

PRE – PRIMARY STAGE

LKG & UKG

Pre - Primary Stage EXPECTED OUTCOME

Development of reading readiness, writing readiness and pre-number concepts and promotion of knowledge and understanding skills, personal and social skills and values relevant to the age group will be the focus.

Language Development and pre-reading and pre-writing skills

Competence in talking and listening and in becoming readers and writers in essence (pre-reading and pre-writing skills), with rudiments of communication skills in English, and with a growing vocabulary and increased fluency to express their thoughts and convey the meaning to the listeners.

Similar competence in the mother tongue.

(Mathematics)Pre-number concept

Development of pre-mathematics skill. Skills related to comparison, sorting, matching, ordering, sequencing and counting.

Knowledge and Understanding of the world (basics of science, geography, history and technology)

Understanding their environment, other people and features of the natural and man-made world. Foundations for historical, geographical, scientific and technological learning will be part of their learning.

Physical Development (Gross and fine motor)

Developing physical control, mobility, awareness of space and manipulative skills in the indoor and outdoor environments.

Creative Development (Emotional and Aesthetic)

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Explore sound, colour, texture, shape, form and space in two and three dimensions. Show increasing ability to use their imagination, to listen and observe.

Personal, Social, Moral development and age-appropriate values

Children learn to work, play, co-operate and function in a group.

GENERAL INTRODUCTION

The term Pre-Primary or Early Childhood Education refers to the education of the preschooler that is the child in the age range of 3 to 6 years. In the context of the school, this includes children attending nursery and Kindergarten or preparatory classes and in any other institution that cater to children between 3 and 6 years. This age group falls under the pre-operational cognitive stage of the developmental psychologist, Piaget. Early Childhood Care and Education received an importance in the Indian context when it found its much-deserved place in the National Policy on Education 1986/1992, as the earliest stage of education. The children coming under this age range are distinctively different from others and need special attention.

Characteristic needs and abilities

The years from three to five are very special in terms of physical and mental growth of children. It is an established fact that 80 percent of the brain develops by the time the child is four years and is ready in transition

- from clumsy coordination to more refined skills;
- from body talk to verbal communication ;
- from strong reliance on outer controls to developing inner controls ;
- from personal awareness to growing social concern;
- from the here and now to a wider intellectual awareness and curiosity;
- from acquiring isolated facts to conceptualizing and developing a deepening interest in symbols .

Consequently they are curious, energetic, active and very eager to learn all from experiences. They are active and their attention span is limited to 7 to 15 minutes at the maximum. Besides they are in the process of developing fine muscle coordination, particularly the wrist and fingers and therefore will be clumsy in holding and using pencil like writing tools. Their thinking is perception bound and egocentric and limited to concrete objects and events. Their vocabulary is limited and listening comprehension is yet not adequate for any formal learning. Likewise the social skills are not sufficiently developed for effective group interaction and possibly need one to one relationship with the teacher. For them the teacher is a surrogate mother.

Goals and objectives

Considering both physical and mental developmental stages and other characteristic nature of the children of this age group, the goals and objectives of their education at this stage are broadly outlined as follows:

- All round integrated development with adequate attention to each and every domain.
- Development of a good physique with adequate muscular co-ordination and basic motor skills.
- Development of good health habits and building up of basic skills necessary for personal adjustment such as dress, toilet, washing, eating, etc.,
- Development of emotional maturity by guiding them to express, understand, accept and control their feelings and emotions.
- Encouraging aesthetic appreciation.
- Stimulating intellectual curiosity and to helping them to understand the world in which they live and to foster new interest by giving opportunities to explore, investigate and experiment.
- Encouraging independence and creativity by providing sufficient opportunities for self-expression.
- Improving communication skills by developing the children's ability to express their

thoughts and feelings through fluent, correct and clear speech.

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Strategies

Activity based learning will be the predominant way of induction for the children to learn and gain the various objectives outlined above. The activities are to be designed in such a way that they are developmentally appropriate with methods like informal and play-based programmes. While designing the play-based programmes, care is to be taken, based on the following:

1. The universal, predictable sequences of growth and change in children.
2. Their individuality, in terms of growth pattern, personality, learning style and family background.
3. Cultural diversity and secular values of children should be respected and therefore being flexible and capable of being adapted to diverse social and cultural setting and lifestyles.
4. The fact that children of this age group learn best through play which is self-centered, self-directed and self-chosen.

In essence, play as a medium for curriculum delivery is emphasized. Further, considering the special nature of pre-school children and their special needs, it is essential that the following provisions and participation be ensured.

Detailed programme

I. Working days per year - 200 – 210 days

II. Working hours per day - 2 ½ hrs – 3 hrs for LKG, 5 hrs for UKG

In case of local demand, Day Care Services for the children may be provided for extended hours with more of creative and play activities suitable to the age and developmental stage of the children.

III. Teachers' Qualification: Undergraduate/postgraduate diploma in Early Childhood Education (Pre–primary education) of not less than one-year duration from recognized institution.

IV. Methodology for teaching: Age appropriate and developmentally appropriate, activity-based and participatory programme.

V. Books :

LKG: No books for children (Teacher's hand book)

Drawing, colouring and pattern making books/ worksheets./copy writing books

UKG: Books for General English, Language and Number readiness. (also teacher's handbook for the teacher).

Note books : Worksheets for the above lessons and drawing, colouring and pattern making books, copy writing books with lines strokes and square.

VI. Assessment : No test but evaluation based on the observation by the teacher on the performance by the child. Each child should have a continuous assessment record both in LKG and UKG.

VII. Teacher – Pupil Ratio

LKG 1:25

UKG 1:30

VIII. Subjects and other activities :

1. Language - English (Oral learning)
2. Language - Regional (Oral learning)
3. Pre-reading, pre-writing and pre-mathematical activities
4. General Knowledge of the Environment
5. Action songs, music and movement
6. Stories

7. Free Play (Outdoors and indoors)

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8. Organized activities (Drawing, colouring, pasting, paper folding, and simple crafts etc.)
9. Role play, dramatization
10. Nature walk

IX. Nutrition Component – Children will bring their snacks and lunch. Institutions will take care of providing nutritious snacks as a choice.

Health / Medical Check up - Doctors specialized in Dental, Skin, ENT and general physicians are to be invited periodically for a check up and a health record should be maintained for each child.

CURRICULUM – THEME APPROACH

OBJECTIVE

Early childhood education refers to the period from 2 ½ to 5+ when the child is in an institutional setting with special educational objectives for all-round development in each and every domain that is social, personal, emotional, aesthetic, language, cognitive, sensory and physical and motor, in a balanced and harmonious manner. This method is holistic and child-centered, and the development and learning in all the domains is integrated. It incorporates and co-ordinates all areas of learning - reading and numbers readiness, writing readiness. Social studies, Science, Creative activities are related to the theme in focus. The method used is flexible and the activities used are according to the age and stages of development of the child. It seeks to give a complete experience to the child based on a theme, within the child's range of experiences and understanding. Since the child is an integrated human being, development and learning in all the domains are integrated. Compartmentalization is only for the convenience of planning; so teaching through subjects/Periods such as mathematics, science, language etc. is unsuitable in these early years. This approach to learning, also called 'thematic' or 'unit approach', focuses on a total learning experience, which engages the whole child. It thus incorporates and co-ordinates all areas of learning

– reading and number readiness, writing readiness, social studies, science, creative

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activities, drama, music and movement, language activities etc, in the form of activities related to the theme in focus. This method is also flexible and allows for the incorporation of all other methods, techniques and strategies. The selected activities have again to be gauged according to the ages and stages of development of the child.

There are several advantages in a thematically planned programme:-

- Children can contribute to the development of the theme through their own interest and experiences.
- Involvement in the theme will promote and sustain children's interest.
- Themes or topics can promote useful links between home and the school.
- Parents and families can contribute and become involved.
- The themes can provide a unifying focus, linking the different areas of the school and aspects of the curriculum.

Identifying learning objectives

At each stage of planning, content should be identified in terms of expectations of knowledge to be gained, concepts to be developed and skills to be practiced, relating these to specific learning objectives.

Planing for individual needs

The needs of all children should be considered in planning and provisions are to be made for social and emotional as well as intellectual needs. Children who have been assessed as having special educational need may have been assessed as having special educational needs may have individual education plans to be followed and this should be taken into account in planning.

Planning for the long, medium and short term

Planning needs to be for long, medium and short term. Long term planning will require identification of overall curriculum aims and philosophy and will

include the methods that will be used to achieve these aims.

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Medium term planning will cover a period of weeks, say a term or half term, developing a theme and associated learning outcomes through a programme of planned and linked experiences.

Short term planning will deal with the day-to-day or week-to-week implementation of those experiences linking staff and resources to experience and perhaps identifying particular learning objectives and for individual children or groups of children.

Certain principles have to be taken into consideration while planning for the year.

1. Meeting the objectives of the nursery classes – keeping the all round development of the child in mind.
2. Catering to the different maturational levels of the children.
3. Being flexible to serve the needs and interests of the children.
4. Being planned between individual and group play.
5. Being functional and meaningful

A ‘web of activities’ can be followed to lay down the objectives, content, methodology and evaluation.

Themes are selected to widen the understanding of the child and are selected from the child’s immediate environment and based on the child’s interests. Themes could be categorized into those concerned with

1. The child’s relationship to self and people
2. The child’s relationship with technology
3. The child’s relationship to the current issues and events.

The theme can be carried out for a week, fortnight or month based on the interest of the children and the ability of the teacher to plan varied activities. Planning and selecting themes for the whole year according to the appropriate time and season can be done, which helps in pacing out the learning in segments throughout the year. A web of activities can be built around a theme.

Suggested Themes

Flowers – trees – vegetables – fruits – domestic animals – pets – wildlife – water-life – birds – insects – rain – clouds – sun – sky – moon – stars – water – air – fire – myself – parts of the body – family – homes and shelters – farm and farm products – community helpers – occupations – games – dairy products – food – transport – factories and products – TV / Computer – telephone – health and hygiene – conservation of water / trees and energy, etc.

Sample Time-Table for one day

9.15 to 9.30	11.40 to 12.00
9.30 to 10.20	
10.20 to 10.45	
10.45 to 11.05	
11.05 to 11.40	

Arrival / greeting and putting away bags circles –
songs for exercise (Science experiments; easel painting and dramatization too may be carried out on some days – all pertaining to the theme)

Outdoor – free play with all equipment and toys – Introduction of the theme and concepts of colour, shapes, numbers and words all pertaining to the theme of the day.
jungle gym, slides, swings, merry-go-round, tricycles, bats and balls, sand play and water play.

Snacks

Organized outdoor games.

Indoor – Free-play with puzzles, blocks and other fine motor activities – creative activities – science – library books.

Exercises with jogging in

Story, science, rhymes and songs

12.00 to 12.30 Departure

ATTAINMENT LEVEL AT THE END OF TWO YEARS – LKG AND UKG

The desirable outcomes are the same as the goals for learning for children by the time they enter primary education. The curriculum will emphasize on early literacy, numeracy and the development of personal and social skills and contribute to children's knowledge, understanding and skills in other areas. Presented as six areas of learning, they provide a foundation for later achievement.

Children's progress will be at different rates and individual achievements will vary. However, all children should be able to follow a curriculum, which enables them to make maximum progress towards the outcomes.

1. PERSONAL AND SOCIAL DEVELOPMENT

These outcomes focus on children learning how to work, play, cooperate with others and function in a group beyond the family. They cover important aspects of personal, social, moral, and spiritual development including the development of personal values and an understanding of self and of others. They should be interpreted in the context of the values agreed by the adults involved.

Children are confident, show appropriate self-respect and are able to establish effective relationships with other children and with adults. They work as part of a group and independently, are able to concentrate and persevere in their learning and to seek help where needed. They are eager to explore new learning, and show the ability to initiate ideas and to solve simple practical problems. They demonstrate independence in selection of activity or resources and in dressing and personal hygiene.

Children are sensitive to the needs and feelings of others and show respect for

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people or other cultures and beliefs. They take turns and share fairly. They express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why. They treat living things, property and environment with care and concern. They respond to relevant cultural and religious events, and show a range of feelings, such as wonder, joy or sorrow, in response to their experience of the world.

2. LANGUAGE SKILLS AND DEVELOPMENT

These outcomes cover important aspects of language development and provide the foundation for literacy. Children must be helped to acquire competence in English as soon as possible, making use, where appropriate, of their developing understanding and skills in other languages. The outcome focuses on children's developing competence in talking and listening and in becoming readers and writers. Other areas of learning also make vital contribution to the successful development of literacy.

In small and large groups, children listen attentively and talk about their experiences. They use a growing vocabulary and become fluent in expressing thoughts and convey meaning to the listener. They listen and respond to stories, songs, nursery rhymes, and poems. They make up their own stories and take part in role-play with confidence. Children enjoy books and handle them carefully, understanding how they are organized. They know that words and pictures carry meanings and that, in English, print is read from left to right and from top to bottom. They begin to associate sounds with patterns in rhymes with syllables, and with words and letters of the alphabet by shape and sound. In their writing they use pictures, symbols, familiar words and letters, to communicate meaning, showing awareness of some of the different purposes of writing. They write their names with appropriate use of upper and lower case letters.

3. MATHEMATICS

These outcomes cover important aspects of mathematical understanding and provide the foundation for numerical skills. They focus on achievement through practical activities and on using and understanding languages in the development of simple pre-number concepts.

Children use mathematical languages, such as circle, in front of, bigger than and

more, to describe shape, position, size and quantity. They recognize and recreate

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patterns. They are familiar with a number of rhymes, songs, stories, counting games and activities. They compare, sort, match, order, sequence and count using every day objects. They recognize and use numbers up to 10 and are familiar with larger numbers from everyday-life. They begin to use their developing mathematical understanding to solve practical problems. Through practical activities children understand and record numbers, begin to show awareness of number operations, such as addition and subtraction and begin to use the language involved.

4. KNOWLEDGE AND UNDERSTANDING OF THE WORLD (SCIENCE, GEOGRAPHY, HISTORY AND TECHNOLOGY)

These outcomes focus on children's developing knowledge and understanding of their environment, other people and features of the natural and man-made world. They provide a foundation for historical, geographical, scientific and technological learning. Children talk about where they live, their environment, their families and past and present events in their own lives. They explore and recognize features of living things, objects and events in the natural and man-made world and look closely at similarities, differences, patterns and changes. They show an awareness of the purposes of some features of the area in which they live. They talk about their observations, sometimes recording them and ask questions to gain information about why things happen and how things work. They explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purpose. They use technology, where appropriate, to support their learning.

5. PHYSICAL DEVELOPMENT(GROSS AND FINE MOTOR)

These outcomes focus on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. They include establishing positive attitudes towards a healthy and active way of life. Children move confidently and imaginatively with increasing control and coordination and awareness of space and others. They use a range of small and large equipment and apparatus, with increasing skill. They handle appropriate tools, objects, construction and

malleable materials safely and with increasing control.

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6. CREATIVE DEVELOPMENT (EMOTIONAL AND AESTHETIC)

These outcomes focus on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways. Children explore sound and colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

ASSESSMENT OF CHILDREN

Evaluation is a continuous process and must go on throughout the teaching year and not only at the end of a term of the year. The process of evaluation is not intended to make pronouncement on the child's abilities or on the effectiveness of the teaching process, it is to help the teacher to reflect on strategies, materials, methods of teaching and practices used and to understand their impact on the children. An informal assessment based on what skills the children are acquiring and relating to what they are learning can be developed. This can help determine the children's readiness for planned instruction and to gather information about how well children are learning from the activities presented to them in the class, and help the teacher to identify the learning problems. All teachers can formulate effective strategies for assessing children's learning, if the learning objectives are stated clearly and accurately, and if they have some knowledge of evaluation techniques. There should be very little or no pencil-and-paper test. Instead, informal evaluation techniques like observations, interviews, check lists and analysis of children's products should be used. These evaluations can be for the whole programme or for a specific area as language, arts, mathematics or dramatic play. For example, in evaluating a language lesson, the teacher can note whether the children have to see the picture relating to a story or repeatedly ask for a particular book or one particular topic.

There should be no formal evaluation with grades, marks and ranks in the stage.

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Evaluation depends on the teacher's observation of the child and his work rather than test his performance. Therefore a day-to-day observation of the teacher on the continuous performance of the child should be carried out. Even remedial measures may be made to appear as part of the learning process without making children conscious of it. A developmental profile of children and the tools to measure their progress in each developmental domain that is, cognitive, sensory, motor, physical, language, socio-emotional, personal and aesthetic development, should be worked out by the teachers in evaluating the child's progress which is relevant to the age group. The assessment card should be child-friendly.

Checklist

A checklist can be developed to determine the children's interest in books. Here is a sample. Teachers can make similar checklists for other topics.

Sample Checklist.

Does the child

- a. Choose the book to read?
- b. See pictures?
- c. Show preference for some books?
- d. Does the child handle the book by – holding, turn pages – moving from left to right?
- e. Like to be read to?
- f. Have sufficient attention span to concentrate and read or look at books?

Observation

Observing children while they play is a means of assessing their social, intellectual, emotional and physical skills and growth. Some sample questions to focus the teacher's observations are -

- Are children showing progress in relating with one another?
- Are they expressing joy, anger, jealousy, or fear in their play in ways that allow them

to cope more effectively with their feelings?

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- Do they run, skip, climb, and move with greater ability?
- Can they handle scissors, pencils and tools more efficiently?
- Do they show increased knowledge about their world?
- Are they using language effectively?
- How do they solve problems?
- What new concepts do they seem to be exhibiting through their play?

Asking questions such as these can assess the quality of play itself.

1. Does the play seem rich in ideas?
2. Is the play flexible and fluid? Do children find new ways of using their bodies or of expressing themselves in their art of language?
3. Do shy children find ways of entering into dramatic play?
4. Do aggressive children share ideas and co-operate in play?
5. Can children sustain play activities for longer periods of time?
6. Do the play themes become more varied and complex?

Report cards

Progress and growth in and through play vary for each child. We can keep charts for each child, noting growth in different curriculum areas or attainment of different skills. Teachers can draw up their own, keeping in mind their own objective.

ALTERNATE TIME TABLE

LOWER KINDERGARTEN

Duration of working days is 2 ½ to 3 hours per day for five working days. There should be no rigid timetable. The timetable, which is planned only to help the teacher to organize all the activities through the day, should be flexible.

Prayer	10 minutes

Outdoor free-play and organized play	30 minutes
Specific activities related to the theme	20 minutes
Snacks break	20 minutes
Indoor free-play with toys	20 minutes
Readiness	20 minutes
Activity(mathematics/language/science)	
Creative Activity	30 minutes
Story and action songs	30 minutes
Total	180 minutes

Note :-

- Readiness activities every day
- Science once a week
- Dramatization once a week
- Story every day
- Action songs daily
- Organized games and activities 2 times a week
- Field trips /Video once a month

UPPER KINDERGARTEN

Prayer	10 minutes
Outdoor free-play and organized play	30 minutes
Specific activities related to the theme	30 minutes
Snacks break	20 minutes
Readiness Activity	30 minutes

Indoor free-play with manipulative toys	30 minutes
Lunch	40 minutes
Language II	30 minutes
Creative Activities	40 minutes
Break	10 minutes
Story and action songs, music and movement	30 minutes
Total	300 minutes

Note :-

- Readiness activities every day
- Science once a week
- Dramatization once a week
- Story every day
- Action songs daily
- Organized games and activities 2 times a week
- Field trips /Video once a month
- Optional : Computer experiences
- Minimum infrastructure as well as availability of essential and desirable equipment should be made available to transact the curriculum(List is to be prepared by the teacher in advance)

BENCHMARK LEVELS OF ACHIEVEMENTS

On completion of the Early Childhood Education (LKG and UKG) the children should

- Have all-round development that is, physical, cognitive, language, emotional, social and sensory development with a readiness to begin formal learning in Class I so that the transition from the Kindergarten to Std I is smooth.
- Be equipped with the necessary skills in :
 1. Language – the child can listen, speak, read and write (Pre-reading and pre-writing) both in English and II language to cope with primary school.
 2. Mathematics – the child is equipped with numerical abilities (Pre-numeracy)
 3. General – the child understands simple concepts related to the environment and science.