

National Curriculum of Pakistan  
2025

# Non-Credit Curriculum

## ENVIRONMENT FOR LIVING

FOR ECE GRADE  
(3-4 & 4-5 YEARS)



**NATIONAL CURRICULUM COUNCIL**  
MINISTRY OF FEDERAL EDUCATION AND  
PROFESSIONAL TRAINING, ISLAMABAD  
GOVERNMENT OF PAKISTAN



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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# P R E F A C E

The National Curriculum Council (NCC) Ministry of Federal Education and Professional Training, is committed to ensuring a holistic and progressive learning experience for young learners across Pakistan. In line with this commitment, the Environment for Living curriculum for Early Childhood Education (ECE) has been developed to introduce children to the fundamental concepts of environmental awareness, responsibility, and sustainability.

This curriculum is designed to help young children understand and appreciate their environment while cultivating behaviors, attitudes, and skills that promote care for nature. By integrating experiential learning and interactive activities, it encourages curiosity, exploration, and a sense of responsibility toward the world around them. Through this approach, children will not only develop an awareness of their surroundings but also be inspired to take simple, meaningful actions that contribute to a healthier environment.

By engaging children in hands-on activities, it seeks to instill sustainable habits that promote conservation and the responsible use of natural resources. Additionally, it encourages active participation in protecting and improving the environment through simple, age-appropriate actions. By integrating environmental education at the early childhood level, we aim to shape responsible future citizens who are conscious of their role in preserving and sustaining the environment.

**Dr. Tabassum Naz**

Director,

National Curriculum Council

M/o Federal Education and Professional Training Islamabad

# ACKNOWLEDGMENT

The National Curriculum Council (NCC) extends its sincere gratitude to all individuals and organizations that played a crucial role in shaping this curriculum. The successful development of the Environment for Living curriculum for Early Childhood Education (ECE) would not have been possible without the invaluable contributions and collective expertise of multiple stakeholders. I express my heartfelt appreciation to Rupani Foundation Pakistan, GbeeTechive, and its consultant organization, Institute of Learning for a Better Tomorrow (ILFABET) Pvt. Ltd., for their dedicated support and collaboration in the design and development of this curriculum. I also acknowledge the valuable insights drawn from UNESCO's Greening Curriculum Guidance, which served as a guiding framework for ensuring the curriculum's global relevance and sustainability.

A special thanks to the expert review committees from National Curriculum Council, International Islamic University and Federal College of Education Islamabad, whose rigorous assessment and constructive feedback have greatly enhanced the quality and effectiveness of this curriculum. Their dedication and commitment to excellence have ensured that this curriculum meets the educational standards while remaining inclusive and adaptable to the diverse learning needs of young children in Pakistan.

**Dr. Tabassum Naz**

Director,

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## **Curriculum Objective**

- 1- Develop awareness, knowledge and concerns about the environment in which children live
- 2- Develop behavioral, attitudes and skills to make informed decisions
- 3- Motivate and inspire children to take action

## **Overall Curriculum Approach:**

The curriculum is developed to be implemented through child-centred and practically engaging (mentally and physically) pedagogies while connecting them to their environment in schools, at home and in communities. The curriculum covers three learning domains including cognitive, socio-emotional and behavioural that will be followed while implementing these pedagogical approaches.

Note: The authors acknowledge the support that UNESCO's Greening Curriculum Guidance document provided during the development of this Environment for Living curriculum for ECE and grades 1-8.

## Progression Grid

### Domain A: Understanding Our Environment

#### Themes

- I- Our Environment
- II- Biodiversity
- III- Human Relation to the Natural Environment

**Standard:** The students will have the skills (cognitive and social/emotional) and behaviours about exploring their environment, including weather, living things, and food sources, understand human connections to nature, and demonstrate responsible and caring actions.

Learning Domain	ECE-1	ECE-2
	<b>Our Environment</b>	
	<b>Benchmark:</b> Describe elements of their environment, including weather and living things, understand how weather patterns create seasons, express feelings about their surroundings, and demonstrate care for nature.	
	<b>Student Learning Outcomes:</b> The students will be able to:	
<b>Cognitive</b>	<p>SLO 1: Identify objects surrounding them in the environment (such as trees, water, animals, sky, etc).</p> <p>SLO 2: Identify the weather outside, using indicators like the shining sun outside, feeling hot or cold, raining/snowing outside, wind, a cool breeze or dusty air etc. (the children need to do this exercise outside the</p>	<p>SLO 1: Observe and express their observation about living things (e.g., a bird flying, a flower blooming) with their peers</p> <p>SLO 2: Identify and name appropriate clothing items for different types of weather.</p>

	classrooms or by looking outside from the windows/doors as appropriate)	SLO 3: Understand how prolonged outer conditions like cold, hot, windy, cloudy, rainy, dry and flowery make seasons and why they are needed.
<b>Social &amp; Emotional</b>	SLO 3: Express their feelings, (using facial expressions and body language,) in the classroom about their surroundings and understand the cold and hot, fresh and bad air, and sweaty or non-sweaty feelings (allowing children to understand the concept of the environment)	SLO 4: Express feelings about hot and cold weather (e.g., "I like the warm sun," "I don't like being too hot")  SLO 5: Share their favourite weather and explain why they like or don't like it.
<b>Behavioral</b>	SLO 4: Demonstrate care for nature by understanding that everything around us feels pain just like us. (For example, stepping on plants and animals, keeping them under the sun, not giving them food and water etc.)	SLO 6: Participate in an activity where children talk about different seasons with elders at home.  (teachers provide guiding questions to children like what season they like?, what fruits and vegetables grow in winter/summer?, In which season we have more rain or flowers? etc)  SLO 7: Participate in simple nature-related activities, such as watering plants etc., and demonstrating care for living things.
<b>Learning</b>	<b>Biodiversity</b>	

<b>Domains</b>	<b>Benchmark:</b> Identify common plants and animals in their local environment, understand their importance, demonstrate respect and care for living things, and participate in actions to protect the environment	
	<b>Student Learning Outcomes:</b> The students will be able to:	
<b>Cognitive</b>	SLO 1: Name a few common plants and animals in their local environment (e.g., tree, flower, bird, insect etc) to understand the variety of animals and plants around them.	SLO 1: Identify a few common plants and animals in their local environment (e.g., tree, flower, bird, insect)  SLO 2: Explain why different animals and plants are important to have around us in the environment
<b>Social &amp; Emotional</b>	SLO 2: Show kindness and respect to animals (by gently touching them, talking softly to them, and giving them space. Don't hurt them or pull their tails).	SLO 3: Demonstrate care for a pet by feeding it, giving it water, or brushing its fur, and in other animal-friendly actions like creating a bird feeder, etc (in the presence of adult supervision)
<b>Behavioral</b>	SLO 3: Plant and care for a local plant species (e.g., coriander, mint, or a flowering plant) with adult guidance.  SLO 4: Share stories about how they care for animals if they ever did so or anyone around them in the family or friends.	SLO 4: Demonstrate at least one action to protect the environment, after listening to stories/poems about animals and the possible threats to their habitat/environment.
<b>Learning Domains:</b>	<b>Human Relation to the Natural Environment</b>	
	<b>Benchmark:</b> Identify the connection between humans and nature, recognize our dependence on natural resources for food, learn about different food groups and their importance for health, explore diverse food cultures, and develop healthy eating habits.	

<b>Student Learning Outcomes:</b> The students will be able to:		
<b>Cognitive</b>	SLO 1: Observe how we depend on nature for food, air, and water, giving specific examples.	SLO 1: Sort food pictures or actual food items into the correct category (fruits, vegetables, grains).
<b>Social &amp; Emotional</b>	SLO 2: Share food-related experiences with peers, expressing likes and dislikes respectfully.  SLO 3: Recognize that everyone has likes and dislikes for things they eat or use (preferences).	SLO 2: Show appreciation for different local/cultural foods.  SLO 3: Show respect for things people do culturally or eat.
<b>Behavioral</b>	SLO 4: Add a variety of fruits and vegetables to food as everything is created for human benefit.	SLO 4: Show willingness to try new healthy foods and limit unhealthy options.

## Domain B: Climate Change

### Theme:

- I. Causes of climate change
- II. Climate Change impacts and hazards
- III. Climate Justice

**Standard:** The students will have the skills (cognitive and social/emotional) and behaviours to understand the relationship between humans, nature, and the environment, including climate change, and demonstrate responsible environmental actions.

Learning Domains:	ECE-1	ECE-2
	<b>Causes of climate change</b>	
	<b>Benchmark:</b> Identify basic natural elements, recognize pollution and its sources, understand human impact on nature, causes of climate change, and demonstrate care for the environment through simple actions and participation in related activities.	
	<b>Student Learning Outcomes:</b> The students' will be able to:	
<b>Cognitive</b>	SLO 1: Identify basic natural elements: sun, air, and water (through sensory experiences like feeling the sun's warmth, the breeze, and water).	SLO 1: Recognize pollution with its sources: cars, factories (again, keep it simple, e.g., "Cars make smoke," "Factories sometimes make smoke").

<b>Social &amp; Emotional</b>	SLO 2: Develop a sense of appreciation for nature: e.g., "The sun helps plants grow," "Water is important for all living things."	SLO 2: Demonstrates care for the environment by identifying simple actions that can help keep the land, air, and water clean (Use pictures of polluted and clean environments.).
<b>Behavioral</b>	SLO 3: Act out or role-play that pollution can affect animals and people: (e.g., "Dirty air can make it hard to breathe," "Animals need clean water").	SLO 3: Follow simple actions to reduce pollution: not littering, saving water, reminding families to turn off lights. Focus on what they can do.  SLO 4: Participate in environmental activities: planting and caring for plants, cleaning up designated areas, and conserving water (e.g., not letting the water run unnecessarily).
<b>Learning Domains:</b>	<b>ECE-1</b>	<b>ECE-2</b>
	<b>Climate Change impacts and hazards</b>	
	<b>Benchmark:</b> Understand the sun's importance for life, explore its effects on the environment and animals, and practice related safety measures and animal care.	
	<b>Student Learning Outcomes:</b> The students will be able to:	

**Cognitive**

SLO 1: Observe that the sun provides heat which is important for life. (Give examples of people taking sun baths in winter and drying clothes and other things under the sun).

SLO 2: Observe what happens when ice melts.

SLO 1: Show how the sun warms the Earth. (Demonstrate with a heat lamp or by drawing a picture of the sun's rays reaching the Earth.)

SLO 2: Observe what happens to things (such as Melting ice cubes or chocolate ice-cream) when they get warm from the sun.

<b>Social &amp; Emotional</b>	<p>SLO 3: Appreciate and thank you for having the sun as a blessing because it keeps everyone warm in winter and provides light in the day.</p> <p>SLO 4: Offer care for animals (e.g., by giving them water on a hot day).</p>	<p>SLO 3: Discuss how they feel about pet animals and because of hard weather (through story-telling).</p>
<b>Behavioral</b>	<p>SLO 5: Practice simple safety instructions during extreme weather (e.g., staying inside during a storm, using a mask during smog/dusty air).</p> <p>SLO 6: Practice simple sun safety (e.g., wearing a hat with help).</p>	<p>SLO 4: Act out what to do to stay safe in pretend bad weather situations (like going to a safe place seeking shelter during rain/lightning, using a mask in smog/dusty air).</p>
<b>Learning Domains:</b>	<b>ECE-1</b>	<b>ECE-2</b>
	<b>Climate Justice</b>	
	<b>Benchmark:</b> develop an understanding of fairness and its application in social interactions, as well as recognize the importance of clean air and water for the health of all living things, and demonstrate equitable responsible actions to protect the environment.	
	<b>Student Learning Outcomes:</b> The students' will be able to:	

<b>Cognitive</b>	<p>SLO 1: Identify fair and unfair situations in daily activities (e.g., sharing toys with friends).</p> <p>SLO 2: Recognize that clean air and water are essential for everyone's health.</p>	<p>SLO 1: Recognize when someone is treated unfairly and suggest ways to make it fair.</p> <p>SLO 2: Listen to a short story about children who have clean air and water and those who don't, then share ideas on how to help everyone enjoy a healthy environment.</p>
<b>Social &amp; Emotional</b>	<p>SLO 3: Practice the concept of sharing and taking turns, relating it to everyone having access to clean air and water.</p>	<p>SLO 3: Express feelings when something is unfair (e.g., "It's not fair if I don't get a turn").</p>
<b>Behavioral</b>	<p>SLO 4: Draw or trace handprints on a big class poster, showing small promises like "I will not waste water" or "I will throw trash in the bin" to practice responsibility.</p>	<p>SLO 4: Demonstrate fairness by taking turns in doing different tasks for keeping the classrooms clean.</p> <p>SLO 5: Draw a picture/poster that communicate the importance of a clean environment for all living things.</p>

## Domain C: Sustainable Living and Stewardship

### Themes:

- I- Engagement with nature, sustainable lifestyle & waste management
- II- Renewable energy use, responsible consumption and conservation

**Standard:** The students will have the skills (cognitive and social/emotional) and behaviours familiarising them with an understanding of sustainable living and stewardship by actively engaging in actions that conserve natural resources, promote cleanliness, and protect the environment while encouraging others to adopt eco-friendly habits.

Learning Domains:	ECE-1	ECE-2
	<b>Engagement with nature, sustainable lifestyle &amp; waste management</b>	
	<b>Benchmark:</b> Demonstrate an understanding of environmental responsibility by practicing sustainable actions, conserving natural resources, and participating in activities that promote cleanliness and care for the planet.	
	<b>Student Learning Outcomes:</b> The students will be able to:	

<b>Cognitive</b>	<p>SLO 1: Demonstrate the understanding that keeping spaces clean around them is important.</p> <p>SLO 2: Identify ways to protect Natural Resources (food, air, water).</p>	<p>SLO 1: Name simple sustainable actions (e.g., saving water, planting trees) through storytelling and discussions)</p> <p>SLO 2: Make crafts using recycled materials to learn about the importance of reusing and reducing waste.</p>
<b>Social &amp; Emotional</b>	<p>SLO 3: Play a game for sorting clean and dirty objects.</p> <p>SLO 4: Organize a "clean-up walk" where students pick up litter with gloves and talk about why keeping the environment clean matters.</p>	<p>SLO 3: Create drawings or crafts that show ways to care for the environment, such as recycling, protecting animals, or keeping water clean.</p>
<b>Behavioral</b>	<p>SLO 5: Engage in small acts of sustainability, such as turning off lights or reusing materials (like making paper bags with used papers).</p>	<p>SLO 4: Tell stories about how they help their parents/elders in keeping the house clean. SLO 5: Dispose of trash in bins properly (have separate dustbins for perishable and non-perishable materials or for materials that can be recycled/reused for any activity at school).</p>

Learning Domains:	ECE-1	ECE-2
	<b>Renewable energy use, responsible consumption and conservation</b>	
	<b>Benchmark:</b> Demonstrate an understanding of the importance of conserving natural resources, including electricity, water, and materials, by making responsible choices in daily life and encouraging others to do the same.	
	<b>Student Learning Outcomes:</b> The students will be able to:	
<b>Cognitive</b>	SLO 1: Demonstrate understanding that things moving fast have energy like wind, waves, water from the falls and light from the sun that humans can use. SLO 2: Demonstrate understanding related to the difference between needs and wants (e.g., "I need water to drink, but I want a new toy").	SLO 1: Identify different ways used to generate electricity like wind, water, waves/tides and sunlight. (At this young age it is hard for children to understand the concept of electricity generation, teachers can help children understand that anything that moves fast has energy and can be used to generate electricity.)  SLO 2: Identify the difference between basic needs (electricity for essential use) and wants (unnecessary energy consumption) by identifying real-life examples.
<b>Social &amp; Emotional</b>	SLO 3: Encourages and reminds peers or family members to turn off lights, showing concern for the resources.	SLO 3: Appreciate the value of resources and materials (e.g., saving food for later instead of throwing it away, taking as much food on the plate as one needs, giving away food, toys and clothes to people who may need them,

	SLO 4: Expresses feelings about wasting food, toys or clothes that many other people may not have access to (e.g., feeling sad when food or clothes are thrown away and preferring giving them to people who need them).	reminding parents to use reusable bags).
<b>Behavioral</b>	<p>SLO 5: With adult guidance, conserve water by turning off the tap while soaping hands and using only what's needed.</p> <p>SLO 6: Demonstrates patience and self-control when using shared resources (e.g., taking only one napkin).</p>	<p>SLO 4: Practice understanding that switching off fans, lights, and TV when not needed helps save electricity.</p> <p>SLO 5: Prefer sharing on solo/individual use for things that can be shared like, toys, different things/tools used for arts and crafts, sofa and story books.</p>

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Islamabad, 4<sup>th</sup> March, 2025

**NOTIFICATION**

No. F.1-1/2022(NCC) In exercise of the powers conferred under the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976 Section 3 (2) (a), the competent authority i.e. Director, NCC Wing, M/o FE&PT has approved the Curriculum "Environment for Living" for ECE. The curriculum will be implemented as non-credit curriculum/supplementary learning material in all Public and Private Educational Institutions of Islamabad Capital Territory (ICT) and the educational institutions under Federal Government across the country w.e.f academic year 2025-26. This non-credit curriculum is available at [ncc.gov.pk](http://ncc.gov.pk)

2. The spirit of this curriculum is to acquaint the learners with the essence of Environment and its key importance in their daily life activities.

  
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