

**EARLY CHILDHOOD DEVELOPMENT HANDBOOK
(CURRICULUM)
2062**

**Government of Nepal
Ministry of Education and Sports
Department of Education
Early Childhood Development Section
Sanothimi, Bhaktapur**

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Background

Early childhood stage effects significantly in the future of children. Since the early childhood stage is considered from prenatal stage to eight years of age, the children would develop to a complete human being only if a favourable environment is provided for their overall development at that age. Then only it is possible to fulfil the human resources necessary for the country. For the same, Early Childhood Development Programme plays a major role. In our context, as the provision of the Early Childhood Development Programme is made for the children of the age group three to four years only, the curriculum for this level has been prepared to ensure programmes for these children as per the provision of the early childhood centre/pre-primary classes. This handbook would help the facilitators/teachers to create an environment necessary to make the children self confident, feel secure, self respectful, cooperative and independent by developing hidden talents of the children of early childhood development centres/pre primary classes.

This handbook is considered as a curriculum. In order to make it objective specific, practical, relevant, and standard, various publications of government/non-government institutions, national/international organizations, line agencies under Ministry of Education (Curriculum Development Centre, Basic and Primary Education Programme), TU CERID who are working for early childhood development and, curriculum of other countries were reviewed while preparing its first draft. And also, comments and suggestions were collected from the concerned stakeholders by organizing workshops at various levels.

Further, in order to give final shape to this handbook it has included comments and suggestions from the parents, facilitators, teachers, experts, educationists and intellectuals who are directly concerned in the development of children.

This handbook is developed by Curriculum Development Group with the total authority of curriculum development process and as per the guidelines and suggestions of the Advisory Committee. However, if there are still any mistakes and weaknesses, constructive comments are expected from all the concerned people in order to further improve this curriculum giving continuity of all the curriculum development processes. Lastly, we would like to thank all the experts and institutions who are involved in preparing this handbook.

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About This Curriculum Handbook

This curriculum handbook is prepared for all private schools, community schools and early childhood development centres conducting classes under Early Childhood Development Programme. This handbook is prepared also to support people seeking information on the programme and the facilitators conducting early childhood development centres.

This handbook is divided into three parts. The first part is more focused on the management of early childhood development classes. This part includes introduction, programme vision, goals and features of the early childhood development curriculum, involvement of parents, contexts for special needs children and evaluation. The second part gives information about early childhood development curriculum, where the age-wise expected learning outcomes are presented with the inclusion of learning outcomes as per the fundamental learning areas and subject areas. Seven titles are presented as illustrations of the theme-wise activities in the third part. Every title has subtitles mentioned and time needed for conducting activities in weeks.

The lesson plan and time-table needed for carrying title wise activities as per the learning and development outcomes mentioned in this curriculum are presented in annexes.

**Department of Education
Early Childhood Development Section**

Few Words

It gives us immense pleasure to present this Early Childhood Development Curriculum (Early Childhood Development Handbook) prepared by Department of Education, which is approved by Ministry of Education and Sports. It is expected from the use of this handbook that there would be uniformity in conduction of all types of Early Childhood Development Programmes like: community based early childhood development classes, community school based pre-primary classes and institutional schools based Kindergarten and Montessori.

It is also expected from this curriculum that it would provide minimum support in conducting all types of early childhood development classes adopting activities related to physical, intellectual, social and emotional aspects by the facilitators trained by the instructors who are themselves trained on the basis of this curriculum.

We would like to thank Curriculum Development Centre, National Centre for Educational Development, UNESCO, UNICEF, Save the Children Norway, Save the Children US, World Vision, PLAN International, Tribhuvan University, Seto Gurans, PABSON, ETC, Teacher's Union, SOS Children's Village, CERID, ECEC, teachers and principals of institutional schools, facilitators and all those involved with early childhood development sector. We are grateful to UNESCO Kathmandu for providing support in the publication of this curriculum. Lastly, we would like to request all the users implementing the Early Childhood Development Programmes in communities and schools to use this handbook to the maximum extent and request for providing constructive suggestions to improve this handbook.

2063, Asar

Director General
Department of Education

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Part One

Role of Early Childhood Development Curriculum

1) Introduction

This curriculum is prepared for early childhood development classes conducted by schools, early childhood development centres or private sectors for the children of age group three and four years. This curriculum will guide to necessary direction for providing uniformity and continuity in the learning of these age group children. This curriculum is developed in order to be able to use children's surrounding environments such as family, societal, geographical, humanitarian and natural background appropriately in teaching-learning.

Education Act and Regulation has mandated to one year pre primary class. Similarly it has provision for two years early childhood development centre. This curriculum will be used in conducting both types of these classes. Since this curriculum has been developed with the basic assumption of adjusting children's learning in grade one of primary level education, it has to be used with special preference.

2) Goals of the childhood development curriculum

The main goal of early childhood development curriculum is to impart direct or indirect learning experiences through various means of educational activities as per the children's social settings.

This curriculum has emphasized in developing children's skills related to their health, safety/protection, other life relevant and self reliance by identifying their hidden talents and steering them appropriately. In other words, the main function of this curriculum is to enhance self confidence; develop positive attitude towards changing society and other people; maintain emotional balance in challenges, successes and failures as well as to establish foundation to develop nationality, cultural and human values in them by providing functional skills and making them learning to learn as per social and practical norms and values.

As a whole, the goal of this early childhood development curriculum is to make children capable of conserving environment, sharing their feelings, listening to others and acquire knowledge of their surroundings through teaching-learning.

3) Main objective of childhood development curriculum

To prepare all children of the age group three and four years to go to primary schools by developing them holistically by the means of various types of entertaining teaching-learning activities.

This curriculum has established the following objectives to achieve the aforesaid main objective:

- 1) to provide children with the opportunity for their intellectual, physical, emotional, social, (holistic), moral and creative development
- 2) to encourage them to set habit towards sanitation and safety
- 3) to encourage them for practicing simple good manners
- 4) to prepare them for primary education
- 5) to develop in them the feeling of confidence and protection

4) Characteristics of the curriculum

The early child development curriculum has adopted following characteristics to achieve the objectives mentioned:

- 1) to prioritize children's interest, capability and necessity
- 2) to focus on the overall development of the children
- 3) to utilize knowledge and human resources of the family and community
- 4) to give importance/recognition to contacts and relations with persons, places and materials in children's learning

5) Environment

Early childhood development centres running under Early Childhood Development Programme have to conduct indoor and outdoor activities. These activities have to be of the type which would motivate children to investigate new things and acquire information of their environment. In order to make children's learning simple/natural and interesting, situation in the learning environment has to be created to look it natural so as to give a sense of protection and suitable for the children to learn freely. For this it is necessary to have the learning environment as follows:

5.1 Physical environment

- a. In relation to classroom management, it is compulsory to manage various learning areas inside the classroom such as language corner, creativity corner, mathematics corner and science corner.

- b. If plenty of space is available in classroom areas such as play area, group activities area, exhibition/demonstration area, material storage area, resting area and lunch area could be allocated.
- c. It is also possible to allocate areas outside the classroom for playing like swing, sliding, tunnel, water games, sand playing and free running.

5.2 Educational environment

Children must be taught in an informal way. For this following educational activities must be carried out:

- a. A time table must be prepared to carry out activities like free plays, experience from the use of materials, free activities according to the situations, educational games and guided activities for children's learning. The time allocation for the activities has to be adjusted taking care of the place, situation and culture.
- b. The activities selected for the children must be meaningful. When selecting activities for children, they must be the ones which could be finished in the stipulated time and appropriate to be used in daily life. The facilitators must pay special attention so that the activities do not burden or develop negative emotions in children. And, the activities must be conducted collectively with the active involvement of children and should encourage them to investigate for new things as per their levels. Instead of control and giving instructions, children must be supported to solve their difficulties and confusions by providing necessary feedback while conducting the activities.
- c. In order to make children learn from the surroundings, child-friendly teaching methods need to be adopted by creating appropriate situations for problem solving. For conducting such activities, strategies like sharing new things and asking questions encouraging children individually, in groups and the whole class must be adopted.
- d. In order to support in children's learning, they should be explained as per their necessity, provide additional information and ask questions to mediate/keep them in track. Meanwhile they must also be encouraged to ask questions among themselves. Apart from this, children must be involved themselves in order to make them gain knowledge from the surroundings. For the same, why, where, when types of questions must be asked by creating necessary environment for making them motivated to discuss.
- e. In the process of preparing children for primary schools, it is necessary to plan to allocate certain time for activities like pre reading and pre writings from within the period of their stay in early childhood development centre.

- f. While supporting children's learning, the facilitator must organize individual activities involving them in creative games considering time and place. It is necessary to form various groups for group activities and support them whenever necessary during the activities. Similarly, it is also necessary to assist children while conducting social works like presenting the subject-matters, following group instructions and using social skills.
- g. Children have their own pattern of learning. However, entertainment and games associated activities support them to learn better. And under the entertainment and games associated activities, free plays/games, discussions, creative plays, physical plays and directed plays must be conducted. These activities must be conducted as planned together by the children themselves and the facilitator.

6) Parents' involvement

The involvement of parents in various activities of the early childhood development centre and informing about the progress of their children will increase their interest towards the Early Childhood Development Programme which will help to sustain the programme. Parents could be made supporters in the Early Childhood Development Programme by increasing their trust among each other through open discussions to make parents' wants and desires compatible with the activities of early childhood development centre. Following things could be done for this –

- Informing children's progress to parents by having regular dialogues and well informing about the activities of the centre
- As per the necessity discussing with parents via personal contacts about the progress of the children, activities and programmes of the centre
- Planning special activities for parents such as, involving them in various committees; requesting for their help as per their capacity; seeking for their help in running library and in collecting magazines/papers; organising parent-children joint learning sessions, games playing session and parent education programme; making parents exchange views among themselves; inviting them regularly to observe children's activities in centre and making them to participate in such activities; and requesting for parent's support while taking children for excursion.
- Also involving parents in planning/developing annual programmes and formulating policies of the early childhood development centre
- Provide necessary advises to the parents of troublesome children

7) Childhood development programme in relation to special needs children

As children's learning capacity differ due to various reasons, it is essential to support/guide them appropriately as per their necessity by identifying the children with learning differences from their early ages. By doing so, the learning differences will be reduced to some extent. Besides the activities mentioned in this curriculum, necessary

appropriate activities could also be selected as per the necessity of the children to help them by identifying their physical and intellectual capacities.

Parents' help is to be sought also to manage teaching-learning as per the special needs of the children identified. Also, it is necessary to take assistance of the institutions facilitating early identification of children's special needs and capacity, and accordingly forward them to other concerned institutions for necessity support and it is also necessary to organize for the remedial classes

8) Evaluation

Evaluation of children of the early childhood development age group must be going on continuously. The information on the existing situation of the children and their pace of progress could be obtained when observations of their activities are done including all aspects of child development and evaluate on the basis of the records of those activities. By doing so it helps to get information on weak and strong aspects of children and will make easier to help improve the weak aspects. During the evaluation of children, the facilitator should help in their learning as per the necessity rather than publishing results like pass-fail, first, second.

- Observations have to be done on what, how much, when and how children are learning as per their daily activities
- During the evaluation of children, techniques to find out weaknesses relating to where, what types, what and why have to be used
- Parents should be informed quarterly from the records maintained with the notes taken for the children's progress based on the activities they perform. At the end of academic session, reports prepared based on those notes must be given to the children when they go for enrolment in schools from the early childhood development centre
- As various age group children are taught in one group in early childhood development centre, evaluations need to be done observing their activities based on age-wise learning outcomes. For example, three years old children show their interest on letters in books whereas four years old children try to read letters. In this way, literacy skills have to be assessed whether it is achieved as per their age level.

Part Two

Early Childhood Development Curriculum

As whatever children learn at this age becomes the foundation for their future learning, children at this stage must be taught for "learning to learn" in enjoyable manner. The early childhood development curriculum, through the experience of plays and environment must be able to enhance children's latent capacity to make them capable of living a good life in future. For this, age-wise and area-wise weight given of educational and developmental goals are mentioned below –

1) Educational goals

- To develop children intellectually with the positive thinking towards experiences available in their environment and to help them to be healthy
- To motivate for being cooperative, independent, free, honest and be sociable in the society
- To support in moral, social and physical development
- To help in developing positive attitude towards social, natural and religious environments
- To involve in various activities to elicit creative talents
- To aware linguistically and increase skills in listening, speaking, reading and writing to use appropriate language in daily activities
- To develop positive thinking towards language, literature, mathematics, science, art to increase interest in learning in preparation for the primary level education and lay fundamental concepts in those subjects.

2) Age-wise and area-wise weight (per day) for childhood development

With the purpose of adjusting the subjects of primary level curriculum, age-wise and area-wise weight for the children is presented as follows. The amount of time that needs to be spent daily in the areas as per the age of the children is presented in following table

Area	3 years	4 years
1) Acquisition and establishment of health habit, moral norms and values and life skills and development	30 minutes	30 minutes
2) Free games	60 minutes	45 minutes
3) Linguistic expressions	45 minutes	60 minutes
4) Planned social activities	30 minutes	45 minutes

Area	3 years	4 years
5) Gross motor development	45 minutes	30 minutes
6) Planned learning activities	30 minutes	60 minutes
Total time	240 minutes (4 hours)	270 minutes (4½hours)

- These areas can be arranged according activities as per the subject matters.
- Although 4½ hours time is allocated under six areas in the context of 5-6 years age group of children while adjusting to the early childhood development curriculum, it is necessary to keep in mind of children's development in designing the activities.
- Apart from the time for the teaching learning, the facilitator must allocate at least ½ hour in the morning and evening for classroom organization and records keeping.
- Early childhood development centres must be conducted for 32 weeks in a year, 6 days a week
- Children have to stay in the centre for a minimum of 4 to 4½ hours depending upon their age. The classes can be conducted in the morning or afternoon as per the situation, condition and necessity of the community. For this, the early childhood development centre committee has to decide with the consent of parents and community.
- Any child after coming to early childhood development centre must spend at least 1 year if s/he is 4 years age and 2 years if s/he is 3 years age.

3) Developmental goals

The objectives mentioned in the following aspects must be included for overall development of the children:

3.1 Physical development

- To help in raising awareness about various organs and parts of the body, movement of the body, growth process and things children can do on their own
- To help in raising awareness about health and safety/protection
- To help in maintaining balance of the body movements, in moving body parts, in balancing body; and to support in proper motor development
- To support in fine motor development
- To help in developing eye-hand coordination, listening and movement, and observing and listening

3.2 Emotional development

- To give feelings of safety/protection and freedom
- To develop feelings of self confidence, self-ness and own-ness
- To develop positive attitudes towards self (to develop self-esteem)
- To express right emotions at right place (to express emotions in a balanced way)
- To be attentive to listen to others and to accept their versions
- To create environment to express own views
- To develop skills to be restraint according to the situation and needs

3.3 Social and moral development

- To respect others as per social norms and values, speak truth, to be tolerant, to be cooperative, feeling of love towards juniors and develop a habit of working collaboratively, develop capacity to take leadership in one's level and to take initiation
- Grouping and socialization – to develop skills to reconcile with everyone, cope with others, play, work, make more friends, treat equally and respect others views, help peers according to social periphery, listen to others views etc
- Social behaviour – to speak one's mind, understand that others language is different, custom/rituals/practices, habits and behaviours are different and to develop positive thinking towards treating everybody equally
- Life skills – to adopt rightful things by differentiating right and wrong, to develop a habit of making decisions after thinking, understanding and discussing whenever problem arises and participate in the decision making process concerning oneself

3.4 Intellectual development

- To develop creativity, curiosity, imagination
- To develop fundamental concepts like: shape, draw new pictures, time, colour, many-few, big-small
- To enhance skills in differentiating with simple reasoning like big-small, good-bad, many/few, logical thinking to find, compare, classify, show relationships
- To make capable of deploying intellectual skills in identifying time and place/location
- To develop habit of comprehending by listening, seeing, reading, and to develop skills in sharing knowledge with others
- To rouse curiosity by building positive attitude towards story, poem, visual aids, singing and dancing gestures, and rouse concern in plays/games and singing and dancing and participating
- To create an environment to learn to use educational materials like radio, TV, computer by recognising them and getting familiar with the environment, science and technology

- To develop an attitude of applying gained knowledge and skills as per the need of the situation only after thinking about its good and improvement needed aspects and the affects it can cause
- To be aware to work thoughtfully, search for own mistakes and weaknesses, mistakes to be corrected

4) Learning outcomes of basic and subject-wise areas

4.1 Learning outcomes of basic areas/skills

- 4.1.1 Intellectual concepts and skills (cognitive)
- 4.1.2 Health, nutrition and safety/protection skills
- 4.1.3 Physical development skills
- 4.1.4 Moral/Ethical skills

Teacher/Facilitator need to support the children in achieving the objectives mentioned below –

4.1.1 Intellectual concepts and skills (cognitive)

- To gradually increase the level of knowledge starting from simple
- To develop student's wish of thinking
- To conduct intellectual activities like listening carefully, concentrating
- To use and develop skills necessary for intellectual interest, concept development, problem solving
- To increase children's role in solving their problems for making them interested to acquire new knowledge

a) Intellectual activities

Similarities and differences

- To find out similarities of the objects/things seen/found in surroundings on the basis of shapes
- To differentiate on the basis of external and internal quality or characteristics
- To find out similarities and differences of the object on the basis of shapes
- To identify similarities and differences of the objects on the basis of colours

Classification and generalization

- To differentiate objects on the basis of use/application
- To differentiate objects on the basis of structure
- To classify objects on the basis of use and structure
- To tell reasons for classification of the objects being in that group
- To tell simple reasons for objects being different

Organization and arrangement

- To organize objects by arranging on the basis of many/few
- To arrange one's daily activities in sequence
- To arrange the incidents seen and faced in sequence
- To make same and new pattern by observing patterns using 2/3 objects
- To make various patterns of objects in own way
- To tell sequence on the basis of many/few objects or times
- To tell incidents serially

Deduction/prediction

- To find out relation of one to another on the basis of observation
- To generalize the concepts on the basis of models of the examples
- To inform about the relation of one object or incident to another by finding about it using one's conscience
- To generalize on the basis of one's conscience
- To search for relations of one incident, condition, picture or description to another
- To arrange various conditions and activities in sequence
- To find out simple cause and effect of incidents

b) Thinking process

Memory/recollection

- To remember objects on the basis of seeing and listening
- To identify various objects on the basis of seeing and listening
- To tell names of at least 5 objects or things in sequence on the basis of view and words

Concept development

- To develop concepts by touching, seeing and experiencing objects
- To build concepts of similar things by generalizing on the basis of concept availed
- To establish relation of concepts with concrete objects
- To generalize on the basis of simple concepts

Problem solving

- To solve problems on the basis of direct experience
- To solve problems on the basis of practise/exercise
- To identify and solve simple problems
- To present oral ideas to solve (to present solutions verbally)
- To use alternative ideas to solve complex problems encountered in the daily life
- To search for alternative ideas to solve other problems
- To use successful ideas of solutions to solve problems of same type and situation
- To get along with environment that does not have direct concern
- To prepare basis to test the results of solutions

- To review and evaluate the steps used for solutions

c) Mental attitude

Control of intellectual activities

- To be aware of probable mistakes
- To be aware of untruthful and irrelevant information
- To identify irregular and irrelevant things and works
- To find out the causes for mistakes committed
- To keep clear concept of untruthful, irrelevant information and works
- To be aware of disagreements and ignorance
- To distinguish between true and false information on the basis of sources
- To differentiate relevant things

Attentive listening, concentration and patience

- To focus for a short time on the things liked
- To focus and concentrate on the areas liked
- To collect information by being more concerned on unknown things and areas, fulfil responsibilities and increase concentration
- To increase time to concentrate on various things

4.1.2 Health education, nutrition and safety/protection

- To be informed about parts of the body and its functioning
- To develop necessary habits to stay healthy and keep various parts of the body clean
- To develop a habit to take precautions by knowing necessary facts about being aware in order to be safe from injuries, diseases
- To adopt the means of being safe from diseases by having the information about that and
- To participate in the activities by being aware of them for safe health

Information about body

- To tell about name and functions of various parts of the body
- To get information about tall-short, fat-thin
- To express with various gestures
- To express one's experience and emotions
- To find out similarities and differences between oneself and others

Health

- To develop a habit of keeping hands, legs, mouth, teeth and all other parts of the body clean
- To identify things necessary to stay healthy
- To develop a habit of wearing clean clothes and shoes
- To develop a habit of wearing clothes according to seasons
- To be active in cleaning body, clothes and environment

- To develop a habit of staying healthy
- To select and wear clothes according to seasons for being safe from diseases
- To tell about the need of wearing clothes according to the season
- To be safe from common contagious diseases like cold-cough

Safety/protection

- To follow instructions and suggestions of elders to stay safe from dangers and accidents in and outside the house
- To develop a habit of staying safe
- To develop a habit of avoiding to move things carelessly and not to put in the mouth
- To identify things that can cause accidents and to be safe from it
- To know about the techniques of safety/protection
- To identify unsafe food and environment
- To get information about the ways need to be followed in the dangerous situation and make use of it
- To develop a habit of asking for support from elders before playing with unfamiliar objects, moving and eating

Nutrition

- To develop good habits of eating like: not wasting, not dispersing , not spilling, washing hands before eating
- To set a habit of eating regularly like: morning, afternoon etc
- To eat in clean dishes
- To develop a habit of following eating manners
- To get information about the importance of water and use it
- To develop a habit of eating balanced diet like: foods for energy , growth and protection
- To keep necessary and eating dishes clean
- To develop concept of foods and water needed for the body

Health services and medical treatment

- To identify the signs of health-posts, nurses and doctors and understand about the health services available from them
- To give information about the works of health-posts, hospitals, clinics, nurses and doctors
- To take medicine under the guidance of elders
- To develop a concept of need to take only the right amount of medicine
- To take necessary help from different people when needed
- To take necessary help knowing the works of health centre and believe in medication

Environment

- To be aware of keeping surroundings clean
- To know that the dirty environment negatively affects health
- To develop a habit of disposing litter in a specified place

- To attempt to clean up litter in the surrounding
- To help in having clean and appropriate environment

4.1.3 Physical development skills

- To move various steps and to keep the body physically with necessary control and movements by getting involved in physical activities
- To develop a habit of helping in group
- To express with movements and to have interest in physical activities
- To follow rules, work according to guidance/instruction be in discipline
- To feel proud towards one's and others good deeds and get encouraged

Knowledge of body

- To sit straight and fold legs according to guidance/instruction
- To sit, stand, lean forward, move limbs and fold legs according to guidance/instruction
- To touch two parts of the body according to guidance/instruction (eg: head and shoulder, knee and chin, movement of eye brows)
- To stretch the body
- To touch major joints of the body

Physical fitness

- To throw and catch balls, small bags filled with grains up to a distance of a metre
- To throw balls targeting into a defined circle from a distance of one metre
- To jump in both feet
- To jump two, three steps in one foot and climb up and down one, two small steps
- To carry light chairs up to a distance of two-three metres
- To throw balls or small bags filled with grains to a distance of three metres or more
- To throw things targeting to hit into a defined circle at the distance of 2 metres and more
- To balance the body 4/5 inches above the ground with some support eg: hang to strong branches of trees, strong rope

Walking and movement

- To increase walking and jumping speed according to signs/sounds
- To change movement according to various signs/sounds

Balance of body

- To walk in a balanced way in a straight line up to the distance of 3 metres
- To stand up on toes
- To balance the body stopping suddenly while running
- To stand up by balancing on one toe for a few moments
- To stand up by balancing on toes for some distance

- To walk in a balanced way at narrow places (like: 1 feet wide ridge, planks), defined circles and lines

Expressions from movement

- To show smallness by bending the body
- To show tallness by stretching the body
- To express expressions using simple signs of hands and face
- To crawl with rhythm
- To express by the movement of eyes, nose, mouth
- To do various simple exercises by moving limbs
- To do various exercises by sitting
- To be on a straight line as per the instruction, rhythm or sound
- To do exercises on the basis of various sounds and rhythm
- To do exercises by jumping
- To be in a circle and go through the circle as per the instruction
- To sit forming small groups as per the instruction
- To express reactions through signals as it is by watching various expressions, like come, go, no

4.1.4 Moral skills

- To behave nicely with others identifying the works oneself can be do, also encourage peers/friends to behave nicely
- To understand and respect all religions, languages, cultures, custom/rituals/practices
- To hold back the behaviours hurting others

Courtesy and Socialization

- To say *Namaste* to elders
- To say *Namaste* and welcome new faces coming to class
- To develop a habit of getting permission from elders while coming in and going out and queue in line and wait for one's turn
- To love plants and animals in the surroundings and give protection
- To give self-introduction and ask for introduction with the new people and friends
- To respect elders' instruction and juniors' statement
- To put one's words politely to in group
- To ask before having meals and seek consent from the friends sitting next for getting up after eating
- To say *Namaste*, shake hands or bow head while introducing to new people
- To stand while welcoming and not sitting until told to
- To develop a habit to use polite expressions in exchanging help

Daily routine/rite

- To develop a habit to follow daily routine after getting up in the morning for staying healthy (washing hands, brushing teeth etc)
- To pray for some time with concentration

- To keep one's belongings in the proper place
- To increase time for concentration
- To greet elders
- To greet everybody when coming from home and thank when returning with a short discussion of that day's activities

Relation with friends and other behaviour

- To know and tell the nearest friend's name
- To provide necessary help when asked to get adjusted in group
- To respect elders and love youngers
- To find out friend's name, address
- To use polite words, like thanks, please, sorry, while exchanging help
- To show readiness to help as per necessity
- To play with peers in harmony
- To develop a habit to hear others to reach consensus in discussions, waiting for turn to speak
- To give and ask for help when needed
- To respect for equal treatment in group

Responsibility

- To keep one's and friends' belongings with care
- To develop a habit to keep things at the same place from where it was taken
- To help youngers
- To ask when borrowing other's belongings and return when work is finished
- To help others when asked
- To keep things clean, safe and utilize them
- To step ahead to help others when there are lots of works to be done
- To manage and keep important things safe
- To step ahead to help when someone is in need

Religious harmony and respect

- To express consensus to all types of praying and give importance to those praying too
- To built positive thinking towards friends' good tradition
- To keep information about good aspects of all religions, cultures and festivals
- To follow good practices
- To understand the necessity and give importance by having information on the tradition, culture and religion of each other

4.2 Learning outcomes of subject-wise areas

- 4.2.1 Lingual skill (language and literacy)
- 4.2.2 Mathematics
- 4.2.3 Visual art, working style and creativity
- 4.2.4 Environment science

4.2.5 Social Studies

4.2.1 Lingual

- To support the art of conversation by developing the habit of listening well
- To help in developing the communication skills by expressing what is seen, heard, understood and felt
- To adopt lingual awareness and use it properly in learning and social periphery
- To develop the communication skill by using the techniques of giving information, asking questions, conversing reporting others conversation as it is in short and simple way
- To familiarize with the in-practiced language, conversational language and writing language to make capable of using words and sentences appropriately as per the time, situation and condition
- To introduce printed letters and languages and to make aware that these are the sources of knowledge and means of communication
- To direct children towards reading and writing skills by attracting them to the printed letters as per their capacity and necessity

	Learning Outcomes	
	3 Years	4 Years
Listening and concentration	<ul style="list-style-type: none"> • Increase concentration for a short period of time and on desired matters • Motivated and encouraged to increase concentration and focus on listening • Concentrate on 2/3 things at a time as per the necessity 	<ul style="list-style-type: none"> • Increase concentration time on new voices and sounds • Enhance capacity in listening to necessary matters only by differentiating necessary and unnecessary matters in a presentation
Lingual interaction	<ul style="list-style-type: none"> • Be attentive on various types of conversation • Develop habits to listen to others • Involve in short conversation • Use properly the words understandable to all • Understand comments and to agree upon • Converse dual in small groups • Increase patience to listen to others • Tell about the given title 	<ul style="list-style-type: none"> • Be aware towards the theme of talking and listening • Develop behaviours towards listening patiently to others and let listen to own • Develop dual conversation in a proper way • Converse using various words to clear the themes • Pass comments by giving importance to other's saying • Involve in conversation denoting agreement • Try to converse by understanding direction as per the wish of the group • Talk systematically and orderly under the given titles and try to express one's feelings logically

	Learning Outcomes	
	3 Years	4 Years
Expression	<ul style="list-style-type: none"> Express feelings freely in short sentences Express the given word-meanings in own way with understanding 	<ul style="list-style-type: none"> Express the feelings in brief Select appropriate words to make feelings clear Describe reality using simple words
Express using concepts	<ul style="list-style-type: none"> Express observed, heard, and encountered facts based experience Let listen to one's description of imagination 	<ul style="list-style-type: none"> Use concepts appropriately to express free opinions
Articulation/ pronunciation of words and sentences	<ul style="list-style-type: none"> Articulate/pronounce daily used words and sentences clearly and correctly Attract towards rhythm, rhymes and intonations Try to pronounce the new words clearly with enthusiasm Use words and sentences understandable and appropriate to all Use words and sentences by identifying rhythm, rhyme, and intonation Use lingual skills properly 	<ul style="list-style-type: none"> Pronounce in-practiced and necessary words and sentences clearly Identify letters, words and sentences by guessing Identify noun, pronoun and noun inflectors (<i>wibhakti</i>) in speaking Identify structures of the simple sentences Reuse heard new sentences Be interested to use new sentences heard according to the situations Differentiate conversations used in home and in specific places and situations
Literacy and Writing	<ul style="list-style-type: none"> Increase interest in books and in printed letters and words Be motivated to read on own style looking at the printed stories in books 	<ul style="list-style-type: none"> Read by relating the pictures and letters in book on own way and role play of reading for understanding Try to recognise simple letters and words
	<ul style="list-style-type: none"> Read printed stories in sequence Increase interest on letters and words in one's surroundings Understand relationship between pictures and words Express feelings pictorially 	<ul style="list-style-type: none"> Read identifying the printed letters, words and sentences and make sense of it Try pre writing exercises for writing letters
Search the relation of pictures and words	<ul style="list-style-type: none"> Differentiate written and printed letters 	

4.2.2 Mathematical knowledge

- To develop positive attitude towards mathematics
- To develop capacity to observe, find out, and draw conclusions on own level
- To arouse desire and interest towards applied mathematical activities and investigation works, like measuring, weighing, comparing
- To develop skills like, counting numbers, measuring and comparing
- To develop concepts (like many/few, big/small) as per the number and shapes on the objects available in the environment e.g. this is bigger than that, etc.
- To be encouraged to develop mathematical concepts by having information on the relation between objects, numbers and counting
- To encourage comparing materials used in daily life by acquiring knowledge on shapes and sizes, measurement and weights, expressing measurement and weights, shapes and sizes mathematically e.g. try use squares for four cornered, length in metre

	Learning Outcomes	
	3 Years	4 Years
Numbers and counting	<ul style="list-style-type: none"> • Count objects one by one verbally • Tell necessity of counting in the concept of numbers • Recall and say from one to five serially 	<ul style="list-style-type: none"> • Count up to 15 serially • Try to count beyond 15 • Set a habit to represent objects by numbers, to show counting by using concrete objects
	<ul style="list-style-type: none"> • Develop concepts of front/ back, up/down • Recall and count up to 10 serially • Develop concept of first, second • Say many/few on the basis of objects in group • Understand the concept of something being increased when added and decreased when removed • Show by action that whatever added is increased by the same amount in the groups with equal quantity of objects • Develop concept by looking at the shape of the group that objects are many/few, more/less 	<ul style="list-style-type: none"> • Try to write signs and simple numbers • Say many/few by counting the objects in group and comparing • Maintain relationship with the groups by using words like, more than this, less than this, and equal to this with the observation of the groups • Tell by how much something is more when something is added, and less when removed • Tell the total number of objects in a group by counting only the added objects when something is added to groups with equal objects
		<ul style="list-style-type: none"> • Set a habit to find out many/few by looking and comparing the pattern how objects are kept in a group and carry out activities oneself, like measuring to confirm if own findings are correct

	Learning Outcomes	
	3 Years	4 Years
Measurement	<ul style="list-style-type: none"> • Compare by placing together to make the concepts, like big/small, long/short, tall/short, thick/thin clear 	<ul style="list-style-type: none"> • Tell by comparing the given objects as per the instruction in order to make concepts, like big/small, long/short, tall/short, thick/thin clear
	<ul style="list-style-type: none"> • Compare to estimate weight according to the shapes of various objects 	<ul style="list-style-type: none"> • Clarify these differences by means of parts, like fingers, fists, hands, feet • Do actions, like weighing, measuring to confirm the weights of objects
Time	<ul style="list-style-type: none"> • Get information about the time of going to the centre, time for various activities, day, date, holiday etc. 	<ul style="list-style-type: none"> • Attempt to look at the watch calendar for time • Learn to look at the watch with the concept of how a watch shows time • Take information from calendars by making the concept of calendar clear
Geometrical shapes	<ul style="list-style-type: none"> • Find out the shapes of the objects, like ball, box and tell by comparing with other objects of similar shapes 	<ul style="list-style-type: none"> • Make shapes and tell big/small among those shapes on the basis of simple measurement
	<ul style="list-style-type: none"> • Tell shapes of various objects by differentiating shapes, like squares, triangles, spheres 	<ul style="list-style-type: none"> • Differentiate shapes seen at various places as big/small simply by guessing
Explanation of pictures	<ul style="list-style-type: none"> • Differentiate holidays by looking at the calendar • Mark in the calendar to show one's birth month and day • Tell the changes in height and length as per time 	<ul style="list-style-type: none"> • Tell about the changes occurring as per time
	<ul style="list-style-type: none"> • Indicate the friends' number in the calendar having the birth day falling in the same month 	
Relation of place	<ul style="list-style-type: none"> • Develop qualitative and quantitative concepts like, long/short, many/few • Set up concepts of time and place, more/less, equal, close/near • Develop concepts of matching pairs, set, all, some, similar, different 	<ul style="list-style-type: none"> • Develop concept of complete, some part • Express by developing concepts of bigger than..., smaller than..., earlier than..., quicker than..., more than...,

4.2.3 Visual art, working style and creativity

- To expose one's feelings in own way through the medium of arts
- To carry out various artistic manifestations, like dancing, singing and use pictures
- To move forward to cultivate creative talent
- To enhance interest towards various types of arts positively

- To develop capacity to present various sounds in rhythm to have coordination between hearing and movement
- To develop capacity necessary to form a habit of acquiring other's various types of arts

	Learning Outcomes	
	3 Years	4 Years
Picture drawing	<ul style="list-style-type: none"> • Draw lines by having muscular movement with the motion of large and small joints • Understand pictorial signs used formally (like: line, shape, colour, pictures of objects) • Draw controlled lines • Use colours independently in a given circle/boundary • Draw pictures of basic shapes • Draw outlines of people, tree, house, animal, simple/common objects 	<ul style="list-style-type: none"> • Interpret various signs • Make distinct shapes in one's own way to denote/indicate objects • Try for pictorial description on the basis of area, location, colour, and reality
	<ul style="list-style-type: none"> • Indicate sequence on the basis of pictures • Create any thing pictorially that occurred in mind and describe it • Present feelings clearly in one's own way through pictures 	<ul style="list-style-type: none"> • Manage specific signs and show sequence • Use repeatedly the same type of objects in a picture • Identify and draw the line diagrams used in letters and numbers
	<ul style="list-style-type: none"> • Develop the concept of colours by repeatedly using various colours • Be familiar with lines and shapes 	<ul style="list-style-type: none"> • Prioritize use of favourite colour
Painting	<ul style="list-style-type: none"> • Make pictures (do painting) using fingers and hands • Make pictures mixing colours at random • Begin for learning experience using brushes • Do painting using materials around • Do graphics solid painting • Begin painting by mixing colours, mixing colours for shadowing, showing bright and dark • Feel the differences between colour, pen, pencil and textures 	<ul style="list-style-type: none"> • Bring improvements in finger, hand, brush and other methods of painting • Bring improvements in the paintings of descriptive types of pictures

	Learning Outcomes	
	3 Years	4 Years
Tearing, cutting and pasting	<ul style="list-style-type: none"> • Tear, fold and paste in own way • Attempt to tear, cut, fold and paste on the basis of organised management and area of various objects • Paste by selecting various objects • Experience by looking, touching, and hearing • Practice cutting with scissors 	<ul style="list-style-type: none"> • Be balanced/coordinated in the use of scissors • Paste objects in various ways • Attempt to fold, cut and paste objects in definite shapes • Give shape by placing maximum pieces of objects in an organised way • Be interested to make various designs • Carry directed observation on picture, photos, and other arts
	<ul style="list-style-type: none"> • Fold, crumple, cut and roll papers • Manage area and colours • Attempt to cut paper in a specific way • Attempt to give shape by placing 2/3 objects in an organised way • Increase attraction towards designs • Describe by differentiating differences between natural and man made objects and artistic works 	
Listening music	<ul style="list-style-type: none"> • Interested to listen to sound of environment • Find out part of a song by listening • Practice to listen continuously for 3-4 minutes 	<ul style="list-style-type: none"> • Listen actively • Conceptualize by listening to difference of tune on the basis of music, musical note
	<ul style="list-style-type: none"> • Experience the difference listening to musical notes, rhythms and sound 	<ul style="list-style-type: none"> • Attempt to find out songs on the basis of tune
Singing	<ul style="list-style-type: none"> • Sing short songs • Increase concern towards wordings(Lyrics) of songs • Increase concern towards the way to produce sound • Know the differences between sharp and soft voice, fast and slow rhythm, long and short <i>raaga</i> • Produce sound by using various parts of the body (e.g. clapping, foot tapping) • Produce sound by using materials • Attempt to produce rhythm by using <i>maadal</i> and local instruments 	<ul style="list-style-type: none"> • Sing by having information about songs sung at various occasions • Sing group songs • Sing, differentiate and find out songs as per rhythm, <i>raaga</i>, and musical note • Produce sound by whistling (<i>siti</i>), snapping of fingers (<i>chutki</i>) • Produce combined rhythm by using local instruments and instruments made out of local materials (e.g. bottle cap, boxes containing pebbles)

	Learning Outcomes	
	3 Years	4 Years
	<ul style="list-style-type: none"> • Sing short songs within a specified time • Sing appropriate songs • Sing in a disciplined manner • Know, sing and differentiate children's musical notes, children's rhythms, and children's <i>raagas</i> • Use hands and feet to produce regular sound • Produce sound by beating wood, shaking boxes containing pebbles, using bottle cap • Produce rhythms and musical notes 	<ul style="list-style-type: none"> • Produce loud sharp voice and quiet soft voice as per instruction to match rhythm and <i>raaga</i>
Dance and body movement	<ul style="list-style-type: none"> • Move parts of the body according to instructions • Move parts of body as per children's songs • Move parts of the body as per music • Express happiness, scariness, creepiness, anger by the movement of body • Move parts of the body according to songs • Take part in the group movement according to instruction • Do linear and circular movements • Increase or decrease body movement according to rhythm and musical note 	<ul style="list-style-type: none"> • Do directed movements as per time and rhythm • Do various movements as per musical rhythm • Dance in pairs with friends • Express love, care, affection by means of emotional expression movements
	<ul style="list-style-type: none"> • Shift movements towards various directions based on space • Dance repeatedly in a simple way • Do body movement according to music • Express happiness, scariness, creepiness, anger by the gestures of face and fingers • Express short stories through movement 	<ul style="list-style-type: none"> •

4.2.4 Environment Science

- To generate interest to know the characteristics of living and non living things available in the surroundings by observing them
- To be aware of environment science by having the knowledge of information and processes available in the areas of environment and science
- To have information on the relationship between nature and human beings
- To observe, investigate the process and collect information with the interest on environment, science and technology
- To increase curiosity towards scientific methods and use of materials

	Learning outcomes	
	3 years	4 years
Plants	<ul style="list-style-type: none"> • Observe plants in the surroundings • Understand about the use of plants as green vegetables • Observe external parts of plants • Find out external differences 	<ul style="list-style-type: none"> • Observe the growth of plants • Find out the relationship between plants and human beings
Animals	<ul style="list-style-type: none"> • Find out figures and voices of domestic animals • Observe small animals seen in the surroundings like: insects, bugs • Distinguish body parts of big animals • Know about the support between animals and human beings • Differentiate common domestic and wild animals 	<ul style="list-style-type: none"> • Differentiate animals living on/in land, water and flying animals • Get general information about animal's growth and change
Objects/ matter	<ul style="list-style-type: none"> • Observe external features of objects found in the surroundings (colour, shape and texture) • Discover objects used always • Differentiate natural and man made common objects used daily 	<ul style="list-style-type: none"> • Get information about the unseen features of matter (general weight and volume) •
Water	<ul style="list-style-type: none"> • Tell about the use of water in daily life • Find out the sources of water used at home • Observe general characteristics of water • Use water for various purposes 	<ul style="list-style-type: none"> • Be curious about getting information on matter in various forms • Observe various forms of water and its use • Make curious to know about the source of water (sources in city, village, hill and <i>terai</i>)
	<ul style="list-style-type: none"> • Tell about the effects of water: soaking, support in growth of plants 	<ul style="list-style-type: none"> • Tell about the importance of water to plants and animals

	Learning Outcomes	
	3 Years	4 Years
Environment and geology	<ul style="list-style-type: none"> • Differentiate the parts of land and water • Observe the condition of land around the house • Tell about soil and rocks • Identify the condition of land seen on the road • Differentiate day and night on the basis of sun light and darkness 	<ul style="list-style-type: none"> • Tell about the process on the surface of the earth (eg: use of fertilizer to make soil soft, soil blowing, soil erosion) • Clarify the concept of mountain, hill, plains (<i>terai</i>) • Find out the directions of sunrise and sunset •
Weather/season	<ul style="list-style-type: none"> • Imitate the experiences of sunny, cloudy and rainy day • Tell about the clothes worn in various seasons • Be concerned about flowers and fruits found in different seasons • Tell about the manner of living brought by summer, winter and rainy season • Tell about the immediate weather where s/he lives • Have curiosity about lightning, storm and wind 	<ul style="list-style-type: none"> • Identify change of seasons and cycle of season (seasons in a year) • Tell the names of seasons in Nepal • Get information about the changes brought by the change in season (fruits, vegetables according to season) and observe growth of plants practically • Observe stars and shapes of moon according to the season
Tools and machines	<ul style="list-style-type: none"> • Get information about toys and machines used in daily life • Get information about the use and importance of household tools and machines 	<ul style="list-style-type: none"> • Get information about tools and machines used at various situations • Find out the differences in the tools and materials used earlier and now
Energy	<ul style="list-style-type: none"> • Get information about heat giving daily used objects like lights and lamps, candles, bulbs, sun, water • Receive information about the energy used in other household appliances (iron, heater, generator, radio, <i>gobar</i> gas etc) 	<ul style="list-style-type: none"> • Tell about materials that operate from solar energy and water

	Learning Outcomes	
	3 Years	4 Years
Transportation and communication	<ul style="list-style-type: none"> • Observe means of transportation used for moving around and arouse curiosity to get information about them • Tell about the rules to be followed while walking on the road and attempt to follow the rules • Get information about the means of communication like listening, speaking • Distinguish scientific technologies related with communication (radio, tape recorder and telephone etc) • Tell names and types of various means of transportation 	<ul style="list-style-type: none"> • Tell the names of the fuel used for driving transportation vehicles • Get information on the means of transportation used earlier and now • Tell about the purpose and importance of information and advertisement • Get information about the medium of communication • Develop a habit of listening to what was told and considering it • Inform about the importance of communication like the need of receiving and disseminating information • Familiarize with the medium of information flow

4.2.5 Social Education

- To make children capable of finding out their place, others place and relationship in society
- To arouse interest to work by being aware of the works they can perform from their level for their home, country and society To get information about things related to them and in the surroundings, to increase involvements in their preservation and utilization
- To participate in the works done in the family and school

	Learning Outcomes	
	3 years	4 years
Self esteem	<ul style="list-style-type: none"> • To find out the similarities and differences among selves • To tell one's daily routine • To exchange ideological similarities and differences • To tell about roles and responsibilities towards family and class • To tell about the incidents related to oneself and identify the incidents • To get information about the types of family (joint, small) 	<ul style="list-style-type: none"> • To establish relationship between oneself and others • To get information about rules followed in various situations and use it (eg: respect, protection, conversation, patience, listening etc) • To observe family relations brought together by occasions (eg: <i>Dashain, Tihar</i>)

	Learning Outcomes	
	3 Years	4 Years
	<ul style="list-style-type: none"> To tell about one's role in various activities performed in the family 	
Environment	<ul style="list-style-type: none"> To get introduced to the surrounding environment and get along with it To get information about family, neighbour, structure and culture To help and participate in the activities performed in the family, neighbour, school 	<ul style="list-style-type: none"> To get information about the things in the environment and know about the benefits from them To get information about the cultural and religious activities performed by the family, neighbour, school and country, to participate in those activities in one's level and to feel proud of them
Habit	<ul style="list-style-type: none"> To differentiate good and bad habits and adopt good habits To praise good habits 	<ul style="list-style-type: none"> To convert bad habits into good
Compassion and reconciliation	<ul style="list-style-type: none"> To adapt in group and help others and develop habit to respect others sayings 	<ul style="list-style-type: none"> To adapt in group, and tell about the works to be done for being helpful
Decision	<ul style="list-style-type: none"> To develop capacity to take decisions To listen to others decision 	<ul style="list-style-type: none"> To clarify about the self made decision To think positively on others decision
Self-reliance	<ul style="list-style-type: none"> To develop concept of doing one's work by oneself 	<ul style="list-style-type: none"> To attempt to work by oneself
Leadership	<ul style="list-style-type: none"> To try to get involved in various works in group, centre, class 	<ul style="list-style-type: none"> To develop a habit to take leadership in group and respect others leadership

Part Three

Samples of Theme-wise Activities

This part covers the detail information on necessary teaching methods, materials, samples of activities, evaluation techniques and roles that facilitators can play in order to make children achieve objectives related to various areas.

Overall activities are given so that all types of ECD centres or pre-primary classes can be conducted as KG classes. The teacher or the facilitator has to keep a record by observing achievements of the children on the basis of defined age-wise learning-outcomes. The methods, activities and evaluation techniques mentioned here are only for examples. The teacher must pre plan methods to follow, activities to conduct and ways of evaluation in detail for everyday. Some activities can be combined with other titles if they are conducted sequentially/orderly for longer period.

Facilitator's role

- Have conversations, listen, repeat new words and let the children repeat
- Form groups according to age and assign activities accordingly
- Support working in groups and observe their works
- Observe student/children's participation and encourage to participate
- Instruct to gesture according to time/period/age
- Ask and encourage children to ask questions like what happens, why, how, what is your opinion
- Let the children converse with their peers and observe
- Mix/get along with the children to make them learn to participate in the given activities
- Encourage by asking questions
- Manage necessary resources
- Let the children draw pictures on festivals as per the season, special days; tell stories and poems and collect materials
- Let the children collect materials and conserve; encourage to develop booklets
- Motivate positive presentation
- Encourage children to ask questions and show concern in their questions
- Manage excursions and observations according to context of subjects

Title 1 : **Me and my family**

Time : **3 weeks**

Method :

- Group discussion, question answer, presentation demonstration, observation, exercise, games/, role play, singing, excursions and investigation

Materials :

- Own body, pictures, colours, blocks, paper, songs, mirrors, picture of friends, puppet, soft dolls, magazines, gum/glue and play materials etc

Subtitle	Learning areas	Activities	Evaluation
a) Me and my friend b) My family c) My ECD centre	Similarity and differences, classification and generalization, attitude, patience and concentration <ul style="list-style-type: none">• Expression, word and sentence pronunciation, literacy and writing, relation of pictures and letters• Number and counting, measurement, geometrical shapes, picture description and relation of locations• Drawing, painting, cutting and pasting• Music, singing, dancing and role play• Materials found in surroundings and used, habits, compassion and reconciliation, decision, independence and leadership	<ul style="list-style-type: none">• Let the children tell their name, address, age, date of birth (day, date and month)• Ask and let them ask their peers' name, address, age• Let them make shapes of faces by using paper pieces or finger prints in the soil• Let them tell the works they do and report what they hear• Let them observe their own and friend's eyes and nose and differentiate and tell similarities and differences• Let them observe, compare and express heights and thicknesses• Let them move their whole or parts of body, touch, bend and twist as per the tune of music	<ul style="list-style-type: none">• Maintain personal records by letting them discuss and play games• Observe whether their gestures, pronunciation, rhyme, time, beat is correct while singing• Observe their confidence while playing, speaking, singing and drawing

Subtitle	Learning areas	Activities	Evaluation
		<ul style="list-style-type: none"> • Let them clean hands, legs, nose, ears using appropriate techniques • Let them discuss their favourite foods, dresses, flowers, animals, belongings, games and let them tell the reasons for liking them • Let them discuss about foods, colour of things, shapes, available places, structures and their specialities/characteristics • Let them select their favourite pictures from the collection, draw pictures, colour them, identify the shapes used in the pictures of human beings and identify the names of the shapes • Let them point the things if they are available in the surroundings • Make them play by producing sounds of their favourite animals and discuss on them • Let them imagine by showing pictures • Let them count their peers wearing same types of dresses and hair styles • Let them tell the time of their waking up, eating and going to ECD centre • Let them measure heights and weights and compare with their peers • Let them ask and count their peers liking the same kind of foods and dresses as her/his own • Let them make human shapes from blocks and pieces and describe them • Let them make name cards by letting them draw their favourite pictures on cards and colouring them 	<ul style="list-style-type: none"> • Observe whether children can articulate properly and complete sentences during conversation • Observe whether children can speak fluently • Observe whether their gestures and movements of limbs are correct • Observe whether they can measure and count correctly

Subtitle	Learning areas	Activities	Evaluation
	<p>Family, behaviours in family relationship, identification of things and conservation, concept of a family, counting, sign/symbols, colours, adjustment of rhyme and rhythm</p>	<ul style="list-style-type: none"> • Let them observe and remember friend's faces, limbs, special signs/marks in their dresses • Let them tell about their own and peers' family members, confirm the number of members in the family and compare the number of members in the family, boys and girls, elders and youngsters • Let them cut pictures from magazines and paste them reflecting a family • Let them draw pictures and colour them • Let them compare similarities and differences between their and peer's pictures • Let the children play dolls and role play to develop concepts that there are various members in a family , they have their own roles and they have inter relationships • Let them tell their roles in family and let them do role plays • Let them play by making a family and sing songs • Let them observe a neighbouring family and discuss 	<ul style="list-style-type: none"> • Observe whether father and mother are distinct in the picture made • Observe whether pictures are pasted in proper place • Let them explain pictures • Observe whether they explained correctly • Observe children's involvement, participation and motivation in the activities • Maintain portfolio
		<ul style="list-style-type: none"> • Let them discuss about livestock and things in the family and their usage; and let them distinguish by imitating their sounds • Let them draw pictures of materials used in family • Let them collect pictures of materials used in family and place them systematically 	

Subtitle	Learning areas	Activities	Evaluation
		<ul style="list-style-type: none"> • Let them discuss about the activities conducted in ECD centre and the people there • Let them role play facilitators • Let them make models using various pictures. observe and express about it • Let them sing songs and play games with gestures • Let them sequence the ECD centre activities by using picture cards • Let them tell whether the works they do in the centre matched with works in the pictures • Let them identify if any of the works are missed and encourage them to draw pictures • Inform the behaviours to be performed with teachers and peers and let them follow it • Inform them about do's and don'ts 	

- Title 2** : **My place**
Time : **6 weeks**
Facilitator's role :
- Picture collection
 - Participation in discussions
 - Collect related stories, poems and tell
- Method** :
- Story telling, discussion, excursions, observation, investigation, role playing
- Materials** :
- Story, pictorial story, paper, glue, picture of living room, picture of houses, models, pictures of materials related to medical or educational professions, resource person (carpenter, mason and doctor, engineer), posters (picture representing profession, various houses and environment), pictures drawn by the children etc.

Subtitle	Learning areas	Activities	Evaluation
a) My neighbour, b) Various types of houses, c) Profession and d) Speciality of my place and mapping	Investigation, conservation, sanitation, question, patience, flexibility, confidence, compassion, thinking, interaction, analysis, imitation, problem solving Socialization, responsibility feelings, cooperation, investigation, leadership, creativeness	<ul style="list-style-type: none"> • Let the children investigate whether they have same aged friends in their neighbour and if yes, let them get the information about their name, age and number of members in the family and tell in the class. Let them discuss by asking questions with their friends in the neighbour like when do they play with their friends, what do they play, do they like to play or not and why? • Let them listen and tell stories related to necessity of being together in neighbourhood and cooperation among each other • Let them role play their neighbours role • Let them move and play in the rhythm of songs • Show pictures related to neighbourhood cooperation and let them discuss on exchange of neighbourhood cooperation 	<ul style="list-style-type: none"> • Observe the ways of maintaining relationship and conversation with the neighbours • Observe the capacity of children in carrying out roles • Study the way of their logics while discussing • See whether they count correctly • Check whether they can tell professions as per the picture and materials as per the profession

Subtitle	Learning areas	Activities	Evaluation
	<p>Counting, large and small families, visual aids, social cooperation, compassion, responsibility, introduction</p> <p>Shape, measurement, description, location, sign/symbols, colour pictures, exercise, cutting, pasting, conversation/dialogue, songs, dances, structures, plants, animals, height</p> <ul style="list-style-type: none"> • Introduction of places • Concept relating to up/down, left/right and identification • Information on situation of community 	<ul style="list-style-type: none"> • Let the children count and tell similar and dissimilar types of houses (storeys, shape) • Let them discuss about the use of house, use of rooms, basic infrastructures necessary in a house (windows, doors, kitchen, toilets) • Let the children draw and present picture of houses with doors and windows and discuss on it • Let them observe the houses in the surroundings • Let them discuss about the types and structures of the house found at various places • Let them collect pictures of houses and paste it in their copybook, make paper houses and prepare a small booklet relating to houses, make , models of houses and places using blocks • Let them count and compare the number of houses with same colour, sizes, roofs, storeys in the pictures • Let them differentiate first, second storeys in the picture of their and near by houses • Let them find out and discuss shape and size of rooms with same number of doors and windows- in the picture, draw pictures • Inform about professions and let them discuss showing pictures of professions • Let them role play the activities as per the profession • Let them tell about their family and professions of the family members 	<ul style="list-style-type: none"> • Observe whether role plays related to professions are done correctly • Observe the attempts made to find out shapes and measure sizes • Listen whether they tell about the works related to various professions • Observe the attempts how they try to relate professions of the people they have seen and the professions

Subtitle	Learning areas	Activities	Evaluation
		<ul style="list-style-type: none"> • Let them identify the materials used in the profession and draw pictures of the simple materials • Let them inform their friends about the profession of their neighbours in the village • Let them identify professions of the people around them on the basis of pictures • Let them imitate various professions like doctors and teachers and play games to identify professions from the imitation of the others • Let them tell where their place lies and the specialities/characteristics of it • Let them share experiences about the materials produced in their places • Let them find out the things around their <i>toles/villages</i> • Let them discuss by showing the pictures of the various types of land; let them identify similarities and differences by comparing it with the lands surrounding their homes • Let them tell names and place of the main shrines-temples, <i>chautaaraa</i>, rivers, schools in their village • Let them develop the concept of places using blocks and papers • Provide them simple maps and teach them to read it • Develop a concept of words like here-there, right-left, up-down and let them use these words repeatedly 	<ul style="list-style-type: none"> • See whether things told about various places is correct or not

Subtitle	Learning areas	Activities	Evaluation
		<ul style="list-style-type: none"> • Clarify meanings of words like fields, gardens by showing pictures • Encourage to observe plants, flowers, crops in their surroundings and let them get information from their elders • Let them find out and have knowledge on collective works of special festivals, rituals, group programmes conducted by their <i>toles</i>, village community • Let them draw pictures, play games that are played in the community and sing songs • Let them tell guidance/instructions and location of various things in their <i>toles/villages</i> and encourage them to clarify it with the help of pictures • Let them carry simple project works related to community • Let them discuss about the importance of community, and inform them about the benefits of group works 	

Title 3 : **Festivals**

Time : **4 weeks**

Facilitator's roles :

- Simulation of festivities, ask questions regarding it and create environment for excursions during festivals
- Manage resource persons
- Conduct interactions
- Create an environment for debate

Method :

- Project, excursions, inquiry-investigation, role play, question answer, plays-games, demonstration, discussion (group discussion and peer discussion)

Materials :

- Picture poster, materials used during festivals, children's story books, pictorial stories

Sub Title	Teaching areas	Activities	Evaluation
a) Festivals celebrated in my home, b) Festivals loved by all, c) Activities performed during festive seasons	Debate, analysis, respect to culture, leadership, decision, understanding, similarities and differences Singing, games, changing weather - plants, - weather, - living style, numbers, counting, shape, measurement information	<ul style="list-style-type: none">• Let the children discuss showing various pictures of festivals• Let them tell stories on festivals, recite poems, sing songs, play games• Conduct project work by singing, role playing and collecting pictures related to festivals.• Let them find out friends at home and with friends in the neighbours which festival they like, what activities they perform? and let them tell it in the classroom• During festival times conduct festival activities by presenting examples of activities performed during those festivals. Show foods, dresses, materials etc used during festivals and let them classify it• Let them tell the number of their friends who like the same type of festivals• Count, add• Let them tell the sequence of activities performed in the festivals	<ul style="list-style-type: none">• Observe the activities performed and skill in reporting in managed and sequential order• Evaluate from the portfolio records maintained by observing whether folklores, cultural norms and values are in practise• Observe whether they are rational and logical

- Title 4** : **Time**
Time : **4 weeks**
Facilitator's Role :
 - Let the children plant seeds on small bays**Method** :
 - Project, investigate, songs, plays-games, story telling etc**Materials** :
 - Pictures, posters, environment, materials available in environment like seeds, plants, watch, calendar and charts illustrating seasons

Subtitles	Teaching areas	Activities	Evaluation
a) Watch, b) Calendar, c) Season	Time, involvement, participation, movements and coordination <ul style="list-style-type: none"> • Measurement, time, shape, distance • Numerals, Numbers, count <ul style="list-style-type: none"> • Similarities, difference, seasons food and sources of food, various types of animals • Energy, matter , listening, speaking, simple writing, picture study, drawings and use of colours and leadership in role playing, decision and compassion 	<ul style="list-style-type: none"> • Discuss on time for sleeping, getting up, eating, coming to centre, returning from centre, performing various activities • Teach to tell time looking at a watch • Identify printed letters and tell • Develop pre-writing skills • Let the children discuss about day, night, week, holidays, own and friend's birthdays, and months <ul style="list-style-type: none"> • Let them identify special days and prepare for it • Impart knowledge and information about various seasons and develop curiosity about seasonal foods, clothing, plants, insects and birds • Presentation and discuss through pictures, songs and stories • Let them play outdoor games as per the season • Let them identify various shapes • Let them discuss about plants insects seen as per the seasons 	<ul style="list-style-type: none"> • Observe whether new words about time, season, calendar are used <ul style="list-style-type: none"> • Keep records on developmental stages of concepts of measurement time, shape, distance and count when doing daily activities • See whether the concepts of time, seasons and calendar are clear • Interest in singing, games and stories

Title 5 : **Environment**

Time : **8 weeks**

Facilitator's Role :

- Encourage to establish a habit of investigation
- Help whenever necessary
- Attempt to raise children's curiosity on printed letters
- Let the children find the relationship between pictures and letters

Method :

- Exercise on investigate, observation, question answer, story telling

Materials :

- Environment and the materials related to it and pictorial stories

Subtitle	Teaching areas	Activities	Evaluation
a) Water, b) Plants, c) Animals (birds, insects), d) Agriculture e) Physical structure of surround- ing lands, f) Change	<ul style="list-style-type: none">• Use of brain, creative development, printed letters, use of language, accountability, responsibility draw pictures, words, word meanings, sentence construction etc.• measurement, observation• Describe the changes occurred in sequence	<p>Let the children discuss about the sources and use of water; draw pictures, sing songs and play in sand; let them play in water and inform about the characteristics and use of water by the means of a story</p> <p>Let them imitate sounds of rain, rivers, tap water, boiling and pouring; conduct activities like measurement of water, pouring, boiling, exposing in sun and soaking by water and let them draw its interference</p> <ul style="list-style-type: none">• Let them observe and identify plants, parts of the plants and changes occurred in them• Let them identify animals, recognize their parts and describe them. Let the children fill colours in the given pictures and arrange the name of the animals through word games• Let them read pictorial stories• Observe farming. Clarify the concept of availability of crops according to season and describe the relation between them	<ul style="list-style-type: none">• Observe for participation involvement and management• Observe for participation in the activities, leadership, decision taken, helpfulness• See whether children observe correctly

Subtitle	Teaching areas	Activities	Evaluation
		<ul style="list-style-type: none"> • Let them plant plants in small vases • Let them discuss on the basis of pictures, poems and experience • Let them discuss about the relation between season and plants, profession • Draw pictures of farming; let them make collage, play by role-playing or imitating plants and prepare materials collecting project • Inform about surrounding forms, soil, sand, land, stones • Let them imagine the form of earth and tell it and let them draw the model picture as per their imagination; have excursion to the surroundings and explore • Clarify the concept through a picture that environment changes with the change in season. Let them discuss about the affect of changes by using gestures through pictures and stories • Make them curious to know about why and how the changes occur in various insects, animals and plants • Let them predict the changes occurring in these; draw pictures on them; and describe using related words 	<ul style="list-style-type: none"> •

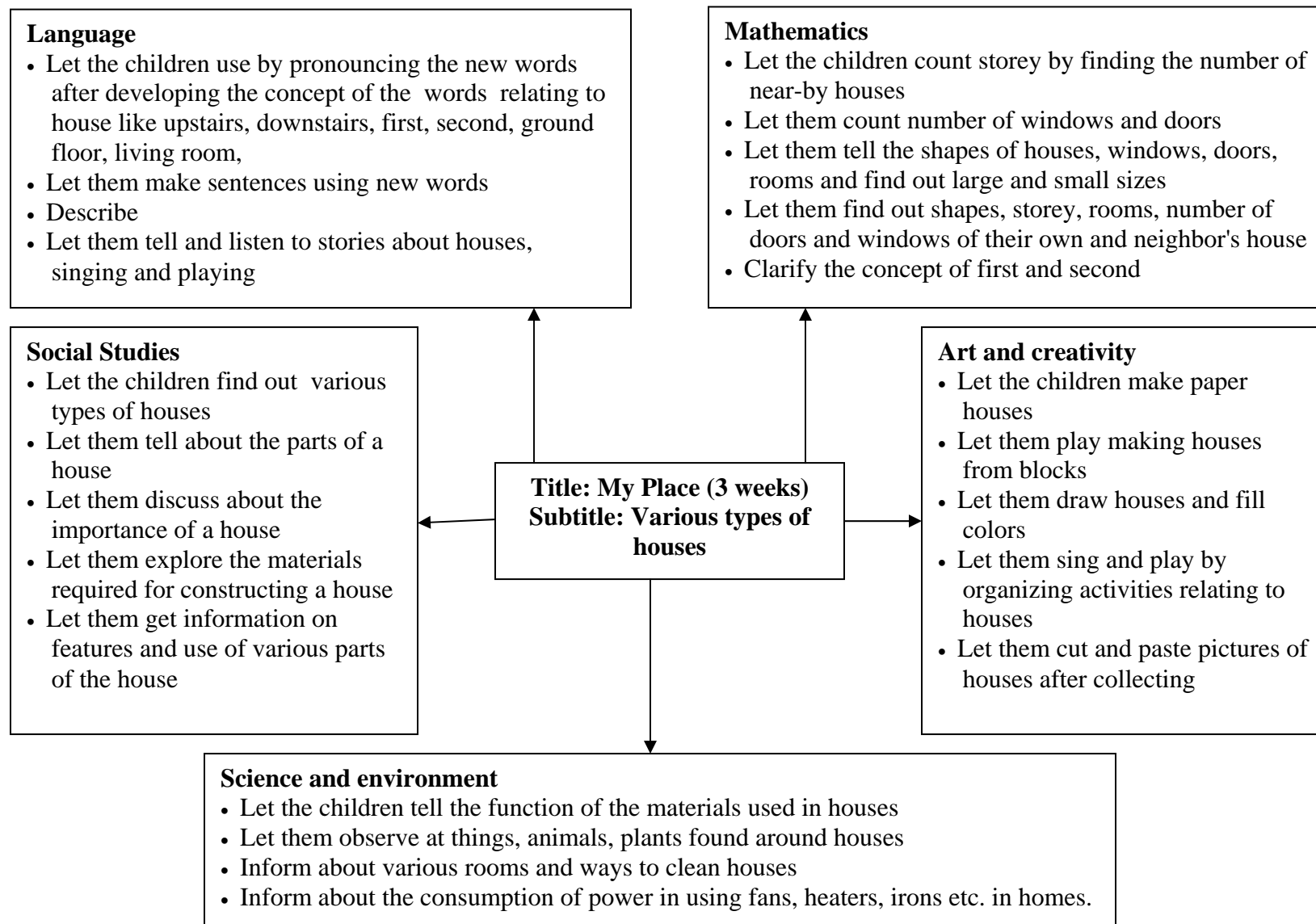
- Title 6** : **Transportation**
Time : **3 weeks**
Facilitator's Role :
 - Supporting in works that develop encouragement
 - Making children play games
 - Taking for an excursion**Method** :
 - Games, songs, discussions, observation, investigation**Materials** :
 - Songs, stories, models, puzzles, posters, colour cards, blocks, pictorial information

Subtitle	Teaching areas	Activities	Evaluation
a) Types of transportation b) Use of transportation	Use of words and sentences, use of imitative words, story telling, role-playing, counting numbers and classification cutting, pasting, colouring, colour and symbols, discussion Counting numbers, singing, physical exercise, introducing shapes	<ul style="list-style-type: none"> • Let the children identify various types of transportation routes and means. Let them tell words, stories or songs, draw pictures and colour , cut photos and paste, make means of transportation from blocks and imitate sounds • Identify letters, read and practise pre-writing exercises • Let them compare and count by observing means of transportation in their surroundings • Let them tell first second • Let them number, classify as per types of transportation • Let them tell means of transportation, let them identify the walking areas and traffic rules • Let them make traffic lights and play with it 	<ul style="list-style-type: none"> • See whether the children use correct imitative words • See whether the students put the pictures in right place after making it • Keep a record whether the children participate in the activities • See whether the children read and understand information • See the children's activeness in the activities, creativity and the capacity to establish relationship

- Title 7** : **Our identity**
Time : **5 weeks**
Facilitator's Role :
 - Encourage to see maps, globe, assist in group works, conduct classes with the support of a source person, manage visits**Method** :
 - Games, story telling, pictures, investigation, discussion, observation**Materials** :
 - Template, pictures showing various costumes, maps and globes etc.

Subtitle	Education sector	Activities	Evaluation
c) Our country and national symbols d) Our culture and costumes a) Our pride e) We in the world	Investigation, observation, collection, cut-paste, group work Counting, numbers, drawing, shapes, distance, expressions, discussions	<ul style="list-style-type: none"> • Inform about the shape of country by showing the map of our country • Let the children collect festivals celebrated in the country, dresses and national symbols by identifying them and make a scrap book. • Let them sing national anthem, tell the names of national heroes, historical personalities, names of famous and national symbols and conduct project work by collecting the pictures • Let them tell the name of the continent in which our country is situated • Make them interested in observing globes • Let them draw simple shapes of various things in sand or on the floor • Let them collect information about environment and geographic condition and identify printed letters 	<ul style="list-style-type: none"> • See whether the children are familiar with maps and symbols • Observe how they attempt to be closest to the original while drawing pictures and shapes, • See the progress from portfolio • Observe their interest on globes maps and curiosity over the symbols used in it • See whether they try to read maps and globes

Chart of the activities covered by the sub-titles under the subjects



Learning-outcomes as per the activities given in Annex-1 and evaluation

Expected Outcomes

- To observe, explore
- To present logical thoughts for classifying in a systematic way
- To express understanding of responsibility and behaviour by role-play
- To show politeness and generalize

- To listen to others and let others to listen
- To count, identify shapes
- To imagine

- To work cooperatively in group
- To investigate for necessary information

Following things have to be checked while evaluating

- Clear description, order and sequential in describing
- Pronunciation of words correctly
- Similarity and dissimilarity between various houses and reasons for classification
- Development of concepts of numbers and counting (first, second)
- Information about the materials used in household
- Classification of shapes
- Attempt to participate in group activities, seek for the leadership, forwardness in decision making
- Interest in games and songs
- Construction of a house by using blocks, stones and surrounding materials and playing practices in making house from blocks, stones
- Shape of house in drawings models and Standard of attempt in forming shapes
- Standard of coloration
- Standard and appropriateness in the use of new words while playing, in group works or conversations, revision

Daily time schedule

Out-door games	15 min
Physical games and socialization	15 min
Group works	30 min
Planned activities	15-30 min
Personal games	15 min
Group planned games/activities	20 min
Health moral messages/rest	10 min
Lunch and toilet	
Music and role-playing	30 min
Rest	10 min
Planned activities	15-30 min
Personal free activities	25 min
Group planned activities	10 min
Musical expressions	10 min
Classroom management for preparing to return home	15 min
Personal preparations to return home	10 min