



NATIONAL CURRICULUM
EARLY CHILDHOOD
EDUCATION

MARCH 2002

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
(CURRICULUM WING)
ISLAMABAD



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PREFACE

All of us realise that the needs of young children are extremely important and that appropriate Early Childhood Education (ECE) supports holistic development and is a sound basis for preparing children to join the school system. Unfortunately, we did not have a recognised system of studies for the 3-5 year age group.

Improvement in the quality of education is the priority of the present government. In order to pursue this agenda, implement the Education for All (EFA) goals and follow-up on commitments made at conferences in Dakar and Beijing, we have made every effort to promote public-private partnerships. The ECE Curriculum, developed by the Teachers' Resource Centre (TRC) for our schools, is one such partnership.

As part of our Education Sector Reform efforts, in October 2000, we published a document, "Innovative Programmes to Support Education Sector Reforms". In our plans, we have made provision for early childhood, the first pillar of the EFA declaration, to which the GOP is signatory.

Besides careful examination of the National Education Policy (1998-2010), current Primary Education Curriculum documents, regional and international research on ECE, students, teachers, parents, heads supervisors and DEOs have been consulted throughout the curriculum development process. The reader-friendly curriculum is based on sound educational theory and practical experiences. It has been developed keeping in mind the context and needs of urban and rural teachers which is an extremely challenging task. Curriculum development is a continuous process and we would welcome feedback from all users. This document has been through the formal process of the Ministry of Education and National Review Committee.

The ECE Curriculum will now be a formal part of the National Scheme of Studies and will be forwarded to all provincial governments for implementation. There will be no textbook for this (3-5) age group. The Ministry of Education will collaborate with TRC for providing policy and professional backup at the National, Provincial and District levels. In a phased approach, Master Trainers will be trained by TRC.

And finally, my thanks and deep gratitude to my colleagues at the Ministry of Education, especially the Curriculum Wing and to TRC for taking this critical step towards the implementation of ECE and EFA in our schools. If we succeed in implementing this child-friendly curriculum, in the spirit in which it is written, our children will grow up as confident, aware and conscientious citizens of Pakistan.

(ZOBALDA JALAL)
Federal Education Minister

The Significance of Early Childhood Education (ECE)

Children do not just grow in size. They develop, evolve, and mature, mastering ever more complex understandings of the people, objects and challenges in their environment. There is a general pattern or sequence for development that is true of all children. However, the rate, character and quality of development varies from child to child. ECE refers not only to what is happening within the child, but also to the care that child requires in order to thrive. For a child to develop and learn in a healthy and normal way, it is important not only to meet the basic needs for protection, food and health care, but also to meet the basic needs for interaction and stimulation, affection, security and learning through exploration and discovery.

The Importance of ECE as Part of a Basic Education Strategy

Before you can build a house, it is necessary to lay foundation stones to support the entire structure. Before a child enters primary school, a similar foundation must be laid. Embedded within their family, their community, and their cultural values, young children (from birth to eight) need to be supported in the development of the physical, cognitive, emotional and social abilities that will enable them to survive and thrive in later years. The successful education of the child during its years of schooling depends to a great degree upon the foundation stones laid during the pre-school years.

Learning begins at birth. In the early years, children learn fundamental skills and develop in ways that are crucial to the success of their future education and indeed, the rest of their life. They learn to walk and coordinate their movements. They learn to talk, acquiring relatively sophisticated language skills. They learn basic thinking skills, as well as the ability to connect thought to language to action. They develop self-control and self-confidence (or a sense of failure). They learn how to relate to others and what behaviour is culturally acceptable. They develop (or suppress) their sense of curiosity.

Scientific findings from a variety of fields have demonstrated that support of early development yields rich benefits not only in immediate ways for the child and parents, but also over time in terms of the child's ability to contribute to the community. Interventions in the early years of childhood offer an extraordinary opportunity to avoid or moderate learning problems, and to bring lasting benefits to individuals and society.

Benefits of ECE Programmes for Children

- Personal and Social Development:
 - improved cognitive development (thinking, reasoning)
 - improved social development (relationship to others)
 - improved emotional development (self image, security)
 - improved language skills
- Health:
 - increased chances of survival
 - improved nutrition; improved hygiene and weight/height for age
 - improved micro-nutrient balance
 (where ECE programmes include health care facilities)

- Progress and Performance
- higher chances of entering primary school
- less chance of repeating
- better performance

Conclusion

The World Conference on Education For All, included Early Childhood Development in the Declaration and Framework for Action, (1990) because of the overwhelming evidence that children's early years are critical to future success.

The National ECE Curriculum Framework

A Statement of Philosophy/Values/Beliefs

The principles given below carry important implications for practice:

- The whole child is important - social, emotional, physical, cognitive and moral development are interrelated
- Learning is holistic and for the young child is not compartmentalised under subject headings
- Intrinsic motivation is valuable because it results in child-initiated learning
- Autonomy and self-discipline are important
- In the early years children learn best through active learning - learning by doing
- What children can do, not what they cannot do, is the starting point in children's education
- There is potential in all children which emerges powerfully under favourable conditions
- The adults and children to whom the child relates are of central importance
- The child's education is seen as an interaction between the child and the environment, which includes people as well as materials and knowledge

A Statement of Objectives

- To provide for the holistic development of the child, which includes physical, social, emotional, cognitive and moral development.
- To nurture in children a sense of Islamic identity and pride in being Pakistani.
- To create in the child a sense of citizenship in community, country and the world.

- To foster a sense of independence, self-reliance and a positive self-image.
- To nurture tolerance and respect for diversity.
- To equip the child with life-long learning skills.
- To provide opportunities for active learning.
- To provide opportunities for self-initiated play, where children plan and review the work they have undertaken.
- To develop critical thinking skills.

Specific Learning Outcomes for the 3-5 year old

Language and Literacy

- Listening and Speaking skills

By the end of the session children should be able to:

- listen attentively
- talk about their experiences
- respond to stories, songs and rhymes
- initiate conversation with peers and adults
- express their ideas with clarity
- use correct pronunciation
- draw on words from an enhanced vocabulary
- understand and follow instructions
- recognise different sounds in the environment

- Reading Skills

By the end of the session children should be able to:

- enjoy books and handle them carefully
- understand that words and pictures carry meaning
- know that Urdu is read from right to left
- know that English is read from left to right
- recognise their own name in print
- recognise letters of the Urdu and English alphabet
- recognise simple Urdu/English words

- Writing Skills

By the end of the session children should be able to:

- draw pictures to communicate meaning
- write most of the letters of the Urdu and English alphabet
- write their own names

Numeracy

By the end of the session children should be able to:

- sort and classify objects by colour/shape/size
- identify and differentiate between different dimensions of objects: length/width/weight
- know the difference between some and all; more, less and equal
- order objects according to their size and length
- understand patterns
- count upto 9 objects in the environment
- understand ordinal numbers (first-ninth)
- have a basic understanding of numbers upto 9
- write numerals 1-9
- begin to understand the concept of zero
- add two numbers (total less than 9)
- subtract two numbers (total less than 9)
- understand that 10 is more than 9
- identify Pakistani currency: Rs. 1-10 coins and notes
- measure lengths and capacity using informal units
- understand informal time units

Life Skills

• Personal and Social Development

By the end of the session children will:

- form positive relations with peers and adults
- learn to respect others' opinions
- learn to respect others' rights and property
- learn to take responsibility
- learn to take turns, share and cooperate
- learn to make queues
- gain self confidence
- clean and care for self and immediate environment
- use greetings such as "*Asalaam Alaikum*", "please" and "thank you"
- know when to say "*Bismillah*"
- recite the first *Kalma* and understand its meaning
- name the five daily prayers
- learn about Ramadhan and Eidain

• Knowledge and Understanding of the Environment

By the end of the session children should be able to:

- name their nationality and recognise the Pakistani flag
- understand the uses of water and the need to conserve
- talk about different professions
- talk about various means of communication. For example, correspondence, radio, television and the Internet
- discuss different means of transport

- discuss animals, birds, fruit and vegetables
- understand that magnets attract certain objects
- understand that some objects sink while others float in water

- Creative Development

By the end of the session children should be able to:

- experience enjoyment and a sense of pride in their art/craft work
- think of new ideas/ways to solve problems
- cut with scissors, paste paper and pictures
- draw, colour, paint
- work with clay
- work confidently with a variety of material

The Learning Environment

Young children learn most effectively through 'real' experiences and by using all their senses: sight, taste, smell, hearing and touch. When learning is reinforced with practical experiences, it lays a firm foundation for later abstract learning. Children learn best when they are active learners.

Active Learning

Children are actively learning when they are given opportunities to handle materials. When they can mix water and sand and see the change, learn to use a pair of scissors, express themselves through paint, make models, squeeze a sponge full of water, roll on the ground, pretend to be *Babar Sher*, express their emotions, pour their own water, taste different kinds of food and explore their surroundings.

Through their participation in different activities children learn concepts, develop skills, acquire knowledge and positive attitudes about themselves, others and their surroundings.

Areas of Learning and Development

- Language and Literacy

This area of learning refers to the development of listening and speaking skills. Children use talk to recall real life experiences, to respond to instructions, to predict, to question, to imagine, to direct and to empathise. It is the development of reading and writing skills and understanding the uses of the written word.

- Numeracy

This area of learning refers to the development of the child's ability to classify by matching, sorting, comparing and ordering. It is the development of the child's concepts of number, space, time, growth, length, capacity, shapes, of exchange and the use of money.

- Life Skills

This area refers to the physical, moral, social and emotional, the environmental and scientific and creative areas of learning and development. It refers to the development of the child's:

- gross motor skills, i.e. bodily co-ordination, balance, agility and strength; fine motor skills, i.e. eye-hand coordination, manipulative skills and strength; and two-handed coordination and sensory skills, i.e. sight, smell, taste, touch and hearing.

- ability to discriminate right from wrong, express her/his feelings and to understand the feelings of others. It is the development of a positive self-image, a sense of identity and of positive attitudes towards other children and adults. It involves the child's behaviour in a group, learning to cooperate, to share, to participate and to be independent.
- awareness and understanding of our environment and the child's ability to explore, experiment and discover; to observe, to reason, to understand and to solve problems.
- ability to create and enjoy images, sounds, music, language and role play through a variety of media and to appreciate the creations of others. It is the finding of creative solutions to problems.

Classroom Organisation

A classroom is an important part of a child's learning environment. It is therefore, crucial for the pre-primary teacher to provide a stimulating, pleasant, learning environment for the children. Learning corners are ideal work spaces for children where they can learn in simulated real life situations.

Creating Learning Corners (*Goshas*)

Working in different learning corners helps develop children's ability to:

- take initiative and make decisions about what they are going to do (plan) and how they are going to do it
- complete self-chosen tasks and review their plans
- question, experiment, discover and make sense of the world around them
- work, share and co-operate with other children
- work independently, towards mastery of different skills
- conform and adhere to classroom rules
- reason and express themselves in a wide range of naturally occurring situations, thereby building their self confidence

Three or more of the following learning corners can be set up at any given time:

- Language Corner: This corner should be equipped with material related to increasing vocabulary and learning reading skills.
- Library Corner: This corner should be set up to promote the reading habit and to learn how to care for and value books.
- Art Corner: This corner provides children with opportunities for creative expression.
- Math Corner: Appropriate material for the Math Corner includes objects that will help children grasp basic math concepts of size, shape, width, classification and number, by direct experimentation.
- Science Corner: This corner should provide children with opportunities for observation and experimentation in order to understand the world around them.
- Home Corner: The home corner should reflect the cultural background of the children where various kitchen utensils, clothes, small furniture and dolls can be provided. From a kitchen it can be later transformed into a shop, office or a doctor's clinic.

The Daily Routine

Young children need the comfort and security of a daily routine. It provides them with a consistent, predictable sequence of events that gives them a sense of control over what happens in their day. A daily routine is important because it:

- makes children feel secure when they know what to expect
- creates an organised environment that is conducive to the learning process
- helps children learn about sequencing
- helps children understand the concept of the passage of time
- helps children realise that an activity has to be completed within a set time frame

A sample daily routine follows:

08:00 - 08:10: Dua/National Anthem

All the children get together to say a small prayer and sing the National Anthem.

08:10 - 08:30: Listening and Speaking Time

Children's attendance is marked in a register. Then children are seated in groups and the teacher shares her own news and encourages children to share theirs. She initiates a general discussion on various topics related to the environment, science, health hygiene etc. Not only does this impart knowledge, it gives children the opportunity to speak and express their views.

08:30 - 09:15: Group Work Time

Children work in groups during this period. Group work can include activities from the Language and Literacy, Numeracy or Life Skills' sections. Teachers initiate this activity.

09:15 - 09:30: Outside Time

Teachers take children outdoors (or in the corridor where outdoor space is not available) for physical education exercises; bending, stretching, jumping and balancing activities.

09:30 - 09:50: Snack Time

Children have their snacks either indoors (which is recommended) in an organised way, or go outdoors to eat and play with their older siblings or friends.

09:50 - 10:00: Planning Time

Children are asked to plan for the day, which *goshas* (learning corners) they would like to work in and what activities they will accomplish there. Children initiate this activity.

10:00 - 11:00: Gosha Time

Children carry out their plans in the *goshas*. Teachers support children in their chosen activities by moving around the different *goshas*, talking to them and getting involved where possible.

11:00 - 11:10: Clean-up Time

Children tidy up and return the materials they were using to their designated places.

11:10 - 11:30: Review Time

Children come back to a central space and talk about their *gosha* work and whether they accomplished their plans for the day. Together, reasons are sought for those who were unable to complete their plans.

11:30 - 12:00: Story and Rhyme Time

This time is used for storytelling and for songs/poems with actions.

Learning Content Language and Literacy

S. No.	Concepts/Skills	Specific Learning Outcomes	Methodology
1	Listening and Speaking	<ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - listen attentively - talk about their experiences with peers and teachers - respond to stories, songs and rhymes - initiate conversation with peers and adults - express their ideas with clarity - use correct pronunciation - draw on words from an enhanced vocabulary - understand and follow instructions - recognise and differentiate between sounds in the environment 	<ul style="list-style-type: none"> • Through everyday conversation about the previous day's events/special events in the child's home and family. • Listening to and telling stories, singing songs and rhymes with actions and asking each other questions about each other's news/stories. • Helping children to clarify their thoughts through asking probing questions, helping them clarify/extend their thoughts. • Repeating correct pronunciation after them, without telling them they are wrong. • Naming different things in the school environment, home, outdoors. Showing cut-outs from calendars/magazines and discussing the pictures. • Through simple games, of giving and following instructions. For example, Ayesha, touch your head and then your nose; Zafar, bring me the yellow book from the last shelf. • Giving all children a chance at having classroom responsibilities. • Individually and in groups, with eyes closed: <ul style="list-style-type: none"> - naming a sound they can hear (e.g. a cat/ bird/rickshaw/ <i>tanga</i>/ bus/ train) - guessing sounds the teacher or a volunteer child makes (clap/stamp of foot/rap on the table with a pencil) - guessing the voice of a child the teacher silently selects, who says "<i>Asalam Alaikum</i>, who am I?"

2	<p>Reading</p>	<ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - enjoy books and handle them carefully - understand that words and pictures carry meaning - know that Urdu is read from right to left and English is read from left to right - recognise their own name in print - recognise letters of the Urdu and English alphabet - recognise and be able to identify simple words in Urdu and English 	<ul style="list-style-type: none"> • Discussing the care of books, showing children how to turn pages and where to put books away carefully when finished. Reading stories to children from simple story books, (in an excited manner) and showing them the pictures in the book as the story unfolds . Using masks and hand/finger puppets for storytelling. Showing children how the sentence begins from the right when reading an Urdu story and from the left when reading an English story. Doing the same when writing words on the chalkboard on a daily basis. • Keeping children's name tags in a basket and letting them find their own names everyday. Helping them pin their tag onto their uniform. • Through simple games using flash cards with the <i>Harooof-e-Tahajji</i> / English alphabet clearly written on them: <ul style="list-style-type: none"> - naming the letters on the cards. (In Urdu, special care has to be taken to point out the number and placement of the <i>nuktas</i>) - matching cards that have the same letter on them to encourage visual discrimination. - saying the initial letter sounds on the cards. - playing word matching games with initial letter sounds. For example, each child gets a card with a letter on it. The child who gets the 'd' goes and touches the door; the child who gets 'z' can touch Zafar. - naming several things beginning with the basic sounds. For example, b: baby, bat, ball, bird, banana, basket, biryani. • Ensuring that the <i>Harooof-e-Tahajji</i> and the English alphabet are displayed on a washing line/display board. Frequently singing the alphabet song while pointing to the letters. • Making the classroom a print-rich environment. Writing the names of things in the classroom, for example, chalkboard, window, door, wall and sticking it on the side of the same. Reading it to children often. Writing on the board, other simple words children take interest in and talk about. For example, bus, train, favourite animals/fruit/food, parents' professions. Keeping sets of flash cards with the same words for children to look at.
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3	Writing	<ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - draw pictures to communicate meaning - write most of the letters of the Urdu and English alphabet - write their own names 	<ul style="list-style-type: none"> • Asking children to draw with crayons/ colour pencils (where available) their favourite things on their slate or sheet of paper and writing the word under it for them to trace, when they finish drawing. Respecting and accepting their drawing as it is without criticism. • Colouring simple pictures on paper (where colours are available) • Joining the dots. • Copying different patterns in the sand/air, on slates/paper, for example, zig zag patterns, lines and circles, semi- circles and squares. • Practicing writing of the letters of the <i>Harooof-e- Tahajji</i> /English alphabet in the sand/air, on slates/paper. • Practicing the writing of their own names.
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Learning Content Numeracy

S. No.	Concepts/Skills	Specific Learning Outcomes	Methodology
1	Classification <i>colours</i>	<ul style="list-style-type: none"> • Children should be able to: - recognise and differentiate between colours - group objects together according to their colours 	<ul style="list-style-type: none"> • Through simple games, identifying and naming the colours of various objects in the environment. • Individually and in groups: <ul style="list-style-type: none"> - pairing and matching objects - sorting and grouping objects
	<i>shapes</i>	<ul style="list-style-type: none"> - recognise and differentiate between shapes - group objects together according to their shapes 	<ul style="list-style-type: none"> • Same as above. Replace colours with shapes.
	<i>size</i>	<ul style="list-style-type: none"> - recognise and differentiate between size - group objects together according to their size 	<ul style="list-style-type: none"> • Same as above. Replace colours with size.
2	Dimensions <i>length</i>	<ul style="list-style-type: none"> • Children should be able to: - identify and differentiate between tall & short and long & short objects 	<ul style="list-style-type: none"> • Individually and in groups distinguishing between everyday objects of differing lengths. Using appropriate language for length
	<i>width</i>	<ul style="list-style-type: none"> - between broad and narrow 	<ul style="list-style-type: none"> • Same as above. Replace length with width.
	<i>weight</i>	<ul style="list-style-type: none"> - between light and heavy objects 	<ul style="list-style-type: none"> • Same as above. Replace length with weight.

<p>3</p>	<p>Quantity <i>some and all</i></p>	<ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - tell that 'some' is less than 'all' 	<ul style="list-style-type: none"> • Putting some or all the objects (for example, blocks, beads, buttons) into containers
<p>4</p>	<p><i>more, less & equal</i></p> <p>Seriation</p>	<ul style="list-style-type: none"> - differentiate between 'more', 'less' and 'equal' <ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - order objects according to their size/length, going from smallest to biggest/biggest to smallest/longest to shortest and shortest to longest 	<ul style="list-style-type: none"> • Looking at differing amounts of solids and liquids and using appropriate language such as 'more than', 'less than', 'equal to'. • Changing the quantities and asking each other to differentiate. <ul style="list-style-type: none"> • Individually and in groups: <ul style="list-style-type: none"> - making comparisons between objects. - arranging objects in order using words such as 'big, bigger, biggest', 'small, smaller, smallest'.
<p>5</p>	<p>Patterns</p>	<ul style="list-style-type: none"> • Children should be able to reproduce an arrangement of objects 	<ul style="list-style-type: none"> • Clapping out patterns e.g. clap-clap-clap. (stop) clap-clap. Repeating sequence. • Reproducing patterns made by objects in a line, for example: <ul style="list-style-type: none"> - using different coloured buttons: blue, red, green, blue, red, green and so on. - using different coloured shape cut-outs: square, triangle, circle, square and so on.
<p>6</p>	<p>Number <i>counting</i></p>	<ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - correctly count upto 9 objects in the environment - understand ordinal numbers, first, second, upto ninth 	<ul style="list-style-type: none"> • Singing number songs and poems. • Finger play/stories. • Together, counting different objects in the environment. • Counting while bouncing a ball/clapping/jumping. • Placing different objects in a line/queuing up, and calling out the order.

	<i>quantities numerals</i>	<ul style="list-style-type: none"> - understand that each number represents a predetermined quantity - establish a link between a numeral (1-9) and the quantity it represents - writing numerals 1-9 	<ul style="list-style-type: none"> • Threading beads onto laces. • Matching numerals (number symbol) on flash cards to the correct number of objects. Placing the correct number of objects on number cards. • Practise writing numbers in sand, in the air, on slates, on paper.
	<i>sequence</i>	<ul style="list-style-type: none"> - arrange numbers in the correct sequence 1-9 	<ul style="list-style-type: none"> • Placing plastic numerals, card cut-outs or flash cards in correct sequence.
7	Zero	<ul style="list-style-type: none"> • Children should be able to understand the concept of an empty set 	<ul style="list-style-type: none"> • Using concrete examples and comparisons of sets of 3, 5, 6 objects and empty sets which have nothing or zero objects. • Using number songs like 10 green bottles until 'no green bottles' is reached and then reinforcing the concept of zero.
8	Addition <i>combining sets</i>	<ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - combine two sets, for example, a set of two buttons and a set of three buttons and make five - use mathematical language such as 'add' and 'makes' 	<ul style="list-style-type: none"> • Using varied practical examples of addition to 9. For example, 5 pencils in one hand and 3 in the other. Combined/added they make 8. - using sets of children, sets of shells, buttons, ice-cream sticks, pebbles etc.
	<i>adding on</i>	<ul style="list-style-type: none"> - add objects to an existing set to make a certain amount 	<ul style="list-style-type: none"> - presenting 'problems' such as "how many more do we need to make seven?" Add 3 more beads to the string of 4, to make 7.

9	<p>Subtraction <i>taking away</i></p> <p><i>finding the difference</i></p>	<ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - subtract a set of two objects from a set of five - find the difference between two numbers 	<ul style="list-style-type: none"> • 'Taking away' using a variety of objects in the environment. For example: <ul style="list-style-type: none"> - the children themselves - pencils, colour pencils - buttons, beads, pebbles etc. • Using number songs and finger play.
10	<p>Pakistani Currency</p>	<ul style="list-style-type: none"> • Children should become familiar with: <ul style="list-style-type: none"> - the number 10 - recognise Re. 1 & Rs. 2 coins - recognise Rs. 5 & 10 notes 	<ul style="list-style-type: none"> • Showing coins and notes and discussing why and how we use them. • Role play as shopkeepers and buyers. Use empty boxes/bottles, clay fruit/vegetables for sale and paper notes and coins cut out of stiff, recycled card paper, as money.
11	<p>Measurement & Estimation</p>	<ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - measure lengths of objects/ spaces using informal units - measure the capacity of containers using informal units 	<ul style="list-style-type: none"> • Measuring the length of the classroom using footsteps. • Measuring the length of a table, chalkboard and window using handspan/ pencils/sticks as informal units. • Filling water in different sized containers such as bowls/bottles and using cups, spoons as informal units. • Estimating (guessing) the length and capacity of examples given above and then measuring to find out.

12	Time	<ul style="list-style-type: none"> • Children should be able to: <ul style="list-style-type: none"> - understand informal time units - sequence events in time and anticipate events - observe, describe seasonal changes - observe that clocks and calendars mark the passage of time 	<ul style="list-style-type: none"> • Experiencing stopping and starting an action on signal. Stop ongoing activity when teacher gives predetermined signal, for example, claps/snaps fingers/sings a song/plays a musical instrument, like the tambourine. • Reviewing with children their plans for the day and implementation of the plans. • Discussing/describing the daily routine at home and in school. Ensuring children know what will follow after each activity. • Discussing day and night, summer and winter. • Discussing day, date, year on a daily basis; holidays, Ramadhan and Eidain. • Discussing clocks and time from the daily routine, like time to work, play, eat, sing, listen to stories.
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Learning Content Life Skills

S. No.	Concepts/Skills	Specific Learning Outcomes	Methodology
1	Personal and Social Development	<ul style="list-style-type: none"> • Children will: <ul style="list-style-type: none"> - form positive relations with peers and adults - learn to respect others' opinions - learn to respect others' rights and property - learn to take responsibility - learn to take turns, share and cooperate - learn to make queues - gain self confidence - clean and care for self and immediate environment 	<ul style="list-style-type: none"> • Through self introductions at the start of the year and whenever new children join. • Setting aside time for daily conversation in the daily routine and of sharing their own news in the classroom. • Through working in groups; sharing materials in the learning corners and putting materials back in their right place after the work is over. • Sharing classroom responsibilities between children; letting them help with setting up the <i>goshas</i> and tidying up. • Through songs and stories which promote these values. • Discussing the value of health, hygiene and physical education using children's personal experiences. Discussing prevention of diseases and asking children to draw pictures about how to stay healthy. • Playing running, hopping, skipping, jumping and balancing games. • Using songs, stories, pictures and games to learn about the body and to promote healthy habits like, cleaning of hands, face, nails; brushing teeth; covering food from flies and having clean drinking water; and throwing trash in the bin.

3	<p>Knowledge and Understanding of the Environment (continued)</p> <p>Creative Development</p>	<ul style="list-style-type: none"> - discuss animals, birds, fruit and vegetables - understand that magnets attract certain objects - understand that some objects sink while others float in water • Children should be able to: <ul style="list-style-type: none"> - experience enjoyment and a sense of pride in their art/craft work - think of new ideas/ways to solve problems - cut with scissors, paste paper and pictures - draw, colour, paint - work with clay - work confidently with a variety of material 	<ul style="list-style-type: none"> • Through simple songs, movement, pictures, drawing, discussion and games. • Bringing fruit and vegetables to the classroom to discuss. Cutting and seeing which have one, few or many seeds and then eating the fruit. Feeding the skin etc. to cows/goats where possible. Talking about which vegetables can be eaten raw, which need to be cooked, grow underground or above the ground. Growing seeds in little containers and looking after them. • Letting children experiment and discover for themselves by using simple magnets and a variety of objects. Discussing the outcomes of their experimentation individually and in groups. • As above, using a small tub of water and light and heavy objects. • Planning art work frequently. Appreciating and encouraging their work and handling it carefully. Displaying their work in the classroom on a board or washing line. • Encourage critical thinking by asking a variety of questions. For example, <ul style="list-style-type: none"> - what do you think will happen if...? - how can we make...? - how would you feel if...? - what caused that to happen...? - what do you think will happen next? - how did you make that...? - could we have done it another way...? • Allowing children some time to try and solve their own problems. • Giving children puzzles and jigsaws to solve. • Providing a range of art materials such as colours, paints, brushes, clay, sponges cut into little squares, bits of cotton, scissors, old boxes, dry leaves. Provide opportunities to work without restrictions, with minimum instruction. Encourage them to freely draw whatever they feel like drawing. Where paint is not available, or as a change, children can paint with mud.
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Assessment Procedures

Research informs us that formal tests and examinations are not at all accurate when measuring young children's abilities. Many children do not perform well in situations where they have to answer specific questions or complete specific tasks because they may not be familiar with the testing language, they may be shy or frightened in a new situation, or they may be tired, bored, upset or unwell the day of the test. When a child does not do well on a test for any of these reasons, a teacher may attach a negative, inaccurate label (s/he is weak, lazy, dull) to that child which is then difficult to replace and can be harmful for the child.

Tests usually suggest that we compare one child's score with another's, which is inappropriate for children. This comparison is meaningless because children develop at their own individual and unique pace. This scoring and comparison may be harmful to children whose score is low, because they may be made to feel like 'failures' when in fact their development is normal and will soon catch up with the others.

Children's progress should be measured by the teacher's on-going observations during the entire year. Their progress should be compared to their own previous level of development and not to other children. The results of evaluating a child's progress should be used to plan the future learning programme for the ECE classroom.

Child Assessment and Record Keeping

Throughout the day, ECE teachers observe children as they participate in different activities. Sometimes they can stand back to observe, but more often than not are involved in the activities with the children. This is a skill that teachers have to develop, to be actively involved, picking up cues from the children and at the same time observing each individual child. What is the teacher looking for? The teacher observes and assesses the different areas of learning and development, i.e. Language and Literacy, Numeracy and Life Skills.

The following methods of assessment and record keeping should be followed by teachers in the ECE classroom:

- Checklist of children's progress

Teachers should maintain a monthly checklist for each child, of the Specific Learning Outcomes mentioned in each category i.e. Language and Literacy, Numeracy and Life Skills. Any special comments the teacher may have about a child can be recorded here.

- Portfolio of children's work

Teachers should also maintain each child's art work and Literacy /Numeracy related worksheets in their individual folders. Each sheet will have the child's name and date the work was done, written clearly on it. The portfolio will aid the teacher in assessing the progress children have made in their art work, writing and understanding of numeracy related concepts.

- Progress report for parents

To inform parents of their child's progress in class, the teacher will either send home, or meet with parents in school to discuss the progress report. This report will be based on the Specific Learning Outcomes. The teacher will fill in the progress report, twice a year, using the portfolio and monthly checklist as a base, to support her/his evaluations.

From their observations, monthly checklists and portfolio the teacher can assess each child's progress. When progress is recorded regularly and efficiently, the teacher builds up a comprehensive picture of each child. The process of recording helps the teacher to be aware of all areas of the child's learning and development.