit", "bend", "reach", etc.
Learn and understand how different body parts can move. (Understanding +Psychomotor)	Freeze Positions: Move to rhythm and freeze in a named position. Move One Part: Move only hands, feet, shoulders or head.
Move through spaces with consideration of other children/people and objects in the environment. (Understanding +Psychomotor)	Obstacle Navigation: Move through cones and hoops without touching them. Follow the Path: Move around marked pathways while maintaining distance.
Show respect for other children's personal space while playing. (Understanding +Psychomotor)	Partner Movement: Move together without bumping into other pairs. Traffic Light Game: Walk/run/stop while avoiding others.
Show respect for differently abled children's personal space while playing. (Un+Psychomotor)	Inclusive Obstacle Course: Adapt movement activities so all children can participate. Space Awareness Role Play: Practice asking before helping and giving others enough space.
Key words: <i>Body parts and their basic functions, bending, stretching, twisting, jumping, crawling, running, standing, sitting, lying, reaching, bending and balancing</i>	

CHAPTER 4

GUIDELINES FOR PEDAGOGY IN ECCE

Effective teaching and learning in Early Childhood Care and Education (ECCE) for children aged 4 to 5 years relies on a responsive, child-centered, and integrated pedagogical framework. At this foundational stage, child development is inherently dynamic, holistic, and interwoven; cognitive growth, language development, physical coordination, and social-emotional well-being do not occur in isolation, but reinforce one another through active exploration. To achieve the intended Student Learning Outcomes (SLOs), pedagogy must systematically align three core pillars:

- i) **The Developmental Stage of the Learner:** Four- to five-year-olds are concrete, symbolic, and intuitive thinkers who learn best through active physical manipulation, multi-sensory experiences, guided choice, and socio-dramatic play.
- ii) **The Nature of Early Learning Domains:** Key learning areas—ranging from Personal and Social Development to Basic Mathematical Concepts, Creative Arts, and Health—are integrated through thematic, real-world contexts rather than taught as separate academic subjects.
- iii) **The Intended Student Learning Outcomes (SLOs):** Pedagogical choices must intentionally activate Bloom's three domains of learning:
 - **Cognitive Domain:** Fostering curiosity, logical sorting, pattern recognition, and problem-solving.
 - **Affective Domain:** Cultivating empathy, cooperative play, self-regulation, courtesy, and social responsibility.
 - **Psychomotor Domain:** Refining fine-motor dexterity, tool handling, gross-motor agility, and sensory coordination.

4.1 PRINCIPLES OF TEACHING AND LEARNING

The following principles draw on established learning and developmental theories and translate them into developmentally appropriate, inclusive and responsive practices for early childhood education. Here are the most important principles of teaching and learning for Early Childhood Care and Education (ECCE) appropriate for children aged 4 to 5 years:

- i) **Holistic and Integrated Development:** Development in early childhood is interwoven. Cognitive growth, language literacy, social-emotional well-being, and physical coordination do not occur in isolation—every learning experience should simultaneously engage and reinforce multiple developmental domains.

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- ii) **Play as the Primary Pedagogy** Play is the fundamental medium through which 4-to-5-year-olds make sense of the world. Socio-dramatic role-play, constructive play, and games with simple rules drive language acquisition, self-regulation, and creative problem-solving.
- iii) **Concrete-to-Representational Learning** Children in the preoperational stage learn through direct physical action. Learning must move from concrete, multi-sensory manipulation (real objects, counters, clay, sensory trays) to pictorial representations before introducing abstract symbols.
- iv) **Scaffolding Within the Zone of Proximal Development (ZPD)** Effective teaching involves active mediation. Educators act as co-players and facilitators, using open-ended questions and gentle prompts to guide children slightly beyond what they can accomplish independently.
- v) **Agency, Choice, and Initiative** To build psychosocial confidence and self-efficacy, learning environments must grant children agency. Providing daily choices among learning centers and encouraging independent problem-solving fosters initiative rather than hesitation or guilt.
- vi) **Ecological and Culturally Relevant Contexts** Learning is most meaningful when anchored in the child's immediate environment. Curricula should integrate familiar family routines, community helper roles, local language expressions, and cultural heritage.
- vii) **Balanced Engagement Across Bloom's Three Domains** Every activity should intentionally harmonize **Cognitive** reasoning (thinking and sorting), **Affective** dispositions (courtesy, empathy, and sharing), and **Psychomotor** skills (fine motor dexterity and gross motor balance).
- viii) **Inquiry-Driven Discovery and Curiosity Pedagogy** should leverage children's natural curiosity by creating environments that invite questioning, testing hypotheses ("What happens if...?"), and learning through trial, error, and exploration.
- ix) **Prosocial Collaboration and Inclusivity** Learning is inherently social. Structuring cooperative small-group tasks promotes turn-taking, peer scaffolding, empathetic conflict resolution, and collaborative play across gender lines and diverse backgrounds.
- x) **Concrete-to-Representational Learning:** Grounding mathematical and scientific concepts in physical manipulatives (counters, blocks, clay, leaves) before introducing pictorial or symbolic representations.
- xi) **Cooperative and Collaborative Learning:** Structuring small-group projects, peer games, and shared responsibilities regardless of gender to build prosocial habits, turn-taking, and mutual respect.

There is a significant connection between teaching and learning process. For understanding the effectiveness of teaching learning process at ECCE level one must know the different learning theories and their connection with different pedagogical approaches in order to successfully achieve the SLOs of an integrated and holistic ECCE curriculum. There are different learning

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theories which help to understand the process of learning in early years by recognizing the stages of learning and what a child can perform at a specific age.

Here is a brief description of these theories:

4.2 KEY LEARNING THEORIES

- **1. Jean Piaget — Cognitive Development Theory**

Relevant Stage: Preoperational Stage (*specifically the Intuitive Thought Sub-stage, Ages 4–7*)

Characteristics at Age 4–5: Children think symbolically and intuitively rather than through formal logic. They rely heavily on concrete, visual, and tactile experiences and are gradually moving out of egocentrism toward understanding others' perspectives.

- **Erik Erikson — Psychosocial Development Theory**

Relevant Stage: Stage 3: Initiative vs. Guilt (*Ages 3–6*)

Characteristics at Age 4–5: Children naturally seek to take leadership, plan activities, make choices, and invent play scenarios. Supporting their choices builds purpose and confidence, whereas over-criticism or rigid control produces feelings of guilt and hesitation.

- **Lev Vygotsky — Sociocultural Theory**

Relevant Concepts: Zone of Proximal Development (ZPD) & Private Speech

Characteristics at Age 4–5: Children actively use self-talk (*private speech*) to plan actions and regulate their behavior. Learning is optimized when supported by adults or more capable peers through scaffolded dialogue during shared tasks.

- **Lawrence Kohlberg — Moral Development Theory**

Relevant Stage: Pre-conventional Level — Stage 1 (Obedience & Punishment Orientation) transitioning to Stage 2 (Individualism & Exchange / Self-Interest)

Characteristics at Age 4–5: Children follow rules primarily to avoid negative consequences or earn rewards. Concepts of fairness are concrete and reciprocal (*"I'll share with you if you share with me"*).

- **Jerome Bruner — Modes of Cognitive Representation**

Relevant Stage: Transitioning from the Enactive Mode (*action-based*) to the Iconic Mode (*image/picture-based*)

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Characteristics at Age 4–5: Children understand concepts best when they can physically manipulate objects first, followed by looking at pictures or diagrams, prior to handling abstract written symbols.

- **Urie Bronfenbrenner — Ecological Systems Model**

Relevant Systems: Microsystem & Mesosystem

Characteristics at Age 4–5: Development is most directly impacted by the child's immediate daily settings (family, pre-school classroom, playground) and the quality of the connections between home and school. Early Childhood Care and Education (ECCE) pedagogical approaches directly operationalize developmental learning theories into active classroom practices. Piaget's preoperational theory justifies concrete, activity-based learning using physical manipulatives to build schemas. Vygotsky's sociocultural framework grounds collaborative and inquiry-based learning, using scaffolded dialogue within the Zone of Proximal Development to expand language and reasoning. Furthermore, Erikson's initiative stage underpins choice-driven, play-based learning that fosters child agency without fear of failure, while Bronfenbrenner's ecological systems model supports thematic, project-based learning rooted in familiar community contexts. Together, these theories ensure pedagogical methods remain developmentally appropriate, holistic, and responsive to young learners. The most widely used teaching approaches for an early childhood care and education (ECCE) classroom (ages 4–5), linked to their primary developmental domains and foundational learning theories.

4.3 PEDAGOGICAL APPROACHES

Based on these principles of learning at ECCE level different pedagogical approaches can be used to achieve the SLOs of different levels and domains. Before explaining the different pedagogical approaches in ECCE level here it is important to understand that in early childhood curriculum development, pedagogical Approaches and methodologies represent two distinct levels of instructional design:

- **Pedagogical Approach (The Macro Level / Philosophy):** Refers to the overarching theory, mindset, or framework that defines how learning happens. It answers *why* a particular philosophy is chosen and *how* the learning environment is conceptualized (e.g., viewing learning as an inquiry-driven, play-based, or experiential process).
- **Methodology / Teaching Methods (The Micro Level / Practical Action):** Refers to the specific, actionable strategies, techniques, classroom setups, and structured routines used by educators to execute an approach. It answers *what* specific task or activity children do to achieve a learning outcome. Here is brief comparison for understanding:

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TABLE 11: PEDAGOGICAL APPROACH VS METHODOLOGY (ECCE LEVEL)

Feature	Pedagogical Approach	Methodology / Teaching Method
Definition	The foundational philosophy and theoretical framework guiding instruction.	The specific, concrete strategy or activity used to facilitate learning.
Level of Design	Macro-level: Broad, overarching orientation.	Micro-level: Tactical, step-by-step classroom practice.
Core Question Answered	<i>"Why do we teach this way and how do children construct knowledge?"</i>	<i>"What specific activity or technique will we use in today's lesson?"</i>
Flexibility & Scope	Broad and overarching; guides multiple activities across weeks or units.	Targeted and structured; applies to a specific lesson, station, or 15-minute routine.
Role of the Teacher	Adopting a mindset and creating an environment (e.g., facilitator, co-explorer).	Designing, guiding, and evaluating a specific task (e.g., setting up a tray, leading a chant).
ECCE Examples (Ages 4–5)	• Inquiry-Based Learning • Experiential Learning • Play-Based Learning • Project-Based Learning	• Sensory discovery trays • Nature observation walks • Socio-dramatic role-play corners Community mapping & 3D building

To support integrated, holistic child development across all seven ECCE learning domains, early childhood pedagogy must combine structured, active, and child-centered methodologies. Below are the seven key pedagogical approaches, their aligned methodologies for 4-to-5-year-olds, their theoretical rationale, and practical classroom activities. Here is brief explanation of main pedagogical approaches:

- i) **Play-Based Learning:** Using imaginative play corners, role-play scenarios, and dramatic arts as the primary vehicle for social negotiation, language application, and emotional regulation. Children take on roles (e.g., doctor, shopkeeper, family member) and act out scenarios using props, costumes, and imaginative play corners. Play serves as a social engine where children use private speech and negotiate roles within their Zone of Proximal Development (ZPD). It supports Stage 3 (*Initiative vs. Guilt*) by giving children agency to invent scenarios, make choices, and build confidence.

Target Domains: Personal & Social Development, Language & Literacy, Creative Arts.

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ii) Inquiry-Based Learning

Inquiry-based learning is a child-centered approach where learning is driven by children's natural curiosity, questions, and active investigations. Methodologies for 4-to-5-year-olds include sensory discovery tables, nature walks, open-ended question prompts, and simple prediction routines ("*I Notice, I Wonder, I Think*"). It provides open-ended, hands-on discovery trays, nature walks, and simple scientific experiments where children ask questions, test hypotheses, and construct conceptual understanding. Children explore real-world phenomena through hands-on sensory stations, nature walks, water/sand trays, and open-ended experimentation ("*What sinks or floats?*").

Inquiry nurtures intrinsic motivation, critical thinking, and scientific reasoning. Rather than passively absorbing facts, 4-to-5-year-olds construct mental schemas by posing questions, making predictions, testing ideas, and observing outcomes. This builds early cognitive logic, language articulation, and persistent problem-solving habits. The children of this age are in the *Preoperational Stage* build schemas by physically acting on concrete objects rather than listening to abstract explanations.

Example Activity

"Sink or Float Water Investigation" Children test various classroom and natural objects (a wooden stick, stone, dry leaf, plastic block, and metal spoon) in a water tray. Before dropping each item, children predict whether it will sink or float and place it on a picture chart under "Sink" or "Float." They then test each object, observe the results, and discuss why certain materials float while others sink.

Target Domains: The World Around Us, Basic Mathematical Concepts, Physical Development.

iii) Experiential Learning

Experiential learning is learning through direct action, reflection, and application (learning by doing). Methodologies for 4-to-5-year-olds include hands-on gardening/planting, snack preparation, sensory exploration of real-world objects, and interactive field visits/guest encounters. Young children process information primarily through physical contact and sensory input. By directly touching, smelling, observing, and manipulating real-life materials, children form concrete mental representations. Reflection occurs naturally through guided teacher-child discussions, drawing what they observed, and retelling the experience in sequence.

Example Activity: *"From Seed to Plant Experience"* Children plant bean seeds in individual transparent cups filled with soil. Over two weeks, they water their seeds daily, measure root

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and stem growth using counting cubes, observe changes through the clear plastic, and draw their plant's progression in a simple "My Garden Journal."

iv) Activity-Based Learning (ABL)

Activity-Based Learning engages children in physical, hands-on tasks where learning happens through self-directed or guided play. Methodologies for 4-to-5-year-olds include manipulative learning centers (blocks, pegs, pattern cards), fine-motor sensory trays (playdough, sand, water), and movement-based learning games.

Hands-on activities bridge the gap between abstract concepts and concrete understanding. Fine motor tasks (pinching, rolling, threading, cutting) develop hand-eye coordination and finger dexterity required for writing, while physical sorting and building reinforce spatial awareness, mathematical classification, and muscle control.

Example Activity: *"3D Geometric Clay & Stick Construction"* Children use small balls of playdough/clay and wooden craft sticks to assemble 2D geometric shapes (triangles, squares) and 3D frames (cubes, houses). As they roll clay and connect sticks, they count vertices and edges, developing tactile geometry skills and fine-motor strength.

v) Project-Based Learning (PBL)

Project-Based Learning involves children in an extended, multi-day investigation of a real-world topic or community theme. Methodologies for 4-to-5-year-olds include thematic mini-projects, building collaborative dramatic corners, community mapping, and class-created storybooks/exhibitions.

Projects naturally weave together multiple learning domains (math, language, art, science, social skills) over a sustained period (1–3 weeks). They encourage sustained attention, collaborative decision-making, and deep conceptual connections as children apply diverse skills toward a common, meaningful goal.

Example Activity: *"Building Our Neighborhood Post Office"* Over two weeks, children investigate how mail is delivered. They design envelopes and stamps using craft supplies (Creative Arts & Fine Motor), write picture letters to classmates (Literacy), sort mail into numbered delivery boxes (Math & Sorting), and role-play postal workers, delivery drivers, and customers (Social-Emotional Development).

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vi) Collaborative Learning

Collaborative learning involves children working in pairs or small groups to complete a task, solve a problem, or construct a project together. Methodologies for 4-to-5-year-olds include paired partner games, shared art murals, cooperative block construction, and group dramatic play.

Peer interaction challenges egocentric thinking and fosters social perspective-taking (Vygotsky's Sociocultural Theory). Working together requires children to express their ideas verbally, listen actively, practice courtesy expressions ("*please*," "*thank you*," "*my turn*"), share materials across gender lines, and resolve minor play conflicts constructively.

Example Activity: "*The Joint Community Street Mural*" In groups of 4 or 5, children work on a long roll of butcher paper to paint a community neighborhood. Children negotiate who paints each element (e.g., roads, parks, houses, trees), share paint pots and brushes, and present their completed section together during reflection time.

vii) Problem-Solving and Critical Thinking

This approach encourages children to analyze situations, evaluate options, reason logically, and generate solutions to age-appropriate challenges. Methodologies for 4-to-5-year-olds include open-ended construction challenges, pattern completion puzzles, story-based moral dilemmas, and cause-and-effect troubleshooting.

Critical thinking develops when children encounter authentic challenges that lack a single fixed answer. They learn to make hypotheses, analyze why a strategy failed (e.g., why a block tower fell), adjust their approach, and evaluate the stability or success of their new design.

Example Activity: "*The Sturdy Bridge Challenge*" Children are given a task: "*Build a bridge using wooden blocks and cardboard strips that can hold 3 toy cars without collapsing.*" In pairs, children experiment with block placement, evaluate bridge balance, troubleshoot stability issues when cars are placed on top, and modify their structure until it holds the weight.

viii) Integration of Technology and Digital Tools

Technology integration in ECCE involves the intentional, age-appropriate use of digital tools as creative, exploratory instruments rather than passive screen viewing. Methodologies for 4-to-5-year-olds include audio listening stations for stories, digital handheld magnifiers/microscopes for science, interactive whiteboard shape games, and recording child-narrated audio stories.

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When used thoughtfully as a learning tool, technology enhances multi-sensory engagement, provides visual representation of abstract concepts, supports diverse learning modalities, and fosters early digital literacy. It allows children to document their physical creations (e.g., photographing their block structures) and reflect on their learning process.

Example Activity: "*Digital Nature Inspection & Audio E-Portfolio*" Using a handheld USB digital microscope or tablet camera, children capture close-up photos of leaves, feathers, and soil textures. The magnified images are displayed on a screen for group discussion, and children record a short 30-second audio clip explaining what they discovered, which is saved into their digital learning portfolio.

4.4 DEVELOPMENTAL CONSIDERATIONS

When selecting and implementing pedagogical approaches for children age between 4-to-5 in an ECCE classroom, teachers must align their teaching strategies with the core developmental milestones of this age group:

i) Cognitive Readiness: Preoperational & Symbolic Thinking

At this age children think concretely, intuitively, and visually (Piaget's Preoperational Stage; Bruner's Enactive-to-Iconic modes). They cannot yet process abstract concepts or formal logic. Pedagogical Focus: Activity-Based and Inquiry Learning must rely on physical, multi-sensory manipulatives (counters, clay, sand/water tables, natural objects) before introducing pictorial cards or symbols.

ii) Psychosocial Autonomy: Drive for Initiative

Children are navigating Erikson's *Initiative vs. Guilt* stage, demonstrating a strong psychological drive to make choices, lead tasks, and explore independently. Pedagogical Focus: Play-Based and Experiential Learning must grant child agency—allowing learners to select learning corners, direct their socio-dramatic play, and test ideas in a risk-free environment where mistakes are treated as natural steps in learning.

iii) Language & Social Scaffolding: Private Speech & Peer Play

Developmental Trait: Language is expanding rapidly and serves as the primary tool for internal reasoning (*private speech*) and self-regulation. Children learn best through social mediation within their Zone of Proximal Development (ZPD).

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Pedagogical Focus: Collaborative and Socio-Dramatic Learning should incorporate pair/group tasks, dramatic play corners (market, doctor clinic), and teacher-guided open-ended questioning ("*What happens if...?*") to scaffold language and problem-solving.

iv) **Physical & Motor Integration: Short Attention Spans**

Four-to-five-year-olds require continuous fine and gross motor refinement and cannot sustain long periods of passive, sedentary instruction. Pedagogical Focus: Experiential and Movement-Based Approaches must integrate physical manipulation, cutting, threading, sorting, and balance games to build dexterity and physical coordination alongside cognitive concepts.

v) **Ecological Relatability: Contextualized Learning**

Developmental Trait: Young children construct knowledge by connecting new concepts to their immediate daily environment—their family, home routines, and neighborhood (Bronfenbrenner's Microsystem). Pedagogical Focus: Project-Based and Thematic Approaches must anchor sustained investigations in familiar community helper roles, local cultural traditions, and real-world everyday contexts.

4.5 IMPLICATIONS FOR TEACHER PROFESSIONAL DEVELOPMENT

Implementing these active, child-centered pedagogical approaches requires shifting the teacher's role from a traditional instructor to a facilitator, co-player, and observer. The transition from traditional direct instruction to child-centered, active pedagogy for 4-to-5-year-olds, teacher professional development must address the key developmental and operational dimensions. To effectively execute this curriculum for 4-to-5-year-olds, Teacher Professional Development (TPD) must focus on five key implications:

- i) **Shift from Direct Instruction to Scaffolding (ZPD Mediation):** Training must equip educators with techniques for guided dialogue and open-ended questioning ("*What do you think will happen if...?*") to stretch children's thinking during play without taking over their learning process.
- ii) **Classroom & Learning Corner Environment Design:** Teachers need practical workshops on setting up, managing, and rotating multi-sensory learning centers (dramatic play, block building, science/water trays) using low-cost, local, and concrete materials.
- iii) **Mastery of Authentic, Observation-Based Assessment:** TPD must train teachers to replace paper-and-pencil testing with unobtrusive assessment methods—such as recording anecdotal notes, maintaining work portfolios, and using observational checklists during natural play.

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- iv) **Child Development & Classroom Management:** Educators require a deep understanding of developmental psychology (e.g., Erikson's *Initiative vs. Guilt*) to support self-regulation, encourage child choice, and view mistakes as natural learning moments rather than behavioral issues.
- v) **Inclusive and Culturally Responsive Facilitation:** Professional development should build capacity in designing thematic, localized learning activities that reflect children's home environments while promoting gender equity and inclusive peer collaboration.

Guiding Questions

The transition from traditional direct instruction to child-centered, active pedagogy for 4-to-5-year-olds, teacher professional development must address the following key developmental and operational dimensions:

TABLE 12: GUIDING QUESTIONS

What knowledge and skills will teachers require to implement the recommended pedagogical approaches effectively? 1. Required Knowledge and Skills for Effective Implementation • Developmental Psychology & Milestones: Deep understanding of 4-to-5-year-old characteristics—specifically Piaget's preoperational concrete thinking, Erikson's <i>Initiative vs. Guilt</i>, and Vygotsky's <i>Zone of Proximal Development (ZPD)</i>. • Environmental Facilitation Skills: Ability to set up, rotate, and manage multi-sensory learning corners (dramatic play, block building, art, science) using low-cost, local, and concrete materials. • Guided Dialogue & Scaffolding: Skill in replacing direct lectures with open-ended questioning ("What do you notice?", "What will happen if...?") to stretch thinking during active play. • Authentic Observation-Based Assessment: Competency in capturing child progress through anecdotal notes, observational checklists, and work portfolios rather than paper-and-pencil tests.
Which pedagogical approaches will require additional teacher training or support? Pedagogical Approaches Requiring Additional Training and Support • Inquiry and Project-Based Learning (PBL): Shift teachers from delivering fixed daily lesson plans to facilitating sustained, multi-day investigations driven by children's questions. • Problem-Solving & Critical Thinking Facilitation: Guide teachers on how to step back and allow children to encounter and resolve age-appropriate challenges independently without stepping in too early to give the "right" answer. • Intentional Technology Integration: Train teachers to move beyond passive screen viewing toward active digital exploration (e.g., audio listening stations, digital microscopes, and photographing child block structures for e-portfolios).

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What competencies should teachers develop to facilitate inquiry, experiential, activity-based or project-based learning?

Core Competencies for Facilitating Active & Project-Based Learning

- **Co-Explorer & Facilitator Mindset:** Reconceptualizing the teacher's role from an authoritative instructor to a mediator, co-player, and observer.
- **Adaptive Planning:** Balancing child-led inquiry with structured Student Learning Outcomes (SLOs), ensuring play-based activities intentionally cover cognitive, affective, and psychomotor goals.
- **Material Adaptation:** Transforming everyday recycled and natural objects (leaves, bottle caps, clay, cardboard) into engaging learning manipulatives.

What support will teachers need to promote higher-order thinking, problem-solving and competency development?

Support Systems for Promoting Higher-Order Thinking and Competency Development

- **Questioning Question-Bank Toolkits:** Providing teachers with quick-reference prompt cards categorized by Bloom's taxonomy for preoperational learners (e.g., *Compare, Classify, Predict, Evaluate*).
- **Open-Ended Resource Provision:** Equipping classrooms with versatile, loose-parts materials (blocks, craft sticks, water/sand tools) that invite multi-dimensional problem-solving.
- **Collaborative Planning Time:** Allocating dedicated weekly hours for ECCE teachers to co-design learning challenges and reflect on classroom observations with peers.

What guidance will teachers require to address diverse learner needs and inclusive classroom practices?

Guidance for Diverse Learner Needs and Inclusive Practices

- **Differentiated Multi-Sensory Instruction:** Guidance on adapting learning centers to support children at varying developmental paces (e.g., fine-motor delays, speech delays, or advanced cognitive readiness) using Universal Design for Learning (UDL) principles.
- **Gender-Responsive & Culturally Inclusive Pedagogy:** Explicit strategies to eliminate gender stereotyping in play corners (ensuring equal access to construction and domestic play) and integrating local stories, home languages, and community traditions.
- **Prosocial Conflict Resolution:** Techniques for supporting children with emotional regulation difficulties through calm corners, visual emotion charts, and guided peer mediation.

What process of mentoring and monitoring will be required to ensure teachers are supported in providing the expected quality of pedagogy?

Mentoring and Monitoring Process for Quality Assurance

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- **Formative Supportive Supervision:** Moving away from evaluative inspection toward non-punitive, growth-oriented classroom visits using standardized ECCE pedagogical rubrics.
- **On-the-Job Peer Coaching:** Pairing novice teachers with experienced ECCE mentors for model-teaching demonstrations, co-teaching, and constructive feedback.
- **Professional Learning Communities (PLCs):** Establishing monthly reflective meetings where ECCE teachers review child portfolios, analyze learning corner setups, and collaboratively troubleshoot classroom challenges.

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CHAPTER 5

GUIDELINES FOR INSTRUCTION AND ASSESSMENT IN ECCE CURRICULUM AND LEARNING MATERIALS

This chapter is intended to guide curriculum developers, textbook writers, and ECCE learning materials developers in embedding developmentally appropriate instruction and assessment practices within the ECCE curriculum and its accompanying materials. Instruction and assessment in early childhood education are continuous, embedded, and play-based rather than separate testing events. Curriculum and textbook developers must explicitly caution against standardized written tests, timed exams, or oral "tests". The examples provided are illustrative; select, adapt, or elaborate only those aspects relevant to your context. Sections are kept concise and practical, in bullet-point form as much as possible.

5A.1 INTRODUCTION: ROLE OF INSTRUCTION AND ASSESSMENT IN ECCE

Instruction and assessment in ECCE are inseparable and continuous processes rather than distinct stages: teachers observe, guide, and adapt learning experiences moment to moment based on how children respond, play, and engage. Unlike later grades, ECCE assessment does not rely on formal testing but on ongoing observation of children's development across physical, cognitive, language, social-emotional, and creative domains. Well-designed instructional guidance and assessment tools help ECCE educators translate curriculum standards and learning outcomes into everyday practice, ensure that every child's progress is noticed and supported, and provide meaningful information to parents and the education system about how young children are growing and learning.

5A.2 PRINCIPLES OF INSTRUCTION IN ECCE

ECCE instruction should be guided by principles consistent with how young children learn best. Materials developers and curriculum writers should ensure the following principles are reflected in instructional guidance:

- **Child-centred:** instruction responds to individual children's interests, pace, and developmental readiness rather than a fixed, uniform sequence.
- **Play-based and experiential:** learning occurs primarily through purposeful play, exploration, and hands-on experiences rather than direct instruction or rote learning.
- **Holistic:** instruction addresses physical, cognitive, language, social-emotional, and creative development together, recognizing that domains are interconnected at this age.
- **Language-rich and interactive:** instruction embeds rich oral language, storytelling, songs, and conversation throughout the day, in the child's home/first language wherever possible.

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- **Routine-based:** predictable daily routines (arrival, circle time, free play, meals, rest) provide the structure within which learning experiences are embedded.
- **Responsive and scaffolded:** adults extend children's learning through questioning, modelling, and gentle guidance rather than correction or formal teaching.

5A.3 PURPOSE AND NATURE OF ASSESSMENT IN ECCE

Assessment at the ECCE level is fundamentally different in purpose and form from assessment at later stages of schooling. The integrated nature of ECCE assessment reflects how instruction and evaluation are inseparable processes. Teachers observe, guide, and adapt learning experiences in real time as children engage in routine play, storytelling, and hands-on exploration, eliminating the need for formal testing, timed exams, or written assessments. Curriculum and materials developers must design teacher guides that demonstrate how a single play-based activity can simultaneously generate assessment evidence for multiple Student Learning Outcomes (SLOs) across different domains.

In its holistic scope, ECCE assessment evaluates the whole child across all developmental dimensions. It extends far beyond basic pre-literacy and pre-numeracy skills to capture progress in physical coordination, cognitive reasoning, language acquisition, socio-emotional well-being, and ethical values. Because development varies naturally among young children, observation tools such as anecdotal notes, work portfolios, photo documentation, and rating scales are used to document growth without imposing rigid or high-stakes benchmarks.

Furthermore, holistic assessment is inherently inclusive and equitable. It accommodates diverse learning styles, developmental delays, and home languages by allowing children to demonstrate their understanding through varied, accessible means—including gestures, physical demonstrations, and pictorial representations—ensuring every child's growth is noticed and supported. Curriculum and materials developers should ensure the following distinctions are clearly reflected:

5A.4 ASSESSMENT TOOLS AND TECHNIQUES APPROPRIATE FOR ECCE

A variety of observation-based and performance-based tools should be recommended to ECCE materials developers and teachers, aligned with the SLOs and milestones defined in the curriculum. For each tool, brief guidance on its purpose is provided below.

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- **Performance-based/authentic tasks:** observing children complete a real, meaningful task (e.g., sorting objects, retelling a story, washing hands independently) rather than answering test questions. Observing children complete real, meaningful tasks (e.g., sorting objects, retelling a story, or practicing self-care) during routine activities.

Example: Self- and peer-expression

Instructional Strategy (For Classroom Use):

Circle Time "Show and Reflect": Children present their painting or clay sculpture to a partner and share what they liked best about making it.

Assessment Tool (For Teachers):

Visual Self-Reflection Cards: A set of simple icon cards (e.g., *Smiley Face = I felt confident / I enjoyed this*, *Thinking Face = I needed some help*) where 4-to-5-year-olds point or place a counter to reflect on their learning.

Guidance for Textbook Developers:

Insert Icon-Based Reflection Prompts at the bottom of activity workbook pages (e.g., "Color the star that shows how much fun you had building this model") to build early self-evaluation habits without requiring written answers.

- **Self- and peer-expression:** simple opportunities for children to express preferences or reflect on their own work verbally or through pointing/choosing, appropriate to their communication level. Providing simple, age-appropriate opportunities for children to express personal preferences or reflect on their work verbally, visually, or through gesturing.
- **Continuous and embedded:** assessment happens throughout daily activities and play, not through separate formal testing events, timed exams, or written tests. Continuous Embedded Observation & Multi-Domain Mapping Capturing evidence naturally during daily play,

Example: Continuous and embedded:

Example *Performance-Based / Authentic Tasks*

Instructional Strategy (For Classroom Use)

"Community Helper Market" Learning Corner: Set up a dramatic play station where children sort pretend groceries by category (fruits vs. vegetables) and handle play coins

Assessment Tool (For Teachers):

Observational Checklist: A simple matrix listing the child's name, target behavior (e.g., "Classifies objects by attribute" or "Uses polite words during play"), and indicators (Not Yet observed, Emerging, Mastered).

Guidance for Textbook Developers:

Include a "Look For" Observation Box alongside each lesson in the Teacher Guide instead of end-of-unit tests.

Example Textbook Note: "While children are sorting leaves by size, observe and check off if the child can explain their sorting rule verbally or through pointing."

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showing how a single play-based activity generates evidence for multiple Student Learning Outcomes (SLOs) simultaneously.

- **Photographic and Video Documentation**

Capturing visual records of skills that are difficult to evaluate in writing, such as gross motor coordination, social interactions, and spatial building.

Photographic and video documentation: visual records of children engaged in activities, used to document skills that are difficult to capture in writing (e.g., physical coordination, social interaction).

Example: Photographic and Video Documentation

Instructional Strategy (For Classroom Use):

Collaborative Block Building Challenge: Pairs of children work together to build a bridge or tower using wooden blocks.

Assessment Tool (For Teachers):

Digital Portfolio Log: A photo/video entry template containing a picture of the child's block tower, a 1-sentence child quote ("*We made it tall together*"), and the aligned domain outcome (e.g., Fine Motor & Peer Collaboration).

Guidance for Textbook Developers:

Provide Sample Photo-Log Templates in the Teacher Guide appendix showing how teachers can snapshot and record progress across physical and creative domains without interrupting play.

Portfolios: In Early Childhood Care and Education (ECCE), portfolios are a primary assessment tool defined as a purposeful collection of a child's work samples—including drawings, mark-making, craft projects, and photographs of block constructions—that document developmental growth over time. Because ECCE assessment must be continuous, embedded in daily play, and free of standardized or written tests, portfolios provide a holistic, authentic record of progress across physical, cognitive, language, social-emotional, and creative domains.

Portfolio Assessment Tools for the Classroom

Physical Work Sample & Photo Portfolio Folder:

Tool Format: An individual folder or binder containing chronological work samples (drawings, mark-making, paper crafts) paired with photographic documentation of physical or social play.

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Annotated Anecdotal Notes: Each work sample or photo is accompanied by a short teacher note indicating the date, the context of the activity, and a brief description of the observed skill.

Formative and diagnostic in nature: assessment should primarily identify what a child can do, emerging skills, and areas needing additional support, enabling timely intervention.

Developmentally appropriate: assessment tools and expectations must reflect realistic milestones for the 3–5 age range and allow for wide natural variation among children of the same age.

Checklists: simple yes/no or present/emerging/not-yet-observed lists aligned to specific SLOs or milestones, used to track skill acquisition efficiently across a group of children.

Rating scales: simple 3–4 point scales (e.g., "not yet," "emerging," "consistent") used

Example: Guidance for Textbook and Materials Developers

1. Embed "Portfolio Artifact Prompts" in Teacher Guides:

Textbook developers should explicitly replace written test prompts with suggested low-cost portfolio collection ideas alongside every curriculum standard or Student Learning Outcome (SLO).

Example Guide Prompt: "Instead of a paper test, take a photo of the child's block pattern or save their leaf-sorting sheet into their portfolio as evidence of pattern recognition."

2. Model Multi-Domain Portfolio Mapping:

Teacher guides should explicitly demonstrate how one portfolio entry can generate evidence for multiple SLOs across different domains at the same time, reducing documentation burden for educators.

3. Provide Parent Engagement & Reporting Templates:

Include printable portfolio summary sheets and guidelines in the textbook appendix to help teachers share portfolios with parents and caregivers, using work samples and learning stories to meaningfully illustrate child growth during parent meetings.

to capture the degree to which a child demonstrates a skill or behaviour over time.

Multi-Domain Progress Coversheet:

Tool Format: A simple summary sheet attached to the front of each child's portfolio folder. It maps collected artifacts to multiple learning domains simultaneously—demonstrating how a single drawing or photo provides evidence for fine motor control (physical), storytelling (language), and spatial understanding (cognitive).

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Learning stories / narrative observations: short, descriptive narratives that capture a meaningful learning moment, often shared with parents to illustrate a child's development in context.

Holistic in scope: assessment should capture progress across all developmental domains (physical, cognitive, language, socio-emotional, ethical/values), not only pre-literacy and pre-numeracy skills.

Rating Scale

At the ECCE level for children aged 4 to 5 years, rating scales are observational assessment tools structured as simple 3–4 point continua (such as "not yet," "emerging," or "consistent"). They are designed to capture the degree to which a child demonstrates a specific skill, milestone, or behavior over time during regular daily activities and play.

Key aspects of using rating scales in ECCE include:

- **Formative and Diagnostic Function:** Rather than grading or ranking performance, rating scales identify what a child can already do, highlight emerging abilities, and pinpoint areas requiring additional support or timely intervention.
- **Embedded in Play:** Ratings are assigned through continuous observation during routine classroom play, storytelling, and hands-on exploration, completely replacing formal testing, timed exams, or written tests.
- **Holistic Coverage:** They are used to track progress across all developmental domains—including physical dexterity, cognitive reasoning, language acquisition, and socio-emotional behaviors—rather than focusing solely on pre-literacy or pre-numeracy skills.
- **Developmentally Appropriate & Flexible:** Rating scales reflect realistic milestones for 4-to-5-year-olds and accommodate wide, natural variations in growth among children of the same age, avoiding rigid or punitive interpretations of developmental pace.

Rubrics

In an ECCE classroom for children aged 4 to 5 years, rubrics function as qualitative, observational guides that teachers use to document child development during authentic play and daily routines.

Key aspects of using rubrics in ECCE include:

- **Assessment for Learning:** Rather than serving to grade, rank, or pass/fail children, ECCE rubrics are formative and diagnostic. They establish clear developmental indicators to help teachers identify what a child can already do, recognize emerging competencies, and provide timely, scaffolded support.
- **Embedded in Authentic Play:** Rubrics are applied unobtrusively while observing children engaged in natural classroom activities—such as block building, storytelling, fine-motor

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art tasks, or cooperative play—eliminating the need for formal testing, timed exams, or paper-and-pencil assessments.

- **Holistic Scope:** They capture growth across all developmental areas simultaneously, evaluating physical coordination, language articulation, cognitive reasoning, socio-emotional regulation, and ethical dispositions.
- **Inclusive and Flexible:** Developmentally appropriate rubrics accommodate wide natural variations in growth among 4-to-5-year-olds. They provide flexible criteria that allow children to demonstrate understanding through multiple modalities, including verbal descriptions, gestures, physical actions, or home-language responses.

An example of rubrics covering all developmental domains and learning areas for formative assessment is annexed “C”.

Curriculum documents should explicitly caution materials developers against including or implying standardized written tests, timed assessments, or high-stakes evaluation at the ECCE level, as these are developmentally inappropriate and can undermine children's confidence and love of learning.

5A.5 ALIGNMENT OF INSTRUCTION AND ASSESSMENT WITH PEDAGOGICAL APPROACHES

Assessment in ECCE should not be a separate add-on activity but should be embedded within the same pedagogical approaches used for instruction. Materials developers should ensure the following alignment:

- Play-based learning: assessment occurs through observing children during free play, guided play, and games, without interrupting the play itself.
- Inquiry and exploration: assessment captures children's questions, curiosity, and the reasoning behind their choices during hands-on exploration.
- Collaborative learning: assessment includes observation of social skills, cooperation, and communication during group and pair activities.
- Routine-based learning: self-care and independence-related SLOs (e.g., handwashing, tidying up) are best assessed during natural daily routines rather than staged activities.
- Storytelling and circle time: language, listening, and comprehension SLOs can be observed through children's participation, retelling, and responses during stories and discussions.

5A.6 FREQUENCY, RECORDING AND REPORTING

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Curriculum guidance should specify practical, manageable expectations for how often and how ECCE educators record and report on children's progress, recognizing that teachers often manage large groups with limited time for documentation.

- **Frequency:** brief, ongoing observations should be recorded regularly (e.g., weekly focus on a few children on a rotating basis) rather than attempting to document every child every day.
- **Simplicity of tools:** recording formats should be short, practical, and usable within a busy classroom (e.g., a one-page checklist per term rather than lengthy narrative reports for every child).
- **Progress reporting to parents:** reports to parents should use simple, jargon-free, strength-based language describing what the child can do and is working toward, avoiding scores, grades, or comparative ranking against peers.
- **Use of assessment data:** recorded observations should directly inform lesson planning and identify children who may need additional support or referral (e.g., for developmental concerns), linking assessment back into instruction.

5A.7 INCLUSION, EQUITY AND CULTURAL RESPONSIVENESS IN ASSESSMENT

Assessment approaches and tools recommended in ECCE curriculum and materials should actively support equity and inclusion. Materials developers should ensure:

- Assessment tasks and observation prompts allow for children with disabilities or developmental delays to demonstrate learning in varied ways (e.g., verbal, gestural, pictorial).
- Assessment does not disadvantage children who speak a home language different from the language of instruction; understanding may be assessed through demonstration or home-language response where feasible.
- Illustrative examples, checklists, and observation scenarios reflect diverse family structures, genders, abilities, and socio-economic and cultural contexts found across Pakistan.
- Assessment expectations remain flexible enough to accommodate wide natural variation in development among children of the same age, avoiding rigid or punitive interpretations of "delay."

Ensuring assessment tasks allow children with developmental delays or diverse home languages to demonstrate learning through non-verbal, gestural, or pictorial means.

5A.8 GUIDANCE FOR DEVELOPING ASSESSMENT RESOURCES WITHIN LEARNING MATERIALS

Where curriculum and textbook developers create accompanying teacher guides, workbooks, or resource kits for ECCE, the following features should be considered for embedding instruction and assessment support:

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- Teacher guides should include simple, ready-to-use observation checklists mapped directly to

Example of Inclusive & Culturally Responsive Assessment Tools

Instructional Strategy (For Classroom Use)

Multi-Sensory Story Retelling: Using puppet props, picture cards, or physical actions so children can demonstrate story comprehension without relying solely on spoken language.

Assessment Tool (For Teachers)

Differentiated Demonstration Rubric: An observation guide offering multiple ways to verify understanding (e.g., *Demonstrates concept by: (a) Speaking, (b) Pointing to picture cards, or (c) Acting out with physical props*).

Guidance for Textbook Developers:

Explicitly instruct teachers to accept home-language responses, gestures, or visual demonstrations when evaluating concept mastery.

the SLOs of each domain and sub-domain.

- Sample "look-fors" or indicators should be provided for each SLO, describing what "emerging," "developing," and "consistent" performance might look like in observable child behaviour.
- Suggested low-cost or no-cost documentation formats (e.g., simple tally sheets, portfolio cover sheets) should be included so that assessment remains feasible in under-resourced and multi-grade ECCE settings.
- Teacher guides should model how a single play-based activity can generate assessment evidence for multiple SLOs across different domains simultaneously, reducing the burden of separate assessment tasks.
- Guidance should be provided on how and when to involve parents/caregivers as partners in observing and supporting children's development at home.

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AUTHORS GUIDELINES FOR DEVELOPING LEARNING PACKAGE

Early Childhood Care and Education (ECCE)Curriculum

Ages Bracket 4.5 – 5.5 Years

Developmental Domains: Personal, Social and Emotional Development; Cognitive Development; Language Development; and Physical Development

Key Learning Areas: Basic Literacy and Numeracy; World Around Us; Health, Hygiene and Nutrition; Child Safety; and Creative Arts

ECCE Curriculum Draft 2026

CHAPTER 6

AUTHORS GUIDELINES FOR DEVELOPING LEARNING PACKAGE AND LEARNING MATERIALS

6.1. PURPOSE AND SCOPE OF THE GUIDELINES

The purpose of these guidelines is to support authors in understanding how children develop and learn during the early years and how the learning outcomes outlined in the ECCE Curriculum can be translated into developmentally appropriate learning materials. The guidelines will support authors in developing content that is age-appropriate, child-friendly, context-specific, inclusive, culturally responsive, engaging, and aligned with children's developmental needs and learning experiences.

Who this is for

These guidelines are for:

- Learning Package developers
- Illustrators and design directors
- Editors and reviewers
- Curriculum coordinators

What is inside

- Alignment with Pedagogical Approaches
- Content Organization and Learning experiences
- Conceptual Understanding and Progression
- Thematic Integration of SLOs
- Inclusion and Representation
- Assessment Opportunities within Learning Materials
- Visual Design

An Example of Integrated Holistic Learning Themes for developing Learning Package

Theme 1: "All About Me, My Family, and My Community"

Theme Focus: Fostering self-awareness, social relationships, cultural appreciation, and personal wellbeing.

TABLE 13: INTEGRATED SLO BY DOMAINS AND LEARNING AREAS

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Integrated SLOs by Domains and Learning Areas	
Personal and Social Development: • Express personal likes, dislikes, and preferences (favorite food, toy, colour, clothes, shoes and choices). • Share and collaborate with peers, teachers, family, and neighbours regardless of gender. • Demonstrate respect, acceptance, and appreciation for diversity, as well as heritage and culture. • Show responsibility for self and others in class, school, home, and neighbourhood. • Use common courtesy expressions such as greetings, please, thank you, sorry, and excuse me.	The World Around Us: • Understand the importance of families and talk about family history. • Develop an understanding of the people and places around them.
Language and Literacy • Engage in conversation confidently about matters of immediate and personal interest.	Health, Hygiene and Safety ▪ Develop an understanding of personal safety, security, and hygienic practices.

6.2. RELATIONSHIP OF THE LEARNING PACKAGE TO THE TEACHER'S MANUAL

This document provides guidance on the content and design of the Learning Package for children. The Learning Package will be used alongside the **Teacher's Manual**, which provides guidance on how teachers facilitate children's learning and create a supportive learning environment in the classroom.

The Teacher's Manual will cover areas such as establishing learning environments, developing daily routines, setting up learning corners, developing and using low-cost and no-cost materials, and facilitating learning activities.

Authors should therefore ensure that teacher facilitation instructions, answer keys, suggested activities, and other pedagogical support are provided in the Teacher's Manual rather than in the children's Learning Package.

6.3 ALIGNMENT WITH PEDAGOGICAL APPROACHES

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Follow a child-centred and play-based approach – authors must know that

- Children learn through play, exploration, interaction, hands-on experiences, and problem solving
- Activities provide opportunities for children to choose, explore, experiment, create and communicate.
- Guided play is used alongside free play and carefully planned structured play with adult interaction
- Activities should be self-directed as well as teacher-directed
- There may be more than one activity for each SLO.

Content Organization and Learning experiences

Organise learning around themes mentioned in the Students Learning Outcomes(SLOs)

For example:

Theme: My Body

- Language: naming body parts, describing movement
- Mathematics: counting fingers/toes, comparing big/small
- Health: hygiene and healthy habits
- Physical development: movement and balance
- Social-emotional: expressing feelings
- Arts: drawing/painting the body
- Science: exploring the senses(smell, taste, hear, touch and sight)

Start with clear learning outcomes

Every unit/theme should identify:

- **What children will explore**
- **What children will understand**
- **What children will be able to do**
- **Which developmental domains are being supported**

For example:

- Children identify and name familiar fruits and describe their colour, shape, size, taste and smell
- Children identify family members, describe the relationship and their roles

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- Describe their home and identify common rooms, spaces their use, and objects used in everyday life

Use children's immediate environment (depending on the context)

Activities should begin with what children **know, see, touch and experience**

Priority should be given to:

- **Self:** greetings, introduction, basic information, feelings, emotion, likes, dislikes, sharing, colouring, self-care, independent choices, physical needs, key vocabulary, rhymes and stories
- **My body:** body parts, movements, balance, sound, rhythm, counting, attributes, colour, body hygiene, nutrition and healthy eating habits, handwashing, good and bad touch, hand printing and thumb, cloths), smell, taste, hear, touch and sight, key vocabulary, rhymes and stories
- **My home and family:** space, objects and their use, family members, relationship and their roles, vales, family routines and activities, belonging, draw and colour their home, key vocabulary, rhymes and stories
- **Familiar places and friends:** school, classroom, playground, hospital, worship places, market, food, cloths, water, neighbourhoods, post office, police station, safety risks and measures, responsible behaviours in community places, values, role play, stories, poems, colouring, handwashing, shapes, patterns, measurement, emotions, cooperative play, likes, dislikes, sharing, helping
- **Community and services:** community workers and their roles, tools, different professions, values, healthy practices
- **Heritage, culture, festivals and religion:** national flag, languages, heroes, cultural dresses, food, different festivals and religious harmony, colouring, drawing, collage, role plays, drama, songs, stories, patterns, measurement
- **Living and nonliving things:** identification, needs of living things, care, similarities and differences, significance, habitat, types of animals, key vocabulary, sounds, drawing, colouring
- **Weather, seasons and time:** common weather conditions, day and night, patterns, colour, food, dress, feelings, activities, four seasons appropriate to the context, stories, clean environment, prevent pollution
- **Means of transportation:** various means of transportation, traffic signs, signals, safety rules, role plays, stories, key vocabulary, colouring, sound
- **Technology:** different types of technology, safe and responsible use, advantages and disadvantages of different technology
- **Natural Resources and Physical Features of Earth:** water, soil, plants, trees, sunlight, and air) and manmade resources (vehicles, home, furniture), responsible use of resources,

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plains, mountains, rivers, desert, forest, responsible use of natural resources, reduce, reuse and recycle waste

- **Games:** indoor, outdoor, balance, control, movement
- **Numbers magic:** this will be practiced throughout the academic year
- **Alphabet and sounds:** this will be practiced throughout the academic year

Include a strong activity component for each theme(refer to the suggested activities mentioned in the curriculum)

Each theme contains a consistent structure such as:

- **Let's Talk** – conversation and vocabulary
- **Let's Explore** – observation/investigation
- **Let's Play** – play-based activity/game
- **Let's Move** – gross/fine motor activity
- **Let's Create** – art/drama
- **Let's Think** – problem-solving/classification/patterns
- **Let's Read/Listen** – story, rhyme or picture book
- **Let's Connect** – home/community activity

Conceptual Understanding and Progression

Give priority to hands-on activities for enhancing conceptual understanding

Authors should provide a variety of experiences aligning it with SLOs progression.

- observation
- sorting and matching
- exploring
- manipulating objects
- sensory experiences
- movement
- role play
- pretend play
- storytelling
- songs and rhymes
- drawing and painting
- construction
- puzzles
- games
- outdoor exploration
- simple experiments
- conversations
- problem-solving

Integrate language throughout the package

Language development should not be confined to a “language lesson.” Key vocabulary for each theme should be introduced in Urdu, and English.

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Authors should embed opportunities for:

- listening
- speaking
- vocabulary development
- conversations
- storytelling
- describing
- questioning
- sequencing
- expressing ideas and feelings
- rhymes and songs
- emergent reading
- emergent writing

Focus on pre-literacy and numeracy and avoid formal literacy and numeracy at this stage

For example:

Emergent literacy

- listening to stories
- understanding print
- recognising sounds
- vocabulary
- rhyming
- storytelling
- recognising one's name
- drawing and tracing(pre-writing skills)
- tracing alphabets(Urdu)

Early mathematics

- attributes(colour, size, and shape)
- counting meaningful objects
- one-to-one correspondence
- sorting
- matching
- comparing
- patterns
- shapes
- spatial awareness
- measurement through everyday experiences

Include stories, rhymes, songs and games

Every theme should ideally include:

- one or more stories - *stories should be developed around the integrated themes and should be original, age-appropriate, and contextually relevant.*

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- rhymes
- songs
- movement games
- pretend play
- role-play opportunities

Make the “Learning package” culturally and linguistically relevant

Authors should use:

- familiar Pakistani contexts(dresses, food, buildings)
- local foods, animals, plants and environments
- diverse family structures
- local names and situations
- culturally familiar songs, stories and games
- children's home languages where appropriate
- avoid using real pictures of children and family
- Use animated pictures

Give teachers flexibility

The package should be a resource for teachers, not a rigid script.

Teacher guidance should include:

- suggested questions
- possible responses
- prompts to extend children's thinking
- adaptations
- suggested activities
- materials required

Ensure inclusion and representation

Activities should allow participation by children with different:

- **developmental abilities and learning levels**

For example:

- Some children may already be able to identify and name familiar objects, colours, family members while others may still be learning to do this.
- Some children may be able to draw, paint or use scissors independently, while others may need assistance.
- Some children may communicate confidently, while others may express themselves through gestures, drawing, or simple words.
- Some children may complete an activity quickly, while others may need more time, or additional support

Therefore, an activity should provide different ways and levels of participation, rather than expecting every child to perform at the same level.

- **language backgrounds**

For example:

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- Activities should include pictures, gestures, objects, demonstrations, songs, and opportunities for children to use their mother tongue alongside the language of instruction.
- **learning styles**
 - Activities should focus on different learning styles such as visual, auditory, read & write and kinesthetic
- **religions**
 - Activities should help children from different religious backgrounds feel included and respect one another.
- **cultural**
 - Include familiar experiences from different family and community settings, such as food, clothing, homes, celebrations, games, and songs
 - Avoid assuming that all children have the same traditions, customs or family practices.
 - Provide opportunities for children to share and talk about their own family and community experiences if they wish.
 - Encourage children to notice and appreciate similarities and differences among people in a respectful way.

Promote Positive Values Through Everyday Experiences: Values should be integrated naturally into activities rather than presented mainly as moral lessons. Learning packages can promote:

respect, kindness, cooperation, responsibility, honesty, care, fairness, patience, sharing, cleanliness, safety, and respect for people and living things.

Ensure Safety and Well-Being: Authors should consider physical and emotional safety when designing every activity.

- Avoid activities involving unnecessary risk
- Clearly identify when adult supervision is needed
- Do not use materials that may be unsafe for young children
- Avoid activities that could cause fear, embarrassment, exclusion, or emotional distress
- Consider children's physical comfort, movement needs, and attention span

6.4 ASSESSMENT OPPORTUNITIES WITHIN LEARNING MATERIALS

Integrate Assessment Naturally: Assessment for young children should primarily be based on observation and evidence gathered during everyday learning experiences. Activities should allow teachers to notice whether children can identify, recognize, match, sort, compare, describe,

Chapter 6: Authors Guidelines for Developing Learning Package

demonstrate, explain, apply or create. Assessment should support learning and should not make young children feel that they are being formally tested.

Visual Design

Use Child-Friendly Typography:

- Use large, clear, easily readable fonts
- Avoid highly decorative or complicated typefaces
- Maintain consistent font styles throughout the learning package
- Use appropriate spacing between letters, words, lines, and sections
- Avoid presenting large blocks of text

Use Illustrations Purposefully: It should be:

- Clear, attractive, age-appropriate, and culturally relevant
- Support understanding rather than simply decorate the page
- Show familiar people, places, objects, and situations
- Represent diversity respectfully
- Avoid excessive detail that may distract young learners.
- Be large and clear enough for children to identify important features.

Make Visuals Relevant to the Pakistani Context:

- Use familiar Pakistani people, homes, classrooms, clothing, foods, transport, landscapes, plants, animals, markets, and community settings where appropriate.
- Reflect the diversity of Pakistan's regions and communities.
- Avoid relying excessively on unfamiliar foreign settings, objects, or cultural practices.
- Ensure that visual representations are respectful and culturally appropriate.

Maintain Accuracy and Age Appropriateness: All information, illustrations, examples, stories, and instructions should be:

- Factually accurate
- Developmentally appropriate
- Culturally appropriate
- Free from stereotypes and misconceptions
- In simple language

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Design for Active Participation: Pages should not encourage children only to look and read. Where appropriate, provide space and visual prompts for children to: draw, circle, match, join, sort, colour, trace, count, point, find, compare or create. Activities should be designed to encourage doing, thinking, talking, and exploring.

Page Layout: Maintain a Predictable Page Structure

A consistent page structure helps children understand how to use the learning package.

A typical activity page may include:

Activity Title → Picture/Visual → Simple Instruction → Child's Activity/Response Space

The structure may vary according to the activity, but unnecessary changes in layout should be avoided.

Use Appropriate Page Size and Orientation

- Select a page size suitable for printing and classroom use
- Ensure that illustrations and activity areas remain clear when printed
- Avoid designs that depend on very small details which are not visually clear

Consider Print Quality: Authors and designers should ensure that materials remain clear when:

- Printed in colour.
- Printed in black and white, where necessary.
- Photocopied.

Balance Visual and Textual Elements: A well-designed page should provide a balance between:

- Illustrations
- Instructions
- Activity space
- White space

Neither excessive text nor excessive decoration should dominate the page.

Accessibility and Inclusion - Design for Diverse Learners: Visual and page design should consider children who may have:

- Visual difficulties
- Fine-motor difficulties
- Language differences
- Attention or learning needs
- Other developmental differences

Use clear images, strong visual contrast, adequate spacing, and simple layouts.

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Visual Design for Science and Environmental Learning

- Use familiar plants, animals, weather conditions, materials, and community environments.
- Use real-life images or accurate illustrations when recognition is important.
- Show processes in a clear sequence where children are expected to understand change.
- Use before-and-after or sequence pictures to support observation and comparison.
- Avoid scientifically inaccurate cartoon representations when they may create misconceptions.

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ANNEXURES “A”

Country	Core Curriculum Framework	Main Strands / Content Areas / Domains	Representative Benchmarks for Age 4–5	Key Curriculum Strength
Pakistan	National Curriculum for ECCE / SNC-ECCE, Pre-I, 2020; designed principally for 4–5 years.	1. Personal, Social & Emotional Development; 2. Language & Literacy; 3. Basic Mathematical Concepts; 4. World Around Us; 5. Physical Development; 6. Health, Hygiene & Safety; 7. Creative Arts. The curriculum uses competencies and Expected Learning Outcomes (ELOs). (NCC)	Children begin to demonstrate self-confidence, identify and express emotions, take responsibility for belongings, communicate and listen, develop emergent reading/writing, count and represent numbers, classify objects, explore plants/animals/environment, demonstrate balance and coordination, practise health/safety, and express themselves through visual arts, and dramatic play. (NCC)	Broad holistic coverage and strong emphasis on play, exploration, values and child-centred learning. However, the structure is predominantly area-based , with relatively limited developmental progression and explicit competencies such as executive function, inquiry, learning dispositions and school-readiness indicators.
England (UK)	Early Years Foundation Stage (EYFS); birth–5. Seven areas, with three Prime Areas and four Specific Areas .	Prime: Communication & Language; Personal, Social & Emotional Development; Physical Development. Specific: Literacy; Mathematics; Understanding the World; Expressive Arts & Design. (GOV.UK)	At the end of Reception, typically around age 5, children are assessed against 17 Early Learning Goals: listening/attention/understanding; speaking; self-regulation; managing self; relationships; gross/fine motor; comprehension; word reading; writing; number; numerical patterns; past/present; people/culture/communities; natural	Strong developmental hierarchy: prime domains underpin specific learning. Clear, observable end-of-EYFS benchmarks and strong emphasis on language, self-regulation,

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			world; creating with materials; being imaginative/expressive. (Explore Education Statistics)	relationships and school readiness.
Australia	Belonging, Being & Becoming: EYLF V2.0 (2022); birth–5. It is a learning framework rather than a prescriptive subject curriculum. (ACECQA)	Five integrated Learning Outcomes: 1. Strong sense of identity; 2. Connected with and contribute to their world; 3. Strong sense of wellbeing; 4. Confident and involved learners; 5. Effective communicators. (ACECQA)	There is no rigid age-4–5 checklist . For children approaching school, evidence may include increasing independence, positive identity, relationships, participation in community, physical/mental wellbeing, curiosity, problem-solving, creativity, persistence, communication and increasingly complex language. Outcomes are deliberately broad and observable and recognize individual developmental pace. (ACECQA)	Particularly strong in holistic, integrated learning , children's agency, identity, belonging, wellbeing, play, learning dispositions and responsiveness to individual interests and cultural contexts.
Singapore	Nurturing Early Learners (NEL) Framework 2022; preschool ages 4–6. (MOE - Nurturing Early Learners Portal)	1. Aesthetics & Creative Expression; 2. Discovery of the World; 3. Health, Safety & Motor Skills Development; 4. Language & Literacy; 5. Numeracy. Alongside these are Values, Social-Emotional Competencies and Learning Dispositions. (MOE - Nurturing Early Learners Portal)	End-of-preschool expectations include growing competence in communication and literacy, numeracy, exploration of the natural/social world, healthy and safe practices, motor development and creative expression. Children are also expected to develop self-awareness, self-regulation, social awareness, relationship management, responsible decision-making, perseverance, curiosity, reflectiveness and engagement. (MOE - Nurturing Early Learners Portal)	Particularly strong integration of learning dispositions, social-emotional competencies and values with academic foundations. It explicitly treats preschool as more than preparation for primary school.

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Malaysia	National Preschool Standard Curriculum (KSPK), revised 2017; includes 4+ and 5+ learning standards. (Ministry of Education Malaysia)	Six major strands: 1. Communication; 2. Spirituality, Attitudes & Values; 3. Humanity; 4. Physical & Aesthetic Development; 5. Science & Technology; 6. Self-Skills. The curriculum contains Content Standards, Learning Standards and Assessment Standards. (UPSI e-Journal)	At 4+ , children develop book-handling, alphabet awareness, oral language, matching/classification, counting and comparison, patterns, basic science observation, family/community understanding, responsibility, helping others and physical/aesthetic skills. By 5+ , expectations become progressively more complex—for example, phonemic awareness, blending sounds, numbers 11–20, measurement, prediction/inference and greater social responsibility. (studylib.net)	Very useful model for Pakistan because it provides explicit 4+ → 5+ progression rather than treating the preschool year as a single undifferentiated level.
India	National Curriculum Framework for Foundational Stage (NCF-FS), 2022 and Aadharshila National Curriculum for ECCE, 2024; Foundational Stage is 3–8 years, encompassing preschool through Grade 2.	Integrated curricular goals include physical development; socio-emotional and ethical development; cognitive development; language and literacy; aesthetic/cultural development; and mathematical development, with competencies and observable learning outcomes. The framework emphasizes play, activity, discovery and inquiry.	Age 4–5 outcomes are indicative developmental trajectories , not rigid age cut-offs. Examples include increasing vocabulary and communication, emergent literacy, sorting/classification, number sense and mathematical language, physical coordination and self-care, social interaction, curiosity, exploration and creative expression.	One of the strongest models for Pakistan because it establishes a 3–8 Foundational Stage , linking ECCE with Grades 1–2 and avoiding an abrupt transition from play-based preschool to formal primary schooling.

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Sri Lanka	ECCE/ECD provision for approximately 3–5 years , but provision is relatively decentralized through provincial systems. National policy documents emphasize holistic development.	Physical; cognitive; language; social; emotional development , together with health, nutrition, safety, responsive care and education. Sri Lanka's policy explicitly defines early childhood around holistic development rather than only preschool academic preparation.	Sri Lanka has historically used ECD standards for children 3–5 years , but there is not the same nationally standardized, age-specific benchmark architecture seen in England or Malaysia. Appropriate 4–5 indicators encompass language, cognitive/problem-solving, social-emotional, physical/motor development, independence and readiness for school.	Strong whole-child and care–education integration . However, the policy review itself identifies fragmentation, variable quality and lack of a sufficiently enforceable national mechanism as challenges.
Türkiye	2024 Preschool Education Programme / Türkiye Yüzyılı Maarif Modeli , organized developmentally for 36–48, 48–60 and 60–72 months . (Tymm)	Turkish/Language; Mathematics; Science; Social; Movement & Health; Art; Music , supported by conceptual skills, social-emotional learning skills, values, literacy skills and dispositions. (TEGM)	For 48–60 months , children progressively develop language and early literacy, mathematical reasoning/counting, scientific observation, social understanding, movement/health, artistic and musical expression. The framework also embeds conceptual skills, curiosity, creativity, communication, social-emotional skills, values and literacy . (TEGM)	Particularly strong in explicit age-banded progression and integration of academic content with conceptual skills, dispositions, values, social-emotional learning and literacy .

Reference Documents

- **England:** Early Years Foundation Stage Statutory Framework – GOV.UK
- **Australia:** Approved Learning Frameworks – ACECQA
- **Singapore:** Nurturing Early Learners Framework 2022 – Ministry of Education Singapore
- **Malaysia:** KSPK Preschool Guidelines – Ministry of Education Malaysia
- **India:** National Curriculum Framework for Foundational Stage 2022 – NCERT

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- **Sri Lanka:** National Education Policy Framework – Early Childhood Care and Education section
- **Türkiye:** Preschool Education Programme – Türkiye Yüzyılı Maarif Modeli
- **Pakistan:** SNC-ECCE Key Learning Areas and Competencies – National Curriculum Council Pakistan

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ANNEXURE “B”

Bloom’s Taxonomy and Its Application to Curriculum SLOs

1. The Three Domains of Learning

Bloom’s taxonomy and related taxonomies provide a useful way of thinking about the different kinds of learning expected from students. The three broad domains are cognitive, affective and psychomotor. In curriculum development, these domains should be used as a lens for ensuring an appropriate balance of knowledge, thinking, skills, attitudes and application rather than as three separate sets of outcomes that must be covered mechanically.

1.1 Cognitive Domain — Thinking, Knowledge and Intellectual Skills

The revised cognitive taxonomy (Anderson and Krathwohl, 2001) describes increasing levels of cognitive demand.

Level	What it involves	Examples of verbs
1. Remember	Recall facts and information	identify, list, name, define, recall
2. Understand	Explain or interpret meaning	describe, explain, summarize, classify, compare
3. Apply	Use learning in a new or practical situation	use, demonstrate, solve, calculate, implement
4. Analyze	Break information into parts and examine relationships	analyze, differentiate, compare, organize, examine
5. Evaluate	Make judgments using criteria or evidence	evaluate, justify, critique, assess, defend
6. Create	Combine ideas to produce something new	create, design, develop, construct, formulate

Progression: Remember → Understand → Apply → Analyze → Evaluate → Create

1.2 Affective Domain — Attitudes, Values, Interests and Dispositions

The affective taxonomy developed by Krathwohl, Bloom and Masia describes the development of attitudes and values from awareness to consistent internalized behaviour.

Level	What it involves	Examples of behaviours/verbs
1. Receiving	Willingness to notice, listen or attend	attend, listen, recognize, show awareness
2. Responding	Active participation or reaction	participate, respond, contribute, discuss
3. Valuing	Seeing worth or importance in something	value, appreciate, support, demonstrate commitment
4. Organization	Integrating different values into a coherent system	organize, prioritize, reconcile, integrate
5. Characterization	Consistently acting according to internalized values	demonstrate, practise, exemplify, act consistently

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Progression: Receiving → Responding → Valuing → Organization → Characterization

1.3 Psychomotor Domain — Physical and Practical Skills

Bloom did not develop a psychomotor taxonomy. Several later taxonomies exist. Simpson’s taxonomy is commonly used to describe progression in practical and physical performance.

Level	What it involves
1. Perception	Use sensory information to guide physical activity
2. Set	Show readiness to perform an action
3. Guided Response	Perform a skill through imitation, trial and practice
4. Mechanism	Perform a learned skill with increasing confidence
5. Complex Overt Response	Perform a complex skill accurately and efficiently
6. Adaptation	Modify a skill for a particular situation
7. Origination	Create new movement patterns or ways of performing

Progression: Perception → Set → Guided Response → Mechanism → Complex Overt Response → Adaptation → Origination

2. Applying the Domains to Curriculum SLOs

The domains help curriculum developers decide what kind of learning an SLO expects and how demanding that learning should be. They are particularly useful for checking whether SLOs go beyond factual recall and provide an appropriate balance of conceptual understanding, application, reasoning, practical skills, values and dispositions.

Domain	What it means for an SLO	Example SLO
Cognitive	What learners know, understand, reason about and apply	Explain how changes in an environment can affect living organisms.
Affective	Values, attitudes, dispositions and responsible behaviours	Demonstrate respect for different viewpoints during group discussions.
Psychomotor	Practical, physical, manipulative or performance skills	Measure the length of objects accurately using a ruler.

2.1 Using the Cognitive Domain to Build Progression

The cognitive domain is especially useful for checking progression across grades and preventing a curriculum from being dominated by recall and description. The same concept can be revisited with increasing depth and cognitive demand.

Cognitive level	Illustrative SLO
Remember	Identify the main parts of a plant.
Understand	Explain the function of different parts of a plant.

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Apply	Use knowledge of plant needs to suggest how to care for a plant.
Analyze	Compare how two plants respond to different environmental conditions.
Evaluate	Evaluate which conditions are most suitable for plant growth using evidence.
Create	Design an investigation to determine how one environmental factor affects plant growth.

This does not mean that every topic must move through all six levels. The cognitive demand should be appropriate to the subject, concept, grade and developmental stage.

2.2 Applying the Affective Domain

Affective learning is particularly relevant to ECCE, Social Studies, Islamiyat, citizenship, ethics, environmental education and personal and social development. Where possible, SLOs should express values and dispositions through observable behaviour.

Development	Illustrative SLO
Receiving	Recognize that people may have different viewpoints.
Responding	Listen and respond respectfully to different viewpoints.
Valuing	Show respect for different viewpoints.
Characterization	Consistently demonstrate respect for others when expressing disagreement.

Avoid: “Value diversity” or “Appreciate the environment” when these cannot be directly observed or assessed.

Prefer: “Demonstrate respect for different perspectives during classroom discussions.”

2.3 Applying the Psychomotor Domain

Psychomotor outcomes are highly subject-specific and are important in ECCE, Science, Art, Physical Education, ICT, technical subjects and practical Mathematics. Progression may be reflected through increasing accuracy, coordination, independence, complexity and adaptation.

Area	Illustrative SLO
ECCE	Use scissors safely to cut along a simple line.
Maths	Use a ruler correctly to measure a line.
Science	Draw a plant and label its parts.
Physical Education	Perform a sequence of basic movements with balance and coordination.
Art	Use different tools and materials to create art work.

3. Integrating Domains Within SLOs

Good SLOs do not always belong neatly to only one domain. Many meaningful learning outcomes integrate knowledge, thinking, practical skills, values and competencies.

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- Investigate the effect of light on plant growth, record observations systematically and draw conclusions from the evidence.
- Work collaboratively to propose solutions for reducing waste in the school and justify the proposed actions.

4. Guidance for Curriculum Developers

Bloom’s taxonomy should not become a verb-selection exercise. Simply replacing a lower-level verb with a higher-level verb does not automatically make an SLO more demanding. The concept, task, context and evidence expected from the learner determine the actual cognitive demand.

1. What does the learner need to know or understand?
2. What should the learner be able to do with that knowledge?
3. What level of thinking is appropriate at this grade?
4. Are there relevant practical skills or behaviours/dispositions?
5. Does cognitive demand increase appropriately across grades?
6. Are learners given opportunities to apply, reason, inquire, solve problems, evaluate or create where appropriate?

5. Key Principles for Writing Curriculum SLOs

- Align each SLO with the relevant benchmark and identified content.
- Use clear and observable action verbs so that the expected learning can be taught and assessed.
- Maintain an appropriate balance of knowledge, skills, attitudes and application.
- Provide opportunities for higher-order thinking where appropriate to the subject and developmental stage.
- Integrate relevant subject-specific and overarching competencies where they naturally connect with the intended learning.
- Ensure developmental appropriateness and progression in depth, complexity and cognitive demand across grades.
- Avoid unnecessary repetition, overly broad outcomes and excessive numbers of SLOs.

Key message: Use Bloom’s taxonomy as a lens for curriculum quality and progression — not as a checklist of verbs. SLOs should describe meaningful, observable learning and progressively deepen what learners know, understand and can do.

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EARLY CHILDHOOD CARE & EDUCATION (ECCE)

Holistic Assessment Rubric & Observation Framework (Ages 4–5 Years)

Child's Name: _____	Age / Date of Birth: _____	Assessment Period: ☐ Q1 ☐ Q2 ☐ Q3 ☐ Q4
School / Center: _____	Evaluator / Teacher: _____	Observation Date: _____

Level 1: Emerging (1)	Level 2: Developing (2)	Level 3: Proficient (3)	Level 4: Exemplary (4)
Rarely demonstrates skill; requires direct physical or step-by-step teacher prompts.	Demonstrates skill occasionally; requires verbal cues or partial teacher scaffolding.	Consistently and independently demonstrates skill in daily classroom routines.	Exceeds age milestone; applies skill creatively and assists/scaffolds peers.

DOMAIN 1: PERSONAL AND SOCIAL DEVELOPMENT

Competency / Indicator	Level 1: Emerging (1)	Level 2: Developing (2)	Level 3: Proficient (3)	Level 4: Exemplary (4)
Self-Awareness & Emotions Identifies emotions & self-grooming	Unaware of personal emotions; struggles with basic grooming routines.	Identifies basic feelings (happy/sad) with prompting; needs grooming cues.	Recognizes emotions accurately and practices independent grooming.	Regulates emotions constructively and models self-care routines for peers.
Courtesy Expressions Uses please, thank you, sorry	Rarely uses courtesy words even when directly reminded.	Uses courtesy expressions when prompted by teacher or adult.	Spontaneously uses polite expressions during daily social interactions.	Encourages courteous communication and conflict resolution among peers.
Social Collaboration Shares and cooperates across gender	Prefers isolated play; reluctant to share toys or work in mixed groups.	Shares materials when asked; plays cooperatively with adult guidance.	Shares willingly and collaborates productively in mixed-gender groups.	Initiates inclusive cooperative games and mediates turn-taking.
Personal Responsibility Care of belongings & classroom	Leaves items cluttered; shows minimal awareness of personal responsibility.	Cleans up when repeatedly prompted; takes partial care of belongings.	Independently organizes personal belongings and cleans play stations.	Demonstrates proactive leadership in classroom maintenance and safety.

DOMAIN 2: LANGUAGE AND LITERACY

Competency / Indicator	Level 1: Emerging (1)	Level 2: Developing (2)	Level 3: Proficient (3)	Level 4: Exemplary (4)
Conversational Fluency Expresses personal interests	Speaks in single words or incomplete fragments; hesitates to share.	Expresses simple ideas in 3–4 word sentences with teacher encouragement.	Engages in confident conversations using full 5–6 word sentences.	Narrates complex experiences articulately and asks insightful questions.
Book Handling & Print Book structure & word awareness	Handles books carelessly; unaware of front/back or text orientation.	Holds book correctly; recognizes that print carries meaning with prompting.	Handles books carefully, tracks print left-to-right, recognizes own name.	Identifies familiar sight words, punctuation, and structural book features.
Auditory & Story Skills Rhymes, listening & story retelling	Distracted during stories; unable to recall simple story details.	Listens attentively for short periods; retells key events with visual cues.	Enjoys stories/rhymes, retells plots in sequence, identifies rhyming pairs.	Invents original stories/rhymes and predicts character actions creatively.
Emergent Writing Pictures, symbols & letters	Scribbles randomly with no connection to intended meaning.	Uses controlled scribbles and mock letters to represent spoken words.	Uses recognizable drawings, symbols, and familiar letters to convey ideas.	Writes clear letter-like strings and labels drawings independently.

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DOMAIN 3: BASIC MATHEMATICAL CONCEPTS				
Competency / Indicator	Level 1: Emerging (1)	Level 2: Developing (2)	Level 3: Proficient (3)	Level 4: Exemplary (4)
Sorting & Attributes Classifies by color, size, texture	Unable to group objects by given physical attributes.	Sorts objects by a single obvious attribute (e.g., color only) with help.	Classifies objects accurately by two attributes simultaneously (e.g., big AND red).	Creates complex multi-attribute classification systems and explains logic.
Counting & Quantity 1-to-1 correspondence up to 20	Rote counts without 1-to-1 object correspondence beyond 3.	Counts up to 5–10 items accurately using 1-to-1 touch counting.	Counts up to 20 objects with 1-to-1 correspondence; compares set sizes.	Counts beyond 20, recognizes numerals, and solves simple concrete addition.
Shapes & Spatial Position 2D shapes & position terms	Unable to name basic 2D shapes or understand spatial positioning.	Identifies circle and square; understands simple terms (*in, on*) with cues.	Names circle, square, triangle, rectangle; applies spatial terms (*under, beside*).	Identifies shapes in environment and solves spatial position puzzles easily.
Patterning & Logic Extends & creates AB/ABC patterns	Does not recognize repeating visual or auditory patterns.	Copies simple AB patterns (red-blue-red-blue) with teacher assistance.	Independently extends and creates repeating AB and ABC patterns.	Translates patterns into different mediums (sound to color) and analyzes rules.

DOMAIN 4: THE WORLD AROUND US				
Competency / Indicator	Level 1: Emerging (1)	Level 2: Developing (2)	Level 3: Proficient (3)	Level 4: Exemplary (4)
Community Knowledge Helpers, roles & local places	Unaware of local places or roles of community workers.	Identifies common helpers (doctor, police) when shown picture cards.	Describes roles of community helpers and enacts them in dramatic play.	Explains how community workers interconnect to support

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				neighborhood life.
Natural Exploration Plants, animals & natural features	Shows little curiosity toward natural objects or living things.	Observes plants/animals when guided; names basic animal features.	Explores features of plants/animals actively; asks curious 'why' questions.	Categorizes flora/fauna habitats and articulates growth cycle stages.
Weather & Seasons Weather observation & impact	Does not notice daily weather changes or seasonal differences.	Identifies current weather (sunny/rainy) with teacher prompting.	Tracks daily weather and describes how seasons affect clothing/activities.	Connects seasonal changes to plant life cycles and human routines.
Environmental Care Stewardship & resource conservation	Disregards plants/nature; litters or damages learning resources.	Remembers not to litter when reminded; participates in cleanup.	Demonstrates caring attitude toward plants/animals; keeps area clean.	Proactively leads classroom recycling and advocates for plant care.

DOMAIN 5: HEALTH, HYGIENE AND SAFETY

Competency / Indicator	Level 1: Emerging (1)	Level 2: Developing (2)	Level 3: Proficient (3)	Level 4: Exemplary (4)
Handwashing & Hygiene Independent personal sanitary habits	Resists handwashing; requires step-by-step adult assistance in washroom.	Washes hands with step-by-step verbal reminders; uses soap partially.	Washes and dries hands independently before eating and after washroom.	Models proper 20-second handwashing hygiene and guides peers.
Safety Rules & Boundaries Classroom & community safety	Ignores safety rules; runs indoors or engages in unsafe physical play.	Follows safety rules when directly supervised or corrected.	Independently adheres to safety rules indoors, outdoors, and on street.	Articulates safety principles and identifies potential safety hazards.
Tool Safety & Handling Pencils, scissors & cutlery	Handles scissors or tools unsafely; lacks basic control.	Uses child-safe scissors with adult supervision;	Handles tools, cutlery, and scissors safely and accurately	Demonstrates mature tool precision and assists peers in

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		cuts jaggedly.	along lines.	safe usage.
Nutrition & Habits Healthy foods & meal routines	Unaware of healthy vs. unhealthy foods; messy eating habits.	Identifies fruits as healthy with prompting; eats with moderate neatness.	Categorizes healthy vs. unhealthy choices; eats neatly with utensils.	Explains nutritional benefits of healthy food for energy and growth.

DOMAIN 6: CREATIVE ARTS

Competency / Indicator	Level 1: Emerging (1)	Level 2: Developing (2)	Level 3: Proficient (3)	Level 4: Exemplary (4)
Drawing & Color Expression Expressing thoughts through visual art	Unwilling to draw or scribbles without intentional form or color choice.	Draws simple shapes and selects colors with teacher encouragement.	Draws recognizable objects, people (3–6 body parts), and self-portraits.	Creates detailed compositional artwork with rich color blending and story.
Paper Manipulation & Crafts Tearing, folding, cutting & weaving	Struggles to tear or fold paper; lacks fine motor manipulation.	Folds or tears paper with adult assistance; cuts straight lines roughly.	Explores folding, cutting, tearing, and paper weaving to make objects.	Combines paper techniques creatively to craft intricate decorative patterns.
3D Sculpting & Modeling Clay, playdough & recycled crafts	Paddles or squashes clay without creating intentional 3D structures.	Rolls playdough balls and snakes with guidance.	Sculpts recognizable 3D models using clay and recycled low-cost waste.	Engineers complex 3D structures combining multiple texture mediums.
Dramatic Play & Role Enacting Enacting community roles & games	Hesitates to participate in dramatic play or group guessing games.	Participates in role-play when given a specific prop or script.	Enacts community roles confidently (doctor, tailor) and plays guessing	Improvises original dramatic storylines and leads group re-enactments.

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			games.	
Rhythm Appreciation Sound patterns, rhymes & chants	Shows indifference or difficulty following rhythmic beats/rhythms.	Claps along to rhythm with occasional rhythm matching.	Appreciates sound patterns, keeps steady rhythm, and sings rhymes.	Creates original rhythmic patterns using instruments or body percussion.

DOMAIN 7: PHYSICAL DEVELOPMENT

Competency / Indicator	Level 1: Emerging (1)	Level 2: Developing (2)	Level 3: Proficient (3)	Level 4: Exemplary (4)
Gross Motor Balance Hopping, jumping & body control	Loses balance easily; unable to hop on one foot or freeze safely.	Hops 1–2 times on one foot; balances briefly with arm swinging.	Balances on one foot 3–5 seconds; hops, jumps, and turns without falling.	Demonstrates dynamic balance, agility, and spatial control in obstacle courses.
Fine Motor Dexterity Pincher grip, threading & buttons	Uses fist grip on pencils; unable to thread beads or manipulate buttons.	Uses transitional finger grip; threads large beads with difficulty.	Demonstrates clear pincher grip, threads small beads, and handles buttons.	Displays exceptional fine motor dexterity and hand dominance control.
Object Control & Catching Throwing, kicking & catching balls	Avoids or misses bounced balls; throws without directional accuracy.	Catches large bounced ball against chest using full arms.	Catches bounced ball cleanly with hands; throws and kicks accurately.	Demonstrates fluid hand-eye coordination in fast-paced movement play.

OVERALL PROGRESS SUMMARY & QUALITATIVE EVALUATION

Domain Summary Scores (Enter Level 1–4):	PSD: [] L&L: [] MATH: [] WORLD: [] H&S: [] ARTS: [] PHYS: []
Key Developmental Strengths:	Targeted Areas for Scaffolding / Support:
Teacher's Signature: _____	Parent / Guardian Signature: _____

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Note: This assessment is based on continuous, play-based observation of the child in natural classroom environments.

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