# Annexure 1:

# Illustrative Learning Outcomes

The Illustrative Learning Outcomes for each competency are articulated here. These are learning trajectories over the five years in the Foundational Stage that lead to the achievement of the related competency.

- As the Curricular Goals are developmental, so are the Competencies and the Learning Outcomes.

- All the Learning Outcomes have a developmental trajectory across every age group through the Stage. They must be seen as a continuum and a trajectory, rather than exact age-specific goals.

- As learning between ages 3 and Age 8 is developmental, it happens at a varied pace for different children. All children will not achieve the same age-wise Learning Outcomes at the same time.

- The age-wise categorisation below is indicative and will help the Teacher to organise learning experiences for each child in the classroom.

- Each Learning Outcome is observable. The Teacher will be able to observe the child's progress on Competencies using these Learning Outcomes.

- The Learning Outcomes need to be read as cumulative. The child's learning of previous age groups continues to be observed in later stages. For example, if the Learning Outcome for ages 4-5 is 'eats without spilling' this is assumed to continue for age 5-6 onwards.

In the section below, **Curricular Goals** are numbered as CG-1, CG-2, CG-3… and **Competencies** are numbered as C-1.1, C-2.1, C-3.1… **Learning Outcomes** are mapped to Competencies.

As mentioned above, the Learning Outcomes must be seen as a continuum. In the tables below they are placed in reading grids – with 1,2,3…in the vertical axes and A,B,C…in the horizontal axes – only for easy referencing. For example, readers can refer to Learning Outcome D.1 against Competency C-2.1 to point to a specific Learning Outcome within this illustrative list.

## 1.1.1   Physical Development

A healthy body houses a healthy mind. Also, in this Stage, children learn most when they use all their senses and whole body to engage in playful activities. Hence, the focus here is on developing healthy eating and hygiene habits, becoming aware of safety, sharpening sensorial attention, and exercising and coordinating their different muscle groups.

## CG-1: Children develop habits that keep them healthy and safe

Children develop both habits of healthy eating and understanding of nutrition. Early exposure to a range of food groups is essential for developing a taste for a variety in food.

Lack of hygiene often causes ill-health and children lose the gains made through nutritious food. This makes it important to develop good hygiene practices in early school years. While early childhood is a crucial time when the immunity of the child is also developing, since children come to school in concentrations, some basic hygiene practices become necessary for a school context.

Since schools are public places, school readiness necessarily involves special attention to safety and security. By acquiring specific practices of safety and security, children are better prepared to engage with learning in schools, which may be distant from home, both geographically and culturally.

Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed. These interim markers are Learning Outcomes. The table below illustrates the detailing of Learning Outcomes for a Competency. Each column in the table (A-E) are milestones, and these milestones in a sequence indicate a Learning Trajectory for attainment of a Competency.

## C-1.1:   Learning Outcomes

*Table 1*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-1.1:  Shows a liking for and understanding of nutritious food and does not waste food** | | | | | |
| | | | **← Age 3 - 8 →** | | |
| 1 | • Identifies things that can be eaten and cannot be eaten<br><br>• Begins to eat and name a variety of foods with adult prodding | • Eats a variety of food from different food groups – grains, vegetables, fruits, and proteins (e.g., dal, beans, nuts, dairy) with adult support | • Eats from a variety of food groups independently | • Enjoys the variety in food from different food groups | • Seeks for a variety to fulfill nutritional requirements |
| 2 | • Names a few healthy food items and a few unhealthy food items | • Identifies healthy and unhealthy food items in a shop<br><br>• Gives reasons for why some food is healthy | • Recognises foods from different food groups and explains the benefits/ill-effects of different food groups<br><br>• Names some qualities of good nutritious food (e.g., eggs and dal build strength, palak 'cleans the blood', milk gives strong teeth) | • Identifies major ingredients in familiar food with help (e.g., dal in sambar, peanut in chutney)<br><br>• Names the connection between ingredients and nutrition (e.g., gur and peanut in chikki is good for health) | • Guesses ingredients of cooked food and says whether they are good or bad for health<br><br>• Recognises ingredients in packaged food (e.g., biscuits, noodles) and says whether they are good or bad for health |
| 3 | | • Follows picture recipes to prepare simple snack | • Participates in preparing nutritious snacks (e.g., mixing boiled chana, sprouted salads, bhelpuri) with adult support | • Prepares nutritious snacks based on recipes, independently | |
| 4 | | • Eats without spilling | • Eats without wasting food when served appropriate portions | • Asks for appropriate portions of food | • Serves appropriate portions of food on their own without spilling |

## C-1.2:    Learning Outcomes

*Table 2*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-1.2:  Practices basic self-care and hygiene** | | | | | |
| | ← | | Ages 3 - 8 | | → |
| 1 | • Gets help to wash and dry hands before and after using the toilet or eating | • Begins to wash and dry hands before and after using the toilet or eating | • Always washes and dries hands before and after using the toilet or eating | • Demonstrates appropriate use the of toilet | • Becomes independent in basic self-care and hygiene |
| 2 | • Can wear clothes (without buttoning them) and put on their footwear with the help of adults | • Can wear clothes and footwear independently | • Begins using needle and thread to do small mends under supervision | • Fixes buttons and mends small tears with needle-thread with help | • Fixes buttons and mends small tears with needle-thread independently |
| 3 | | • Begins to use personal care objects (combs, toothbrush) on their own | | • Use personal care objects appropriately | |

## C-1.3:    Learning Outcomes

*Table 3*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-1.3:  Keeps school/classroom hygienic and organised** | | | | | |
| | ← | | Ages 3 - 8 | | → |
| 1 | • Aware of their belongings such as bags, bottles, shoes, handkerchiefs, etc. | • Keeps and retrieves their personal belongings from the correct place | • Maintains their personal belongings in good shape | • Handles study material with care | • Takes care of school property, books, materials, and furniture |
| 2 | • Places soiled plates and utensils in the designated space with the help of adults | • Identifies and uses clean glasses and plates, and places soiled plates and utensils in the designated space independently | • Washes their plates and utensils | • Begins to maintain cleanliness in classrooms, playgrounds, etc | • Participates in the cleaning of classrooms and playgrounds |
| 3 | • Uses dustbin with assistance | • Begins to use a dustbin to dispose of waste | • Always uses a dustbin to dispose of waste | • Begins to segregate waste (wet waste and dry waste) | • Segregates garbage appropriately |

**C-1.4:    Learning Outcomes**

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-1.4:   Practices safe use of material and simple tools** | | | | | |
| | | | Ages 3 - 8 | | |
| 1 | • Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs | • Handles harmful or dangerous objects with care like scissors, knife, matchstick | • Uses scissors, knife with care under supervision | • Uses nail cutter, small knife with care under supervision | • Independently uses scissors, small knife, nail cutter |

**C-1.5:    Learning Outcomes**

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-1.5:   Shows awareness of safety in movements (walking, running, cycling) and acts appropriately** | | | | | |
| | | | Ages 3 - 8 | | |
| 1 | • Identifies road safety as important, holds hands of adults and walks on the road | • Looks both ways before crossing the road, holds hands of peers or adult, and walks safely | • Follows road safety rules (walking on the side, crossing road, etc) independently<br><br>• Identifies traffic symbols (signal lights, symbols – zebra crossing, U-turn, bridge/ railway bridge etc) | • Follows basic safety rules in public transportation, on the street, when riding a bicycle, etc. | • Follows traffic rules while riding a bicycle, walking on the road<br><br>• Recognizes most safety symbols and avoids danger (electric, fire, repair, digging, etc) |

**C-1.6:    Learning Outcomes**

*Table 6*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-1.6: Understands unsafe situations and asks for help** | | | | |
| | ← | | **Ages 3 - 8** | | → |
| **1** | • Differentiates between familiar and strange adults | • Communicates discomfort with trusted adults when asked <br><br> • Does not accept toys, chocolates, money, or other things from strangers | • Understands the difference between safe and unsafe touch <br><br> • Maintains distance from strangers <br><br> • Communicates discomfort with trusted adults on their own | • Uses some language to seek adult and peer help | • Reports any bad touch/behaviour noticed, maintains appropriate distance |
| **2** | | | • Seeks help from adults when there is an injury (e.g., scraped knee, burns, electrical shock) <br><br> • Identifies people in the community who would be of help in an emergency – doctor, fire-fighter, etc | • Understands and uses basic safety protocols (e.g., washing with cold water after a burn) | |

## CG-2:    Children develop sharpness in sensorial perceptions

Sensory development is fundamental to all learning. The deep neural connections between our sensorial receptors, our developing perceptions, our thoughts and even our consciousness is slowly getting unearthed. Adequate experiences for sensorial development should not just be seen as a precursor to cognitive development but as an independent capacity for holistic development of the child. Paying attention to sensorial development also gives opportunities for early detection in difficulties that might affect learning.

**C-2.1:   Learning Outcomes**

*Table 7*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-2.1: Differentiates between shapes, colours, and their shades** | | | | |
| | ← **Ages 3 - 8** → | | | | |
| 1 | • Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white, brown) | • Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green) | • Attempts to predict resulting colour when two colours are mixed (e.g., blue and yellow makes green, or red and white makes pink) | • Predicts resulting colour when two colours are mixed | • Experiments and use colours in art forms and drawings, decorating, display |
| 2 | • Groups objects based on their colour (e.g., all red things together) | • Groups objects based on dimension - length, breadth, height (e.g., all long things together) | • Groups objects based on combinations of visual characteristics of colours and shapes (e.g., all red triangles together, all large green leaves together) | • Makes patterns, solves puzzles, plays games using identification and grouping of various shapes, colours and shades | |

**C-2.2:   Learning Outcomes**

*Table 8*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-2.2: Develops visual memory for symbols and representations** | | | | |
| | ← **Ages 3 - 8** → | | | | |
| 1 | • Matches two visual symbols with same pattern and orientation and size (e.g., match **+** with **+**, match ∞ with ∞) | • Matches two visual symbols with same pattern but different orientation and size (e.g., match **×** with **+**, match ∞ with 8 ) | • Recalls and matches visual symbols from memory (e.g., memory game using cards) | | |

## C-2.3:   Learning Outcomes

*Table 9*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-2.3: Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume, and tempo** | | | | | |
| ← **Ages 3 - 8** → | | | | | |
| 1 | • Differentiates sounds in the environment as the sound of humans, animals, vehicles, sound of clap, tap, sound of material etc | • Distinguishes between high (*uncha swar*) and low pitches (*neecha swar*) in the sounds of birds and animals, musical instruments and the human voice | • Able to recognise the mid-range in pitch (*madhyam swar*) | • Discerns if any two sounds/ notes (*sur*) match in terms of pitch and volume | • Distinguishes between a linear and non-linear progression of musical notes in a given scale |
| 2 | • Differentiates loud and soft sounds | • Distinguishes between slow and fast tempo (*dheemi, teevra gati*) in rhythmic beats (*taal*) | • Recognises the mid-range in volume and tempo | • Identifies a change in tempo in any given musical piece | |

## C-2.4:   Learning Outcomes

*Table 10*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-2.4: Differentiates multiple smells and tastes** | | | | | |
| ← **Ages 3 - 8** → | | | | | |
| 1 | • Identifies good and bad smell (perfume, flowers, garbage etc) | • Differentiates fragrance of flowers, perfumes, food items etc | • Recognizes smells that indicate danger (e.g., smoke, rotten eggs) | | |
| 2 | • Identifies sweet, salty, bitter, sour, and hot (spicy) taste | • Explores different tastes and textures from different kinds of food | | | |

**C-2.5:    Learning Outcomes**

*Table 11*

| | A | B | C | D | E |
|---|---|---|---|---|---|

| **C-2.5: Develops discrimination in the sense of touch** | | | | |
|---|---|---|---|---|
| ← Ages 3 - 8 → | | | | |
| 1 | • Differentiates hard and soft, hot and cold, rough and smooth surfaces | • Compares two objects based on hard and soft, hot and cold, rough and smooth | • Seriates 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (smoothest, smooth, hard, harder, hardest) | • Extends the comparison of textures to finer variations like fluffy, furry, woven, prickly, pitted, etc. |

**C-2.6:    Learning Outcomes**

*Table 12*

| | A | B | C | D | E |
|---|---|---|---|---|---|

| **C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of experiences** | | | | |
|---|---|---|---|---|
| ← Ages 3 - 8 → | | | | |
| 1 | • Blows breath with force | • Bows light objects (e.g., paper) | • Breathes in and out rhythmically | • Breathes out slowly over a longer period of time than breathing in | • Does 'anulom-vilom' breathing |
| 2 | | • Sits or lies still for a short duration | • Sits still and pays attention to their breath for a short duration | • Sits still and pays attention to other sensorial perceptions for a short duration | • Sits still and is able to observe one's own flow of thoughts |

## CG-3:  Children develop a fit and flexible body

Opportunities for exercising different muscle groups and coordinating them for achieving specific goals is an important developmental need for children of this age group. Gross motor development involves coordination of the large muscles that affective movement that balance. Fine motor development involves smaller muscles related to the eyes and hands. Coordination across muscle groups is also important.

## C-3.1:   Learning Outcomes

*Table 13*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-3.1: Shows coordination between sensorial perceptions and body movements in various activities**

← Ages 3 - 8 →

| 1 | • Begins to catch, throw and kick balls with very basic control | • Catches a large ball, throws and kicks balls forward with good force<br><br>• Shows some accuracy in aiming throws within short distances | • Improves catching, throwing, and kicking using different sized balls | • Catches, throws, and kicks balls in play/game situations | |

## C-3.2:   Learning Outcomes

*Table 14*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-3.2: Shows balance, coordination and flexibility in various physical activities**

← Ages 3 - 8 →

| 1 | • Stands on one foot with support/aid | • Stands on one foot for longer periods without support<br><br>• Hops 4-5 steps | • Hops 10-15 steps | • Hops and plays a full game | • Skips and hops with rope with comfort |
| 2 | • Balances on one leg for a short time | • Balances on variety of surfaces (e.g., bricks, ladders) | • Balances things on head/hand (e.g., walks with a book on their head)<br><br>• Shows good body balance (e.g., rides bicycle without support) | • Carries heavy objects chairs/ tables/ bag with good balance and technique<br><br>• Shows good body balance with speed (e.g., rides bicycle with speed) | • Shows agility and balance (e.g., climbing on trees, jungle gym)<br><br>• Can stand on one leg with the other leg folded for a minute (e.g., *dhruvasana*) |

## C-3.3: Learning Outcomes

*Table 15*

| A | B | C | D | E |
|---|---|---|---|---|
| **C-3.3: Shows precision and control in working with their hands and fingers** | | | | |
| ← **Ages 3 - 8** → | | | | |
| • Exhibits fine motor skills, eye-hand coordination and muscle strength in simple activities (e.g., scribbling, tearing paper, pasting, free hand colouring, clay work) | • Exhibits motor control for tasks that require fine-motor, eye-hand coordination with moderate precision (e.g., cutting big shapes, threading big beads, buttoning, screwing/ unscrewing bottlecaps, drawing with crayons) | • Uses coordinated movements of fine motor muscles for working on activities that require more precision with some assistance (e.g., pencil drawing, cutting on straight or curved line, threading small beads, legible writing of letters, stringing flowers, colouring within closed figure) | • Creates craft and artwork that requires precision in coordinated eye-hand movements of smaller muscles without assistance (e.g., tracing, clear writing, and drawing, catching a small ball, copying geometric shapes, creating patterns) | • Works with precision and detail for activities that require fine motor control for longer duration (e.g., threading needles, needle work, painting, sketching) |

*(Row label: 1)*

| More Examples | | |
|---|---|---|
| **Age 3-4** | **Age 4-6** | **Age 6-8** |
| • Holds glass with one hand<br>• Holds crayon with thumb and fingers<br>• Involves in spontaneous drawing: Scribbles, Paints with some wrist actions<br>• Rolls clay into balls or squiggly worms<br>• Holds spoon with less spilling of liquids<br>• Makes simple one level fold of paper<br>• Uses coordinated movements to string beads, fit small objects into holes, fasten large buttons, cut paper with blunt scissor, paste small pieces of paper on a large paper, etc.<br>• Builds simple structure with small blocks | • Serves food to self without assistance.<br>• Uses spoon properly while eating.<br>• Uses various drawing and art materials (crayons, brushes, finger paint, etc)<br>• Copies shapes shown in the book of blocks<br>• Cuts in a straight line or curve line<br>• Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, using large zippers etc<br>• Builds tower of small blocks (8-10 blocks)<br>• Strings the Stringing board, Strings whole flowers (may not follow a pattern)<br>• Independently uses both hands for building things<br>• Writes some letters or numbers that can be recognized<br>• Uses one hand consistently for drawing and writing | • Catches a ball that jumps from the floor<br>• Strings flowers, beads with desired pattern<br>• Grips pencil correctly, uses smooth, controlled finger and hand movements while cutting, holding, threading, buttoning, etc<br>• Uses coordinated movements while using writing/colouring tools<br>• Demonstrates control and appropriate pressure when using writing and drawing tools<br>• Traces outlines of blocks (2"x 2" blocks)<br>• Copies simple geometric shapes and designs |

**C-3.4:    Learning Outcomes**

*Table 16*

|  | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-3.4: Shows strength and endurance in carrying, walking, and running** | | | | |
| | ← Ages 3 - 8 → | | | | |
| **1** | • Walks in straight line<br><br>• Able to walk backwards<br><br>• Walks on tiptoe (6+ steps)<br><br>• Walks, and runs easily changing direction and speed comfortably | • Walks on straight and curved line/ zigzag with ease<br><br>• Walks on 6-inch-wide beam with balance<br><br>• Walks up and down stairs, on alternating feet with ease<br><br>• Crawls inside tunnels, etc. | • Walks and runs easily, coordinating body movements harmoniously<br><br>• Walks on toes with hands held above the head (e.g., tadaasana) for 10 metres | • Walks for a km or more on different terrains with ease<br><br>• Stands stably with hands held above the head (e.g., tadaasana) for one minute | • Shows strength and endurance in walking long distance (2-3 kms) on different terrains |
| **2** | • Jumps in place, jumps across one short hurdle<br><br>• Jumps landing on feet (height 2½-3 feet) | • Jumps on both feet and over short objects without/ with little support | • Jumps from a reasonable height with ease (e.g., 2 or 3 steps, bench of height 3 feet) | • Climbs and jumps with ease (e.g., small trees) | • Runs around and jumps over objects with ease |
| **3** | • Carries simple weights and moves with them (e.g., carries a small mug of sand from one place to another) | • Shows willingness to exert their strength for tasks that require use of the large muscle groups (e.g., helps to move small furniture in classroom) | • Shows comfort in executing tasks that require strength in play situations (e.g., play tug of war) | • Shows strength and endurance in work and play situations (e.g., lifts small pots in the garden, carries bucket of water, runs for 15 minutes) | |

## 1.1.2   Socio-Emotional and Ethical Development

Along with physical and cognitive development, it is important to pay attention to the emotional development of the child. It is now well established that emotional intelligence, the ability to understand and manage our emotions, is equally if not more important than cognitive intelligence. Understanding and managing our own emotions along with understanding others emotional states helps us build empathy and compassion. A strong foundation for emotional and social intelligence is articulated through Learning Outcomes in this stage.

## CG-4: Children develop emotional intelligence

This includes:

- Positive 'Self-Concept': The ability to recognize and become aware of the change and continuity in the idea of a 'self' needs directed attention.

- Emotional Awareness and Regulation: Becoming aware of one's emotions and developing abilities to regulate them appropriately is critical and it is better developed earlier than later. It is important to understand that such regulation is a skill developed through voluntary practice and not as a fearful response to a threat. Emotional development can truly occur only in a compassionate environment

- Social Development: The foundation for the development of ethical, humanistic, and constitutional values is social intelligence. The development of such intelligence starts early with the interaction of others and, through these interactions, recognising the needs and emotional states of others. This "other regarding", along with recognition of diversity of background and needs of others, develops valuable capacities in young children.

### C-4.1: Learning Outcomes

*Table 17*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-4.1: Starts recognising 'self' as an individual belonging to a family and community** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt or bag or thing) | • Identifies self as a member of a family, neighbourhood, school, city, with different people doing different roles | | • Begins to express their capabilities and interest with a view to contribute to society – when I grow up, I want to be a farmer, a doctor, pilot, be a soldier, etc | |
| 2 | • Says own first and family (last) name | • Shares other identifying information (e.g., parent's name) | • Shares personal identifying information such as home address, details of family members, school, etc | • Shares personal details about family members occupation, their place of work, details about <br> • Values the work of adult members of the family (e.g., my mother is a farmer, and her work helps all of us to eat well) | |

**C-4.2:    Learning Outcomes**

*Table 18*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately**

← Ages 3 - 8 →

| | A | B | C | D |
|---|---|---|---|---|
| **1** | • Identifies their wants and feelings (e.g., I don't want to colour today, I want to go out)<br><br>• Recognizes simple emotions (fear, joy, sadness) | • Associates emotions with words and facial expressions<br><br>• Expresses emotions through verbal and non-verbal modes (e.g., gestures, drawings) | • Describes their feelings and their causes (e.g., I am angry because he broke my block tower)<br><br>• Shares with others (peer and familiar adults) their feelings/ emotions | • Describes their emotions in socially approved ways (e.g., stops crying and explains why they were crying) |
| **2** | | | • Agrees to change of activity when upset/ angry to help themselves calm down | • Responds with appropriate emotions (e.g., laughs at jokes in circle time, sits quietly when upset)<br><br>• Consciously uses strategies to calm themselves down (e.g., breathing, changing activity) |

**C-4.3:** **Learning Outcomes**

*Table 19*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-4.3: Interacts comfortably with other children and adults** | | | | | |
| **Ages 3 - 8** | | | | | |
| **1** | • Identifies/names close family members/ particular adults<br><br>• Interacts comfortably with familiar adults | | • Begins to interact comfortably with less familiar adults | • Interacts with familiar and less familiar adults with respect (e.g., namaste, please, thank you, sorry) | |
| **2** | • Demonstrates comfort in staying in the classroom without parents or familiar adults | • Demonstrates spontaneity and preference to play with familiar children, joins a group of children playing, with adult's help if necessary | • Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play) | • Plays in a coordinated manner with other children, recognises mutual interests with friends | • Understands and responds to specific (procedural) rules in play with other children |
| **3** | | | • Separates willingly from adults to play with peers, most of the time | • Enjoys being in the company of peers | • Spends long hours with peers and can manage with adult support in a strange environment (long field trips) |
| **4** | | | • Makes and maintains a close friendship with at least one child<br><br>• Asks for help from familiar adults | | • Has a circle of friends at school<br><br>• Asks for help from less familiar adults when in need<br><br>• Helps adults or other children when in need |

## C-4.4: Learning Outcome

*Table 20*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-4.4: Shows cooperative behaviour with other children**

← **Ages 3 - 8** →

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 1 | • Begins to play with other children | • Enjoys playing with other children | • Initiates playing with other children and makes plans (e.g., what, how, when to play) | • Demonstrates willingness to include other's ideas during play<br><br>• Follows rules while playing with others | • Frames rules for play with others and follows those rules |

## C-4.5: Learning Outcomes

*Table 21*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-4.5: Understands and responds positively to social norms in the classroom and school**

← **Ages 3 - 8** →

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 1 | • Participates in everyday activities | • Enjoys everyday activities with other children | • Demonstrates independence in daily activities,<br><br>• Takes responsibility for completing own work<br><br>• Shares discomfort and seeks help when in need | • Takes initiative to conduct an activity<br><br>• Displays skills to work with different children for different tasks, negotiating responsibility and tasks with other children | • Expresses their point of view while playing or working together<br><br>• Takes on a task and completes it |
| 2 | • Follows simple instructions with teacher's support | • Waits for their turn<br><br>• Follows short simple instructions | • Follows simple rules in school without adult reminders | • Follows instructions/rules<br><br>• Understands consequences of violating rules | |

**C-4.6:    Learning Outcomes**

*Table 22*

| A | B | C | D | E |
|---|---|---|---|---|

**C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need**

← **Ages 3 - 8** →

| 1 | | • Shows affection towards other children and adults | • Shows care in handling materials | • Shows care and tenderness in dealing with other living things | • Works in common tasks with kindness and affection to others in the group |
|---|---|---|---|---|---|

**C-4.7:    Learning Outcomes**

*Table 23*

| A | B | C | D | E |
|---|---|---|---|---|

**C-4.7: Understands and responds positively to different thoughts, preferences, and emotional needs of other children**

← **Ages 3 - 8** →

| 1 | | • Plays and interacts with all children irrespective of background or ability | • Begins to notice similarities and differences among children (e.g., height, gender, skin colour, way of speaking, eating preferences) | • Works well in mixed groups for classroom activities<br><br>• Does not bully/ label other children because of their differences | • Shows curiosity and interest in "people not like me"<br><br>• Articulates questions on similarities and differences among people<br><br>• Engages comfortably with a diverse group of peers despite knowing similarities and differences |
|---|---|---|---|---|---|

## CG-5:  Children develop a positive attitude towards productive work and service or 'Seva'

**C-5.1:    Learning Outcomes**

*Table 24*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | | | **C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others** | | |
| | | | ← Ages 3 - 8 → | | |
| 1 | • Places materials and toys back in their appropriate locations after use | • Assists the teacher and organizes the classroom | • Cleans own plates or tiffin after eating food<br>• Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants) | • Germinates and takes care of seedlings of local trees | • Assists teachers to create TLM<br>• Helps in the kitchen with cleaning and cutting |

## CG-6:  Children develop a positive regard for the natural environment around them

**C-6.1:    Learning Outcomes**

*Table 25*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | | | **C-6.1: Shows care for and joy in engaging with all life forms** | | |
| | | | ← Ages 3 - 8 → | | |
| 1 | • Shows curiosity in observing plants and animals | • Does not harm plants and animals unnecessarily | • Shows joy in engaging with plants and animals in the local environment<br>• Shows no discomfort in physical engagement with nature (e.g., in garden or parks) | • Shows curiosity and interest in identifying specific flora and fauna<br>• Takes responsibility for tending and caring for saplings and plants | • Takes responsibility for tending to and caring for animals like kittens, puppies, chicken<br>• Enjoys going out for nature walks and observing plants and animals |

## 1.1.3  Cognitive Development

Children in this age group are rapidly developing concepts about the world around them based on their experiences. For learning with understanding, concept development in formal education should give priority to experience and development of understanding. Mere recollection of facts should not be the intention.  Here, cognitive development is seen through development of object knowledge, development of general abilities in logical thinking and problem solving, development of mathematical abilities and thinking, and concepts related to the natural and social environment around the child.

### CG-7:  Children make sense of world around through observation and logical thinking

Children come with strong, perhaps innate, abilities to recognize the world around them through objects and the interactions between them. Adequate attention and opportunities would further strengthen these abilities. Focusing on the logical thinking and problem-solving abilities of young children also allows them to continue to be curious and lifelong learners.

### C-7.1:  Learning Outcomes

*Table 26*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-7.1: Observes and understands different categories of objects and relationships between them** | | | | |
| | **← Ages 3 - 8 →** | | | | |
| 1 | • Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance | • Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own | • Notices and describes general details of common objects, people, pictures, animals, birds in the immediate environment and in pictures/models (e.g., the big door in the house) | • Identifies and describes finer details of the objects, signs, places, common activities in the in the immediate environment and in the picture/models (e.g., the big brown door in the small green house) | |
| 2 | • Identifies the missing part of a familiar picture of familiar object | • Identifies 3-5 missing parts of a picture of familiar object | • Identifies 4-6 missing parts of a picture of familiar object | • Compares given objects/pictures and identifies similarities and differences | |
| 3 | • Recognizes hierarchical relationships within categories (e.g., animals and their younger ones)  <br>• Makes comparisons within and between categories  <br>• Plays using object substitution (e.g., uses banana as telephone)  <br>• Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital) | | | | |

**C-7.2:    Learning Outcomes**

*Table 27*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | | | | | |

**C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis**

← **Ages 3 - 8** →

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **1** | | | • Recognizes the effect of one object on an another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt) <br>• Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes) <br>• Makes causal connections (e.g., Abdul did not come to school because he was sick, the plant died because it has not rained) <br>• Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain) | | |
| **2** | • Uses ideas based on observations (e.g., imitates adults blowing on hot food before eating) | • Applies known information in a new context (e.g., builds a castle out of blocks as seen in a story book) | • Observes and forms generalizations (e.g., notice things that roll – tires, bangles, have "round" shape) | • Forms and tests simple hypothesis (e.g., plates float and pins sink, drop a piece of paper and a stone together and see which will reach the ground first) <br>• Applies their understanding to solve simple problems (e.g., while making a sand house, use a stick to support the structure, or add water to set it) | |
| **3** | • Differentiates between day and night | • Identifies summer and winter <br>• Names objects in the sky (sun, moon, stars, clouds) | • Explains clothing and food for summer and winter <br>• Connects sunrise and sunset today and night | • Differentiates among summer, winter, and monsoon seasons <br>• Indicates where sun and moon rise and set | • Names the directions (north, south, east, west) |
| **4** | • Makes choices and expresses preferences | • Expresses own preferences, interests and makes choices | • Takes responsibility and makes choices based on own preferences and interests | • Plays/participates in activities, makes friends according to their own choice, preference and interest | • Selects games/ play equipment according to their own choice, preference and interest |

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 5 | | • Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers | • Collaborates with peers to come up with answers to questions related to natural phenomenon that can be investigated (e.g., what floats and sinks, which objects do magnets attract) | • Develops a list of questions to break up a larger question related to natural phenomenon<br>• Asks questions about patterns in the natural environment (e.g., different kinds of leaves and flowers, sunrise, and sunset) | • Asks 'why' and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration (e.g., why it does rain, what if we did not have sunlight) |
| 6 | • Explains the impact of one's actions/ behaviour on others (e.g., hitting a dog with a stone hurts a helpless creature, not turning off a tap wastes water) | • Expresses views on needs of plants, birds and animals | • Explains the concept of shared natural resources (e.g., water is used by us, birds, plants) | • Describes the interdependence between natural environment and humans (e.g., water in homes comes from water bodies) | • Describes how a balance must be maintained between the needs of human society and the natural environment (e.g., being kind to animals enables them to work with us, correct garbage disposal is necessary to avoid diseases) |

## C-7.3: Learning Outcomes

*Table 28*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-7.3: Uses appropriate tools and technology in daily life situations and for learning** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Shows dexterity in using simple tools for drawing/ colouring | • Shows inclination to use simple tools while playing<br>• Shows attention and regulation when interacting with digital audio-visual material | • Chooses appropriate tools for appropriate work when doing land work or in arts/crafts<br>• Engages with digital technology like smartphones/ tablets with the assistance of the teacher | • Uses tools and implements effectively in work situations<br>• Shows simple usage of digital technology in learning situations (e.g., starting/pausing audio-visual material) | • Builds simple tools and implements for using in day-to-day activities<br>• Shows fluency and comfort in using digital audio-visual material in learning situations |

## CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures

It is very important to engage first with pre-mathematical concepts like counting, seriation, sorting, and engaging with patterns before numbers in their symbolic forms and number operations are introduced. This strongly aids in developing conceptual understanding of numeracy along with procedural fluency.

### C-8.1: Learning Outcomes

*Table 29*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-8.1: Sorts objects into groups and sub-groups based on more than one property** | | | | | |
| | | | Ages 3 - 8 | | |
| 1 | • Sorts objects into 2 groups based on size, length, height, and weight (big- small, Long - Short) | • Sorts objects into 3 groups based on size, length, height, and weight (smaller sized – big sized – bigger sized) | • Sorts objects into groups based on attributes that they recognize | • Sorts objects into groups based on attributes they recognize and describes the rule of sorting. (e.g., sort animals that live in the same surrounding - dogs, cats, rats, snakes. Within this are able classify grass-eating and meat-eating animals.) | • Sorts objects into groups and sub-groups (e.g., in a group of blocks, first sorts based on colour, then within the colour, sorts based on shape, then sorts based on size. Sorts between trees and creepers, within that sort fruit bearing and non-fruit bearing, within that edible or non-edible) |

## C-8.2:   Learning Outcomes

*Table 30*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers**

←——————————————— **Ages 3 - 8** ———————————————→

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 1 | • Recognizes & repeats the patterns in pairs – Objects, pictures, shapes (leaf, flower, leaf, flower, in A B A B A B A B A B A pattern)<br><br>• Recognizes and repeats the patterns of sounds (da-ma-ga, da-ma-ga, etc.)<br><br>• Recognizes and repeats the patterns of the movements (hop-stand, hop-stand) | • Recognizes the unit of a repeating pattern, and extends the patterns of 3 to 4 objects/ pictures/ shapes repetitions ABC (pen-book -pencil; pen-book-pencil in ABC\| ABC\| ABC\| pattern<br><br>• Recognizes, repeats and extends the pattern of action/ sounds<br><br>• Recognizes and repeats patterns of 3 different bodily movements clearly | • Creates new pattern based different features – colour, shape, size<br><br>• Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers) | • Fills in missing elements of simple, repeating patterns in different aspects (e.g., red - blue, red, blue, red, ___;) with adult help | • Describes the rule of patterns and applies this on abstract patterns such as number, symbol, and analogic thinking patterns. (e.g., using colours in pattern while drawing and painting. Using symbols or dots of same quantity into different patterns –<br><br><br><br>Analogical<br><br> |

## C-8.3: Learning Outcomes

*Table 31*

| A | B | C | D | E |
|---|---|---|---|---|

| C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s |
|---|

| ← Ages 3 - 8 → |
|---|

| A | B | C | D | E |
|---|---|---|---|---|
| • Says/sings number names verbally till 5 in correct sequence/order with context<br><br>• Imitates adults while counting using one to one correspondence between number names and objects till 3<br><br>• Counts objects up to 3 and develop understanding of cardinality till 3 (e.g., counts 3 things in a set and says those are 3)<br><br>• Counts given manipulatives or objects and can pick and give up to 5 things<br><br>• Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects | • Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5<br><br>• Counts objects with understanding of cardinality (recognizing the quantity of set) up to 5<br><br>• Demonstrates the understanding of number sense (e.g., 5 could be 5 different objects - 5 people, 5 books, 5 pencils)<br><br>• Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps)<br><br>• Counts forward up to 10 from memory in correct sequence<br><br>• Begins to count up to 20 | • Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 10<br><br>• Counts objects with understanding of cardinality till 10 accurately<br><br>• Counts objects in any order accurately in a given set and understands that the quantity remains same irrespective of the order in which the objects are being counted, (e.g., given a handful of beads, children can count in any order and be able to tell the quantity accurately)<br><br>• Understands the concept of 0 as a number by reducing (backward counting) objects in a set (e.g., backward counting of 3 beads, after 1 what is left?)<br><br>• Demonstrates the understanding of the numeral as face value and positioning value (ordinality). And ordinal position of an object from left to right vice versa<br><br>• Example: In the following sequence<br><br> | • Counts objects greater than 20 using number names till 99 and observe the pattern as groups of 10, up to 99<br><br>• Counts forward and backward from a specific number (between 0 and 99) | • Demonstrates skip counting in 2s or 3s on a number line (graduated) or blocks / pictures<br><br>• Reads and writes Indian numerals for numbers up to ninety-nine using place value in groups of tens and ones.<br><br>• Counts in groups of 10s,20s,30s, up to 99 |

| | | | |
|---|---|---|---|
| • Recognizes instantly the count of a collection of 2 or 3 objects | • Recognizes instantly the count of a collection of 4 objects (e.g., recognize 4 biscuits, chocolates, or blocks without counting) | • Recognizes instantly the count of a collection of 6 objects (e.g., recognize 6 biscuits, chocolates, or blocks without counting) <br><br> • | • Recognizes quantities in groups of 2 (e.g., two groups of ten makes 20) |

## C-8.4: Learning Outcomes

*Table 32*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-8.4: Arranges numbers up to 99 in ascending and descending order** | | | | | |
| **← Ages 3 - 8 →** | | | | | |
| 1 | • Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3) | • Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter) | • Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order | • Arranges the same set of objects in different sequences based on different properties of objects (e.g., by size/length/ weight/colour) | • Arranges numbers from a given set of numbers in ascending and descending order |

## C-8.5: Learning Outcomes

*Table 33*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | | | | | |

**C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system**

← **Ages 3 - 8** →

| 1 | • Compares two numbers (orally) up to 3 and uses vocabulary like more and less | • Recognizes numerals up to 5<br><br>• Compares two numbers up to 5 and uses vocabulary like more than, less than | • Recognizes Indian numerals up to 9<br><br>• Writes comfortably numerals up to 9<br><br>• Compares two numbers up to 9 and uses vocabulary like more than, less than | • Recognizes the symbol zero to represent absence of object/thing<br><br>• Recognizes and writes numerals up to 20 and in words up to 10<br><br>• Compares two numbers up to 20 and uses vocabulary like bigger than or smaller than | • Recognises, reads, writes number names and numerals up to 99 using place value concept<br><br>• Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits) |

## C-8.6: Learning Outcomes

*Table 34*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition | | | | |
| | Ages 3 - 8 | | | | |

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 1 | • Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally | • Combines two groups up to 5 objects and recounts. (e.g., there are 2 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all) <br><br> • Takes out up to 5 objects from a collection and recounts | • Combines two groups up to 9 objects and recounts. (e.g., there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all) <br><br> • Takes out up to 9 objects from a collection and recounts | • Uses real-world situations and concrete objects to model and solve addition sums up to 18 using addition facts <br><br> • Uses real-world situations and concrete objects to model and solve subtraction (e.g., taking away of chocolates in given set) problems up through 9 using subtraction facts <br><br> • Develops relationship between addition and subtraction of numbers <br><br> • Recognizes the +/- symbols for addition/ subtraction operations | • Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set) (for e.g., for 57 + 33, the child can take 3 out of the 33 and add it to 57 to make it 60 and then add 30 to it to come to 90) <br><br> • Adds two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/ situations <br><br> • Subtracts two numbers up to 99 using place value and applies them to solve simple daily life problems/ situations <br><br> • Appreciates and applies relationship between addition and subtraction of numbers <br><br> • Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/context <br><br> • Comprehends and solves simple word problems |

**C-8.7:    Learning Outcomes**

*Table 35*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-8.7: Recognises multiplication as repeated addition and division as equal sharing** | | | | | |
| **← Ages 3 - 8 →** | | | | | |
| **1** | | | • Makes small groups of objects and counts the total number of objects and groups | • Solves small-number multiplication problems by grouping<br><br>• Recognizes the symbol for multiplication operation | • Uses repeated adding to solve simple multiplication problems up to 99 |
| **2** | • Distributes a given set of objects to multiple recipients | • Shares objects (up to 6) equally to 2 recipients | • Shares objects (up to 20) equally to 4-5 recipients | • Uses trial and error and sharing into groups for solving division problems<br><br>• Recognizes the symbol for division operation | • Uses repeated subtraction to find out how many groups for solving division problems |

## C-8.8:    Learning Outcomes

*Table 36*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space** | | | | |
| | ← Ages 3 - 8 → | | | | |
| **1** | • Matches by shape, size or colour by one attribute<br><br>• Compares and classifies objects by one factor like shape, colour and size<br><br>• Follows simple instructions and places objects based on shape, colour, and position – e.g., bring red balloon here, keep round ball on the table | • Matches shapes of with different size and colours<br><br>• Compares and classifies objects by two factors (e.g., shape & colour, colour and size)<br><br>• Describes the physical features of various solids/ shapes in their own language. (e.g., a ball rolls and has no corners, a box slides and has corners)<br><br>• Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding positional words – in between, above, below) | • Matches shapes of different size and orientation (e.g., matches differently oriented triangles and sizes?)<br><br>• Compares and classifies objects by three factors (e.g., shape, colour, size)<br><br>• Uses positional words (e.g., besides, inside, under) to describe objects<br><br>• Describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls and has no corners, a box slides and has corners)<br><br>• Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface<br><br>• Draw 2D shapes free hand with some accuracy and control | • Develops and uses vocabulary of spatial relationship (e.g., top, bottom, on, under, inside, outside, above, below, near, far, before, after)<br><br>• Collects objects from the surroundings having different sizes and shapes (e.g., pebbles, boxes, balls, cones, pipes)<br><br>• Sorts, classifies and describes the objects on the basis of shapes, and other observable properties<br><br>• Observes and describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls, a box slides)<br><br>• Compares shapes based on specific attributes (e.g., length, area, volume) | • Identifies 3D shapes by their names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces)<br><br>• Identifies 2D shapes by their names (e.g., square, rectangle, triangle and circle) and describes their observable characteristics (e.g., the pages of a book are rectangular and have 4 sides, 4 corners)<br><br>• Distinguishes between straight and curved lines and draws/ represents straight lines in various orientations (e.g., vertical, horizontal, slant)<br><br>• Traces 2D outlines of 3D objects<br><br>• Identifies objects by observing their shadows |

**C-8.9:** **Learning Outcomes**

*Table 37*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-8.9: Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment** | | | | |
| | ⟵ **Ages 3 - 8** ⟶ | | | | |
| **1** | **Length**<br><br>• Uses vocabulary (length, width, height, distance) to express length through poems and stories | **Length**<br><br>• Compares two objects in terms of their lengths as longer than/ shorter than, taller than/ shorter than | **Length**<br><br>• Compares three objects in terms of their lengths as longest/ shortest tallest/ shortest | **Length**<br><br>• Distinguishes between near, far, thin, thick, longer/ taller, shorter, high, low.<br><br>• Measures short lengths in terms of non-uniform units (in the context of games e.g., 'Gilli Danda' and 'marble games').<br><br>• Estimates short distance and length, and verifies using non-uniform & non-standards units (e.g., hand span, forearm, footsteps, finger) | **Length**<br><br>• Measures lengths & distances along short & long paths using uniform (non-standard) units, extends to longer lengths.<br><br>• Estimates and measures length/ distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/ spoon/ bucket |
| **2** | **Weight**<br><br>• Uses vocabulary to express weight through poems, and stories | **Weight**<br><br>• Compares two objects in terms of their weight as heavier than/ lighter than | **Weight**<br><br>• Compares three objects in terms of their weight as heaviest/ lightest | **Weight**<br><br>• Compares and place in order from light to heavy objects or vice-versa. | **Weight**<br><br>• Appreciates the need for a simple balance.<br><br>• Compares weights of given objects using simple balance. |
| **3** | | **Volume**<br><br>• Uses vocabulary to express volume through poems and stories | **Volume**<br><br>• Compares volumes of two vessels like bottles, glasses, bucket etc. | **Volume**<br><br>• Estimates and measures volumes of containers using uniform non-standard units like a cup/spoon/ mug | **Volume**<br><br>• Arranges in order containers as per their volumes based on perception & verifies by pouring out |

## C-8.10: Learning Outcomes

*Table 38*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-8.10: Performs simple measurements of time in minutes, hours, day, weeks, and months**

← Ages 3 - 8 →

| 1 | • Uses vocabulary in daily life like today, tomorrow, and yesterday | • Identifies special days like Saturday, Sunday, holiday (e.g., Sunday is a holiday) | • Knows the names of the days of the week and months of the year | • Distinguishes between events occurring in time using terms like earlier and later.<br><br>• Gets the qualitative feel of long & short duration, of school days v/s holidays.<br><br>• Narrates the sequence of events in a day. | • Gets a feel for sequence of seasons (varying locally).<br><br>• Measures duration of time using standard units -days, hours (e.g., 7 days a week and 24 hours in a day) |

## C-8.11: Learning Outcomes

*Table 39*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-8.11: Performs simple transactions using money up to INR 100**

← Ages 3 - 8 →

| 1 | • Uses vocabulary related to money using poems and stories | • Identifies Indian currency coins | • Identifies Indian currency notes | • Adds up notes and coins to form amounts up to Rs. 20 | • Adds up notes and coins to form amounts up to Rs. 100 |

**C-8.12:** **Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements***

*Table 40*

| A | B | C | D | E |
|---|---|---|---|---|

**C-8.12: Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.**

← Ages 3 - 8 →

| A | B | C | D | E |
|---|---|---|---|---|
| • Names shapes and a few properties of shapes | • Listens to and comprehends simple instructions using number words and shape names<br><br>• Uses number words, and shape names appropriately | • Uses number words and operations, shape names, and measurements appropriately | • Constructs full sentences to describe a mathematical problem related to quantities, shapes, space, and measurements | • Comprehends texts and extracts simple mathematical problems embedded in the text<br><br>• Creates simple mathematical riddles and puzzles |

**C-8.13:** **Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements**

*Table 41*

| A | B | C | D | E |
|---|---|---|---|---|

**C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements**

← Ages 3 - 8 →

| A | B | C | D | E |
|---|---|---|---|---|
| • Solves simple inset puzzles with geometric and non-geometric shapes | • Creates specific figures from tangram shapes | • Uses their number knowledge to solve simple riddles and puzzles | • Recognizes situations in the real world as simple mathematical problems<br><br>• Solves simple numerical problems using different strategies | • Talks about different ways in which to solve a simple mathematical problem<br><br>• Rechecks their solutions to see if there are any errors.<br><br>• Engages in games and puzzles that require quantification |

## 1.1.4 Language and Literacy Development

Language and literacy development are among the fundamental aims of education. All forms of understanding are mediated through our linguistic capacities. There is a very strong connection between our linguistic capacities and cognition. Whether as a form of communication, or as a medium of understanding, or as an aesthetic experience language is central to human experience. While language is innate to our human biology, literacy is a cultural achievement and hence needs more directed attention. Literacy is not a mere decoding of text but making meaning out of the text and the world that it represents.

**CG-9:** **Children develop effective communication skills for day-to-day interactions in two languages**

A significant proportion of time and effort in the Foundational Stage needs to be allocated for oral language development of the child. Foundational literacy is built on a strong foundation of oral language competencies. Premature introduction of the script to very young children who are in their early stages of oral language acquisition would be counterproductive for literacy development.

**C-9.1:** **Learning Outcomes**

*Table 42*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-9.1: Listens to and appreciates simple songs, rhymes, and poems** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Listens to a wide variety of songs and poems | • Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood | • Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them | • Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and ask questions | • Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference |
| 2 | • Repeats a simple song or a rhyme | • Sings along to songs and rhymes with intonation and gestures | • Sings/recites short (4-5 sentences) songs/poems | • Sings/recites longer (10 sentences) songs/poems | • Sings/recites songs/poems with two to three stanzas |

**C-9.2:    Learning Outcomes**

*Table 43*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-9.2: Creates simple songs and poems on their own** | | | | |
| | ← Ages 3 - 8 → | | | | |
| 1 | • Enjoys familiar songs and poems | • Enjoys rhyming words in songs and poems | • Identifies rhyming words from familiar poems and creates new rhyming words | • Extends/Creates short poems/ rhymes with the help of the teacher | • Creates short poems/rhymes independently in their own words |

**C-9.3:    Learning Outcomes**

*Table 44*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-9.3: Converses fluently and can hold a meaningful conversation** | | | | |
| | ← Ages 3 - 8 → | | | | |
| 1 | • Listens attentively and speaks in short conversations with familiar people around | • Initiates conversations in daily life with peers and teachers in a variety of school settings | • Engages in conversations based on events, stories, or their needs and asks questions | • Engages in conversations, waits for their turn to speak, and allows others to speak | • Maintains the thread of the conversation across multiple exchanges |
| 2 | • Expresses their needs and feelings through short meaningful sentences | • Narrates daily experiences in simple sentences and ask simple questions, using what/when/ how/whom, etc | • Narrates daily experiences in elaborate descriptions and asks why questions too | • Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it | • Engages in discussion about a topic and raise and respond to questions |

**C-9.4:    Learning Outcomes**

*Table 45*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.) | • Follows some simple instructions comprising of several steps (2 to 3 instructions at a time). | • Follows instructions comprising of several steps - 4 to 5 instructions at a time | • Follows instructions comprising of several steps (8 to 9 instructions at a time) | • Follows instructions that have conditional branching (for e.g., if it is raining, do not water the plans, do weeding instead, otherwise water the plants) |
| 2 | | | • Gives clear instructions to accomplish short tasks to other children or adults | • Gives clear instructions comprising of several steps (8 to 9 instructions at a time) | • Gives clear instruction that includes mathematical (e.g., precise directions, spatial and temporal dimensions) |

**C-9.5:    Learning Outcomes**

*Table 46*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Listens attentively to stories for a short period of time (5-7 minutes) | • Recalls the characters and a few events in the story that is narrated and is able to retell in their own words. | • Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story | • Interprets the intent of the plot and characters in a story and retells the story in a different form | • Interprets the motivations of the author to write the story and retell the story as if they were the author |

**C-9.6:  Learning Outcomes**

*Table 47*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-9.6: Narrates short stories with clear plot and characters**

← Ages 3 - 8 →

| | | | Imagines and narrates personalized endings of the story | Narrates their own short stories with simple plots and characters. | Creates their own stories, with complex plots and multiple characters (as a group) |
|---|---|---|---|---|---|
| 1 | | | | | |

**C-9.7:  Learning Outcomes**

*Table 48*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary**

← Ages 3 - 8 →

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 1 | Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big) | Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations | Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc. | Predicts meaning of unknown words in texts using picture and context cues | Uses children's dictionaries to identify meanings of unknown words encountered in texts |

## CG-10: Children develop fluency in reading and writing in Language 1

While oral language development happens naturally through a process of socialisation and immersion in a language environment, written language is a cultural artefact and there is not natural about it. Children need explicit instruction in making connection between the oral language they have acquired with the writing system (the script) for that language. This begins with recognizing that we use words that contain meaning and these words are further split into sounds that are represented as symbols in the script. While the script reading and writing requires explicit instruction, meaning-making should not be postponed till end of learning all aksharas (letters) of the script.

## C-10.1: Learning Outcomes

*Table 49*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Sings rhymes | • Identifies rhyming words and alliterations | • Produces rhyming words and alliterations | | |
| 2 | • Mimics and reproduces syllabic sounds | • Identifies the beginning and end syllables in words | • Breaks down syllables into their consonant and vowel sounds | | |
| 3 | | • Combines 2-3 syllables to form simple words | • Combines sounds (vowel and consonant) to form the most familiar words | | |

## C-10.2: Learning Outcomes

*Table 50*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-10.2: Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Recognizes/ identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover) | • Holds the book, opens it and flips the pages to explore | • Describes that printed material provides information (book, newspaper, pamphlet) | | |
| 2 | • Distinguishes between printed text and pictures | • Follows words from left to right and from top to bottom on a printed page | | • Recognizes simple punctuation marks (full stop, question mark) | • Uses simple punctuation marks (full stop, question mark) appropriately |
| 3 | • Pretends to read familiar books based on pictures in the story | • Pretends to read while making appropriate word-like sounds while following a text | • Speaks about the book by looking at the cover page (prediction using the cues on the cover) | | |

**C-10.3: Learning Outcomes**

*Table 51*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words** | | | | | |
| | | | Ages 3 - 8 | | |
| 1 | • Knows that words are made of letters | • Begins to visually recognize and connects letters (*Moolaksharas/ Bharakadi/ Kaguniita*) to corresponding sounds | • Recognizes most frequently used *aksharas* (including *samyuktaksharas*) and connects to corresponding sounds | • Recognizes all *aksharas* (including *samyuktaksharas*) and connects to corresponding sounds | |
| 2 | | • Reads simple two-syllable words that are familiar and with known *aksharas* | • Reads simple three to four-syllable words (including a few commonly occurring double-consonants) that are familiar and with known *aksharas* | • Reads multi-syllable words (including consonant clusters) | • Reads multi-syllable words (including consonant clusters) and non-words with accuracy |
| 3 | | • Recognizes as sight words their names and labels of objects in their environment | • Recognizes as sight words commonly used articles, pronouns, and connecting words | | |

**C-10.4: Learning Outcomes**

*Table 52*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation** | | | | | |
| | | | Age 3 - 8 | | |
| 1 | | • Reads short sentences of known words by recognizing individual letter sounds and sight words | • Reads a few sentences of familiar words with accuracy | • Reads short passages accurately with appropriate intonation and pauses | • Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation |

**C-10.5: Learning Outcomes**

*Table 53*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-10.5: Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)** | | | | |
| | ← **Ages 3 - 8** → | | | | |
| 1 | • Listens to "Read Alouds" and responds to questions posed by the Teacher | • Participates in "Shared Reading" along with the Teacher and in discussions about the reading | • Participates in "Guided Reading" along with the Teacher and in discussions about the reading | • Begins "Independent Reading" of books of equal textual and visual content | • Begins "Independent Reading" of books of more textual content than visual content |
| 2 | • Reads picture books and identifies objects and actions | • Reads picture books and identifies characters and plots and narrates the story in short sequence | • Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration | • Begins to read unfamiliar story books and comprehend with guidance from the Teacher<br>• Identifies plots, and characters | • Reads and identifies characters, plots, sequences, and point of view of the author |

**C-10.6: Learning Outcomes**

*Table 54*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-10.6: Reads short poems and begins to appreciate the poem for its choice of words and imagination (L1)** | | | | |
| | ← **Age 3 - 8** → | | | | |
| 1 | | | | • Reads short poems and narrates the literal meaning of the poem | • Reads short poems and infers the imagination of the poet |

## C-10.7: Learning Outcomes

*Table 55*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-10.7: Reads and comprehends meaning of short news items, instructions and recipes, and publicity material (L1)**

← Ages 3 - 8 →

| | | |
|---|---|---|
| 1 | • Reads a short set of simple written instructions and follows them | • Reads simple instructions to play a game and plays it with a group | • Reads short news items, and publicity pamphlets, and explains the content |

## C-10.8: Learning Outcomes

*Table 56*

| | A | B | C | D | E |
|---|---|---|---|---|---|

**C-10.8: Writes a paragraph to express their understanding and experiences (L1)**

← Ages 3 - 8 →

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 1 | • Uses various writing instruments like; chalk piece, pencils, coloured pencils, painting brushes, crayons in | • Uses writing/ drawing instruments with ease and fluency | | | |
| 2 | | • Begins to write the *aksharas* they recognize and uses them to form simple words | • Writes *aksharas* with accuracy and forms simple words and sentences | • Writes down with accuracy 3 or 4 syllable words when dictated | • Writes down short sentences when dictated |
| 3 | • Draws and colours, and orally expresses the intent of the drawing | • Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting | • Draws/paints and adds simple words/sentences to the drawing/ painting (including invented spellings) | • Creates a sequence of pictures and writes short sentences along with them | • Creates a sequence of pictures and writes short sentences along with them with accuracy |
| 4 | | | | • Describes a picture card by writing words and short sentences | • Writes the story inferred from a picture book |

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 5 | | | | • Writes short instructions for classmates to execute simple procedures | • Writes short journals and descriptions of events and experiences |

## C-10.9: Learning Outcomes

*Table 57*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-10.9: Shows interest in picking up and reading a variety of children's books (L1)** | | | | |
| | **Ages 3 - 8** | | | | |
| 1 | • Shows interest in stories and poems being read out | • Picks one out of several books offered by the teacher and explains why they have chosen the book | • Picks and reads short picture books on their own, and talks about the book to other children | • Explains preferences in book choices, and reads short books on a regular frequency | • Displays interest and reads a variety of book both fiction and non-fiction |
| 2 | • Handles books with care | • Puts books back in their appropriate place in the classroom | | | • Repairs and fixes books in the school library |

## CG-11: Children begin to read and write in Language 2

## C-11.1: Learning Outcomes

*Table 58*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-11.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables** | | | | |
| | **Ages 3 - 8** | | | | |
| 1 | | | • Sings rhymes | • Identifies rhyming words and alliterations | • Produces rhyming words and alliterations |
| 2 | | | • Mimics and reproduces syllabic sounds | • Identifies the beginning and end syllables in words | • Breaks down syllables into their consonant and vowel sounds |
| 3 | | | | • Combines 2-3 syllables to form simple words | • Combines sounds (vowel and consonant) to form the most familiar words |

**C-11.2: Learning Outcomes**

*Table 59*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences** | | | | | |
| **◄──────── Ages 3 - 8 ────────►** | | | | | |
| 1 | | | | • Begins to visually recognize and connect letters to corresponding sounds | • Recognizes all the letters in the alphabet |
| 2 | | | | • Reads simple two-syllable words that are familiar and with known *letters* | • Reads simple three to four-syllable words that are familiar<br><br>• Recognizes as sight words commonly used articles, pronouns, and connecting words |
| 3 | | | | • Recognizes as sight words their names and labels of objects in their environment | |
| 4 | | | | • Writes down short words on dictation | |

# 1.1.5  Aesthetic and Cultural Development

Children of this age group are not only enjoying expression of art and beauty they also develop their sensorial and fine motor abilities through engagement with arts. Artistic expression is also a medium of emotional expression and regulation. Talk and oral articulation of the work in art should be encouraged. Observing, reproducing, and extending patterns is a core ability in all forms of art. Thus, engagement with arts, through visual arts, music, movement, and drama is a holistic engagement of all aspects of development in the Foundational Stage. It has to be remembered that in this stage of development, more emphasis should be given to free and creative expressions of the child rather than building skills.

**CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways**

**C-12.1: Learning Outcomes**

*Table 60*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes** | | | | | |
| | ← | | Ages 3 - 8 | | → |
| 1 | • Grasps relevant art materials, tools, and instruments | • Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors) | | • Able to vary pressure while using tools to create dark and light impressions/ marks/ lines | |
| 2 | • Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks | | • Creates large scale work (e.g., floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community | • Able to scale own work in large and small sizes, based on available space or materials (e.g., creating a small clay doll, or a big paper doll) | |
| 3 | • Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water) | • Creates three-dimensional forms by rolling and patting materials like clay or dough | • Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement <br><br> • Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects | | |
| 4 | • Creates imprints using blocks, stencils, found objects and natural materials | | • Creates simple patterns using blocks, stencils, found objects and natural materials | • Creates patterns by combining and arranging materials in a variety of shapes, forms, textures, and colours | • Creates a variety of textures with one material through its manipulation (e.g., clay, cloth, paper, rubber, wood) |

## C-12.2: Learning Outcomes

*Table 61*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm) | • Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments | • Distinguishes fast, medium, and slow tempo while playing with voice, body or other instruments | • Plays with simple rhythmic patterns in slow and medium tempo | • Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns |
| 2 | • Produces a variety of sounds by playing with voice, body, objects and instruments | • Produces a variety of sounds according to context/ situation using voice, body, or instruments (in role-play, solo or group musical arrangements, mimicry, etc.) | • Explores the difference between their singing voice and speaking voice and uses both playfully<br><br>• Differentiates between instrumental and vocal music and explores both | • Creates simple sound improvisations in familiar songs, or situations by using voice, body, instruments, and objects (e.g., playing the beats using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds) | |
| 3 | • Explores volume (loud and soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects | | • Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations | • Moderates volume and pitch based on musical composition, space, context and situation | • Attempts to match pitch using voice or instrument |
| 4 | • Explore silence and stillness in everyday situations | • Play with moments of silence and stillness through music, drama and movement practices | | • Explore varying durations of silence and stillness based on space, context, and situation | |

**C-12.3:  Learning Outcomes**

*Table 62*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts** | | | | |
| | **Ages 3 - 8** | | | | |
| 1 | • Observes their surroundings, local culture and examples of art to make connections with their own explorations | • Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples | • Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations | • Explores multiple approaches, or variations while expressing particular ideas and emotions<br><br>• (e.g., thinking of multiple ways to role-play a cat using body, voice, mask, puppets, or movement combinations)<br><br>• Persists with challenges by exploring multiple solutions and finding own resources | |
| 2 | • Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences | • Mimics a few recognisable physical and behavioural characteristics of people, animals, plants, objects, etc. through visual and performative modes | • Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences | • Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art | |

## C-12.4: Learning Outcomes

*Table 63*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-12.4: Works collaboratively in the arts** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Explores sound and movement produced individually and in groups | • Produces a variety of speech, movements, sounds, and visual art works in collaboration with peers | • Attempts to coordinate speech, movement and sound while playing or performing in pairs or groups<br><br>• Collaborates with peers and facilitator in the spatial arrangement or display of art works | • Moderates own volume, pitch and tempo to align with a partner/ group | • Pays attention to sequence while performing role-play, music, dance and movement steps |

## C-12.5: Learning Outcomes

*Table 64*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage** | | | | | |
| **Ages 3 - 8** | | | | | |
| 1 | • Responds to artworks verbally/ non-verbally to express likes, dislikes, and other views | • Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary) | • Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses | | |
| 2 | • Acknowledges the presence of others during activities related to the arts | • Shares responses and ideas in the peer group during arts processes | • Recognises that personal preferences in the arts differ from one person to another | • Shares and appreciates multiple responses in relation to artistic thought and expression | |

## 1.1.6   Positive Learning Habits

Current research is indicating that along with the usual domains of development, attention to executive functions and self-regulation in early childhood education has high impact on school readiness.

**CG-13:** **Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom**

**C-13.1:** **Learning Outcomes**

*Table 65*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| **C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals** | | | | | |
| **◀ Ages 3 - 8 ▶** | | | | | |
| 1 | • Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle)<br><br>• Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes) | • Focuses attention on activities with adult prompts and support, like listening to stories read to a group for short periods of time in spite of interruptions or distraction<br><br>• Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes) | • Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence<br><br>• Sustains engagement with a task that interests them for long periods of time (e.g., painting for 20 minutes)<br><br>• Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group) | • Attends to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group)<br><br>• Sustains engagement with a task for long periods of time (20 minutes) | • Attends to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group)<br><br>• Sustains engagement with a task for long periods of time (30 minutes) |

## C-13.2: Learning Outcomes

*Table 66*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments** | | | | |
| | ← **Ages 3 - 8** → | | | | |
| **1** | • Practices remembering by recalling a story or verbally describing a picture no longer in view<br>• Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from shelf) | • Repeats a list of items needed for self-care or play<br>• Plays simple memory and matching games<br>• Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack")<br>• Remembers actions that go with stories or songs | • Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group back)<br>• Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack)<br>• Remembers and recalls short stories and songs of up to 5 sentences. | • Remembers and immediately recalls<br>• (e.g., given 4 digits repeats in the same sequence) | • Remembers and recalls, identifies missing things (e.g., two identical scenes with one or two significant difference, studies both pictures and points out the difference) |
| **2** | • Adjusts to changes in routines<br>• Identifies signals for changes between activities<br>• Makes transitions that are part of a daily schedule | • Demonstrates "cognitive flexibility" by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach)<br>• Shows ability to shift attention from one task or activity to another when necessary | • Adapts to new rules in game or activity (e.g., sorting cards by colour and then by shape)<br>• Considers ideas from adults and other children in finding a solution or strategy<br>• Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials)<br>• Responds consistently to adult suggestions to try out different activities | • Adopts and adapts to the classroom situations<br>• Participates in the schedule actively and takes suggestions for improvement | • Adopts, adapts and creates classroom situations congenial for learning<br>• Participates actively in all activities, welcomes suggestions and feedback |

| 3 | • Begins to take turns and waits in line for short periods of time with adult support | • Seeks adult help when distressed with behaviour of or interaction with a peer<br>• Begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) with adult support<br>• Begins to inhibit impulsive behaviours with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder) | • Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out)<br>• Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity | • Manages emotions, waits for their turn, follows rules, frames rules, demonstrates leadership qualities and suggests ideas for change in activities |

## C-13.3: Learning Outcomes

*Table 67*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | **C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions** | | | | |
| | **Ages 3 - 8** | | | | |
| 1 | • Enjoys spending time in the garden/ outdoors | • Shows curiosity and wonder in the natural environment | • Draws, paints, sings, dances to express their joy and wonder | • Likes to share their joy with other children through play, music and dance | • Uses language to articulate and express their joy |
| 2 | • Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with adult support | • Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with or without adult support | • Shows curiosity and wonder in exploring collections from the nature/ immediate surroundings | • Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature (under adult guidance) | • Engages with others fearlessly but respectfully<br>• Shows eagerness and takes initiative in exploring the immediate surroundings and uses resources from nature responsibly |

## C-13.4:  Learning Outcomes

*Table 68*

| | A | B | C | D | E |
|---|---|---|---|---|---|
| | | | | | |

**C-13.4: Classroom norms: Adopts and follows norms with agency and understanding**

← Ages 3 - 8 →

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 1 | • Observes and imitates adult behaviour for classroom norms | • Follows classroom norms with Teacher's cues | • Follows and assists others in following classroom norms<br><br>• Creates do-it-yourself (DIY) classroom job charts/posters with the support of Teachers and follows it | • Participates in discussing classroom norms and behaves according to norms<br><br>• Creates DIY classroom job charts/posters and follows it | • Participates in establishing classroom norms and behaves according<br><br>• Creates DIY classroom job charts/posters and illustrates them as well; follows it responsibly |