

CURRICULAR FRAMEWORK OF EARLY CHILDHOOD OR PRE-SCHOOL EDUCATION



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FOREWARD

Of late, pre-school education is receiving attention in India due to emphasis on universalization of elementary education. Experiments have shown that it has a significant impact on the enrolment and retention in primary schools and more so for the girls. Further, the experiences of some NGOs have indicated that the impact of pre-school education gets enhanced if the child-centered curriculum is developed and followed using the locally available and teacher-made materials.

On the other hand, some urban schools have made the pre-school education a downward extension of formal primary education. This has resulted in a compromise with the philosophy and methodology appropriate for children in the age group 3 to 6 years.

The preparation of this document owes its origin to the visits to early childhood education centers being supported by CCF and CRS when CULP was asked to provide the technical support to their education programme of their partner NGOs in Rajasthan. Consequently, in-house consultations were held among CULP faculty members under the guidance of Dr. Lalit Kishore, Senior Fellow CULP to produce the first draft of pre-school education curriculum framework for try-out and refinement.

Secretary
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PRE-SCHOOL OR EARLY CHILDHOOD EDUCATION

Theoretical framework

Pre-School or Early Childhood Education (ECE) is meant for children in the age group 3 to 6 years. Realizing the crucial importance of the early childhood as a period of fast physical and mental growth, any program of ECE ought to be through play and activity approach including the free and structured or guided play and activities.

The development of a young child is essentially a process of unfolding the child's inherent potentials to learn. As far as possible, the learning environment at the ECE stage should be organized so that the material guides the child in a self-corrective way.

A Good ECE Program must have the following features.

- A Child-centered program emphasizing play way and activity approach.
- A supportive and stimulating environment for child's learning, socialization and self-expression.
- A Curriculum to lay the foundation of reading, writing and number work.
- Provides the first hand experience of developing skills related to process of learning with active development of sensory perception and training.
- Promote inner discipline through interesting and well-organized activities full of variety.
- Promote socialization and acquisition of pro-social behavior and habits.
- Provide children opportunities to develop their ability to express their ideas and experiences through creative movement, art, verbal communication and dramatization.

Objectives of an ECE Program

- Development of sense of trust, care and security for child.
- Formation of pro-social and personal habits.
- Development of large and fine muscle coordination.
- Development of listening skills.

- Development of basic cognitive skills.
- Formation of basic concepts.
- Development of creative expression.

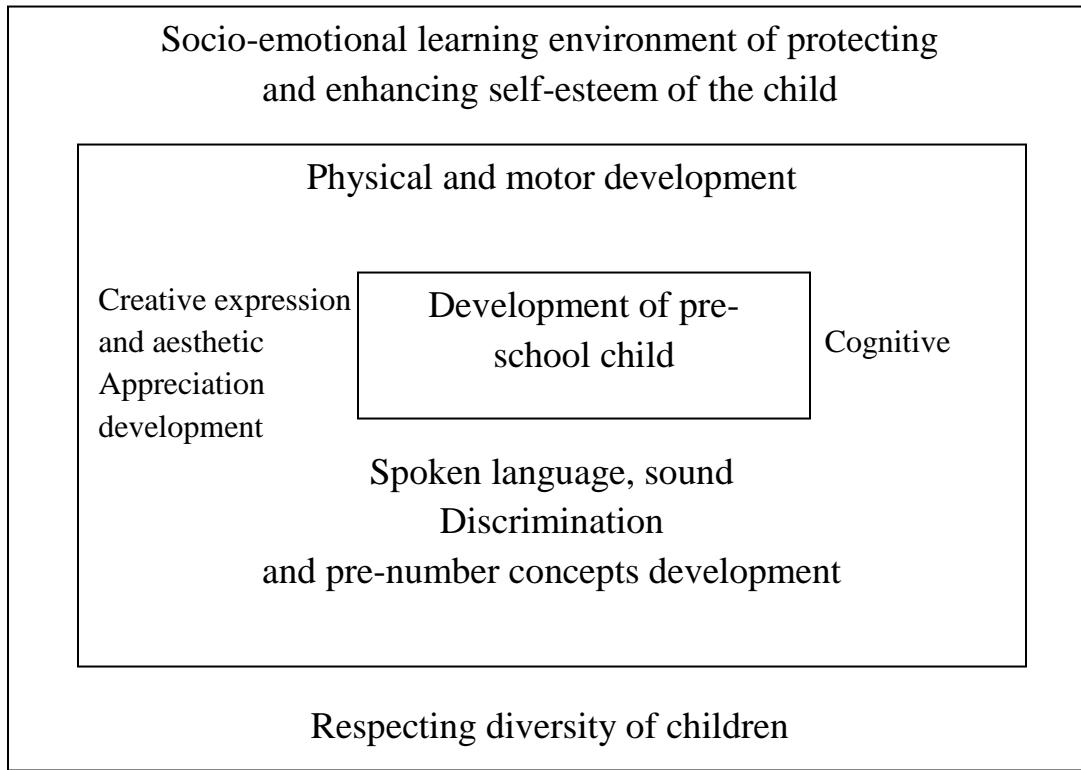
Characteristics of Pre-school children

- They tend to be self-centered and benefit more through individual and small group activities.
- They tend to learn through concrete objects and pictures.
- They have short attention span of 7 minutes which can be increased slowly to 15 to 20 minutes.
- Their abstract thinking and reasoning is not developed yet, therefore, they learn best through activity and play.
- They cannot sit still for long time because of inherent need for mobility and physical activity.
- They are more driven by emotions and need a loving and caring school environment.
- They enjoy repetition of stories, songs and games.
- They respond spontaneously to music, rhyme and rhythm.

Pre-School methods

- Free and structured conversation.
- Story-telling and story making.
- Dramatization (Gestures and expressions)
- Rhymes and action songs.
- Music and rhythmic movement.
- Free indoor play with puzzles, mazes, beads, blocks, Board games, card games.
- Out-door play with equipment.
- Sand Play
- Puppet play
- Circle/group games
- Nature walk
- Field trips and outings
- Structured cognitive and language activities with visual and play material.

Framework of pre-school program



What ECE is not?

- It is not teacher-dominated program.
- It is not a program of downward extension of primary education to bring learning of reading, writing and arithmetics to lower age group children and rote learning.
- It is not examination-oriented.
- It is not a program to impose discipline on children to keep them still and quiet.

CURRICULAM FRAMWORK OF PRE-SCHOOL

PHYSICAL AND MOTOR DEVELOPMENT

Gross Motor Skills: (1) Walking; (2) Balancing; (3) Running; (4) Jumping; (5) Crawling; (6) Swinging; (7) Climbing; (8) Throwing; (9) Catching; (10) Rhythmic Movement.

Fine Motor Skills: (1) Threading; (2) Printing; (3) Clay-work; (4) Pouring; (5) Tearing-cutting-pasting; (6) Drawing-Coloring-painting; (7) Using manipulative material.

1. GROSS MOTOR DEVELOPMENT

1.1. Walking

1.1.1. Forward walking on a straight line, rope on floor.

1.1.2. Backward and side-way walking on a straight line.

1.1.3. Walking on a curved or circular line.

1.1.4. Variation in speed of walking.

1.1.5. Keeping hands on shoulders of one- another and walking in a Straight line

1.1.6. Rhythmic walking (children in a circle ; teacher makes children sing with action: " Let us walk in-in-in/Let us walk out-out-out/And lets go round about".

1.1.7. Walking on drawn circle, square, triangle.

1.1.8. Make or draw a maze on the floor and ask children to follow the maze.

1.1.9. Changing pace of walking : "Go fast-fast-fast-fast ; Go slow-slow-slow" and fast again etc.

1.1.10. Walking straight with eyes closed.

1.2. Balancing

- 1.2.1. Walking on a plank with hands stretched.
- 1.2.2. Standing and balancing on one foot.
- 1.2.3. Walking up on a slightly sloped plank.
- 1.2.4. Walking with an object on the palm of an out-stretched hand.
- 1.2.5. Walking with a book on the head.
- 1.2.6. Keep bricks or blocks in straight line with some space between them and let children walk on them.
- 1.2.7. Carrying full water filled glass with stretched hands without spilling it over.
- 1.2.8. Plastic spoon and paper ball race.
- 1.2.9. 'Kadamtal'
- 1.2.10. Walking on toes and heels
- 1.2.11. Dog-walking (three legs) and duck walking.

1.3. Running

- 1.3.1. Straight Running.
- 1.3.2. Running and stopping abruptly on command.
- 1.3.3. Taking a round turn while running.
- 1.3.4. Galloping.
- 1.3.5. Skip-running.
- 1.3.6. Running on a curved line with hands stretched.
- 1.3.7. Running tag games.
- 1.3.8. Rhythmic running with songs: Children along a circle.
Teacher sings: 'We are running-running-running all the way /
We are running-running – running far away, far
Away / galloping / skip-n-run
- 1.3.9. Running games like 'Cat and mice',
Teacher : Little mice come to me;
Mice : Cat with catch us, poor we, poor we
Teacher : Don't worry, come children run, one caught by
cat becomes the cat.
- 1.3.10. Games like 'Kora Jamal Shai' and 'Tiger and Lamb.'
- 1.3.11. Rolling a tyre and running with it.

1.3.12. Musical chair.

1.4. Jumping & hopping

1.4.1. Jumping forward

1.4.2. Jumping from a height (from a block 2',5',3')

1.4.3. Jumping over hurdles (tyre, rope, box, legs of two sitting Children)

1.4.4. Vertical jump.

1.4.5. Forward and backward jumping (Game of 'Teer-neer')

1.4.6. Skipping

1.4.7. Two-leg hopping

1.4.8. One-leg hopping

1.4.9. Rhythmic jumping and hopping Children in a circle and teacher at the centre. Action rhyme "Come, come, come / all children come' rabbits we all become / we will, jump, jump //... Frogs well become / we will hop, hop. Hop //.

1.4.10. Skipping race, sack race, tied-legs race.

1.4.11. Jumping over a bent child.

1.4.12. Frog race.

1.5. Crawling

1.5.1. Crawling through narrow space of 2 to 2.5 feet in diameter.

1.5.2. Rolling on the ground with open and closed eyes.

1.5.3. Tortoise, snail and snake movement (wriggling)

1.5.4. Elephant walk

1.5.5. Fish movement with hands

1.5.6. Crawling under a rope or mat

1.5.7. Crawling hurdle races

1.5.8. Crawling through the legs of another child.

1.5.9. Crawling through the extended hands of the two rows of Sitting Children.

1.6. Swinging

1.6.1. Swinging in sitting position with adult help.

1.6.2. Swinging in sitting position without help.

1.6.3. Swinging in standing position with help.

- 1.6.4. Swinging in standing position without help, with sit-ups
- 1.6.5. Single rope holding and swinging with a run and jumping off.
- 1.6.6. A sitting child holding the toes, two other children lift him or her from the shoulders and swing him or her once.

1.7. Climbing

- 1.7.1. Climbing up and down from steps slowly by holding the bar or wall
- 1.7.2. Climbing up and down with alternative feet.
- 1.7.3. Climbing with speed.
- 1.7.4. Rope ladder climbing.

1.8. Rhythmic Movements

- 1.8.1. Clapping the hands.
- 1.8.2. Tapping the feet.
- 1.8.3. Swaying the body.
- 1.8.4. P.T exercises.
- 1.8.5. Simple dance steps.
- 1.8.6. Hands rotation above the head.
- 1.8.7. Action songs.

1.9. Throwing

- 1.9.1. Throwing a ball / ring / flying saucer in a given direction.
- 1.9.2. Throwing at a given target six feet away.
- 1.9.3. Rolling the ball to one another.
- 1.9.4. Throwing the ball in basket or tyre or upturned *mooda*.
- 1.9.5. Passing the ball through hanging tyre.
- 1.9.6. Playing dodge ball.

1.10. Catching

- 1.10.1. Catching a thrown ball.
- 1.10.2. Catching the rolled ball.
- 1.10.3. Catching a bounced ball.
- 1.10.4. Playing the game of 'not allowing the ball to fall'.

1.11. Kicking

- 1.11.1. Kicking the ball in given direction.
- 1.11.2. Kicking the ball at a target.
- 1.11.3. Dribble the ball with feet.
- 1.11.4. Bouncing and kicking the ball.

2. FINE MOTOR DEVELOPMENT

2.1. Threading

- 2.1.1. Threading the beads.
- 2.1.2. Threading through holes in a frame.
- 2.1.3. Threading through the punched holes outlining a fish, leaf, bird.
- 2.1.4. Making a running stitch on a gunny bag with big blunt needle and thread.
- 2.1.5. Lacing the shoes.

2.2. Tearing- Cutting- Pasting

- 2.2.1. Crumpling and tearing paper and pasting the pieces in outlined shapes or visuals.
- 2.2.2. Tearing the paper along simple shapes like triangle, rectangle, square, circle and paste the shapes neatly to get visuals.
- 2.2.3. Making collages with paper pieces and paper-balls.
- 2.2.4. Making a scrap book.
- 2.2.5. Leaf and petal collages.

2.3. Drawing-colouring-painting

- 2.3.1. Thread painting, blow painting, blot painting and spray paintings, wax painting.
- 2.3.2. Scribble, drawing lines and circles.

- 2.3.3. Tracing the shape of sun, star, moon, cloud, tree.
- 2.3.4. Colouring within a given outline of simple drawing shapes using crayons.
- 2.3.5. Colouring within a given outline of simple outline, figures of single object using crayons.
- 2.3.6. Colouring with brush the outlined figures.
- 2.3.7. Making one's own drawing and painting.
- 2.3.8. Folk drawings and simple 'Rangoli' on the floor.
- 2.3.9. Theme drawing and painting.

2.4. Printing

- 2.4.1. Lady's-finger vegetable prints.
- 2.4.2. Potato prints.
- 2.4.3. Hand printing, foot printing.
- 2.4.4. Thumb printing.
- 2.4.5. Leaf-printing.
- 2.4.6. Cardboard shapes printing
- 2.4.7. Coin printing.

2.5. Folding

- 2.5.1. Folding a handkerchief.
- 2.5.2. Folding a bed-sheet / towel.
- 2.5.3. Folding paper to make simple objects: boat, plane, day-and-night.
- 2.5.4. Making caps by paper folding.
- 2.5.5. Making envelopes.

2.6. Claywork

- 2.6.1. Beating, kneading pulling apart, mashing together, patting the clay to make simple flat things and shapes.
- 2.6.2. Making objects with clay like, bowl, lamp, bird, animal.
- 2.6.3. Tiling work with clay.
- 2.6.4. Making creative objects: Using clay with other accessories like twigs, flowers, colours, beads.

2.7. Sorting and pattern making

- 2.7.1. Collecting small objects like pebbles, seeds, sticks, leaves, shells, buttons - sorting out in different boxes.
- 2.7.2. Making sequenced patterns with objects by copying the given ones.
- 2.7.3. Making of patterns by children.

3. LANGUAGE DEVELOPMENT : Listening and Speaking

3.1. Listening

- 3.1.1. Sound discrimination
- 3.1.2. Listening span
- 3.1.3. Listening comprehension

3.2 Vocabulary Related to:

- 3.2.1. Body
- 3.2.2. Home
- 3.3.3. Environment

3.3 Oral expression

- 3.3.1. Conversation
- 3.3.2. Story-telling
- 3.3.3. Dramatization and puppet play
- 3.3.4. Picture reading
- 3.3.5. Creative self expression

3.4. Reading readiness

- 3.4.1. Auditory of sound discrimination
- 3.4.2. Visual discrimination
- 3.4.3. Auditory-visual discrimination
- 3.4.4. Left to right directionality

3.5. Speaking readiness

- 3.5.1. Fine muscle development of speech organs
- 3.5.2. Vocal cord coordination
- 3.5.3. Nasal sound training

3.6. Listening for action

- 3.6.1. Following one direction at time initially (very short Stories with gestures, facial expressions, voice, Modulation to hold

interest, stories related to animal, circus, fair etc.)

- 3.6.2. Conversations on what happened at home or Neighborhood or at the centre.
- 3.6.3. Doing things after listening to instruction (i.g., Bring me the ball, clap your hands. Touch your head)
- 3.6.4. Recalling highlights of a story through questions.
- 3.6.5. One line riddles (I say quack, quack. Who am I?) I am an animal with a long trunk. Who I am ?)
- 3.6.6. Retelling of a story.
- 3.6.7. Two or four line riddles’.
- 3.6.8. Group game for critical listening ‘Leader says’.
- 3.6.9. Critical listening activity with clues to complete the thought and tell (e.g., We take the tooth brush, put tooth paste on it and them.....) Let children complete the sentence.
- 3.6.10. “Guess what I saw outside?” activity. Children offer clues through questions in which answers are in ‘yes’ or ‘no’.
- 3.6.11. Pinning animal or bird pictures on the back of child. Let him guess by asking question through ‘yes’ or ‘no’.

3.7. Body related vocabulary

- 3.7.1. Free conversation about the body parts.
- 3.7.2. Structured conversation about the body parts.
- 3.7.3. Riddles about body parts.
- 3.7.4. Rhymes related to body parts and personal hygiene (e.g.: The cat sings happily; when she brushes her teeth; brushes her teeth (3); the cat sings happily, every single day) (e.g. head, shoulders, mouth and nose; Eyes, ears, knees and toes)
- 3.7.5. Body part zig-saw puzzle completion and telling parts of body.
- 3.7.6. Outlining a child on news paper and completing the picture by adding details about body parts (Picture reading. Calling children to point out to spoken body parts).
- 3.7.7. Singing ‘*Hara Samunder....*’ song and pointing to body Parts.

3.8. Home-related vocabulary

- 3.8.1. Free conversation about family members.
- 3.8.2. Structured conversation about family members.

- 3.8.3. Parts of the home.
- 3.8.4. Household objects: Utensils, furniture, dresses.
- 3.8.5. Uses of different objects and riddles (I eat in plate. I sleep in a bed. I drink water from a pot).
- 3.8.6. Action song with finger puppets ‘This is my father-big and kind. This is mother-gentle and mild.’
- 3.8.7. Dramatization.
- 3.8.8. Doll play, role play.
- 3.8.9. Stories about families and utensils.
- 3.8.10. Picture reading related to home, furniture, utensils.
- 3.8.11. Quiz on family and homes.
- 3.8.12. Dominoes (picture)

3.9. Environment related vocabulary

- 3.9.1. Free and structured conversation related to (a) animals; (b) birds; (c) insects; (d) fruits; (e) vegetables; (f) trees; (g) flowers
- 3.9.2. Common things in physical environment: sun, moon, stars, sky, clouds, seasons, water, air.
- 3.9.3. Common things in social environment: Occupations, Professions, transport, tools, days of week.
- 3.9.4. Nature walk and outing for collection, display and Naming.
- 3.9.5. Story-telling involving fruits, animals, vegetables, sun, moon .
- 3.9.6. Songs, rhymes and riddles.
- 3.9.7. Masks, puppets and dramatization.
- 3.9.8. Action songs for animals walks (come-come-come-come children, come; elephant we become; walk like an elephant...)
- 3.9.9. Action songs with sounds of animals, vehicles.
- 3.9.10. Picture reading on environmental objects.
- 3.9.11. Creative art activities on environment related objects.
- 3.9.12. Picture dominoes.
- 3.9.13. Experiment with growth and germination of seeds.
- 3.9.14. Gardening.
- 3.9.15. Water and sand play.
- 3.9.16. Show and tell.

3.10. Creative self-expression

- 3.10.1. Creating spoken sentences with common words acquired.
- 3.10.2. Giving related words to a stimulus word (key-lock; glass – drinking, water, milk; water – drinking, bathing, boat, fish)
- 3.10.3. Making up a story but adding a sentences at a time by taking turn (there was an elephant in a jungle...)

4. READING READINESS

4.1. Auditory discrimination

- 4.1.1. Listening to different sounds in the environment.
- 4.1.2. Making animal sounds.
- 4.1.3. Listening to the name of the body part and touching it, instead of doing what the teacher is doing (ignoring visual stimulus. Saying ee-ee-eessss-head but touching the neck).
- 4.1.4. Making sounds like clapping, rubbing hands, clicking fingers, chulking the tongue and asking the sequence.
- 4.1.5. Beginning sounds of children's name.
- 4.1.6. Ending sounds of children's name.
- 4.1.7. Thinking of words with different beginning sounds.
- 4.1.8. Pictures of objects starting with different alphabet sounds.
- 4.1.9. Game of identifying the beginning sound.
- 4.1.10. Word '*Antakshari*' or word-chain.
- 4.1.11. Rhyming word patterns.
- 4.1.12. Creating simple rhymes with rhyming words.

4.2 Visual discrimination

- 4.2.1. Matching pictures of same colour.
- 4.2.2. Sorting out buttons of different colours.
- 4.2.3. Picture-strip board game. Finding picture and matching it.
- 4.2.4. Odd-man-out with pictures of shape.
- 4.2.5. Spotting differences in two pictures.
- 4.2.6. Finding a given shape in many places in a picture.

- 4.2.7. Odd-man-out with letter shapes.
- 4.2.8. Making picture, colour, and dot dominoes.

4.3. Auditory-visual association

- 4.3.1. Calling out a word for picture location .
- 4.3.2. Calling out a beginning sound for picture location.
- 4.3.3. Making a strips of visuals of objects (4 objects) three having the same beginning sounds (odd-man-out).
- 4.3.4. Odd-man-out with a different ending sound.

5. WRITING READINESS

5.1. Colouring enclosed space

- 5.1.1. Colouring common shapes.
- 5.1.2. Colouring a single object visual.
- 5.1.3. Colouring different parts of a pictures with different colours.
- 5.1.4. Dot matrix paper : Making shapes with horizontal, vertical and oblique lines.
- 5.1.5. Double-lined alphabets to be coloured.

5.2. Tracing

- 5.2.1. Dotted shapes.
- 5.2.2. Dotted pictures.
- 5.2.3. Incomplete symmetrical figures to be completed.

5.3. Copying forms

- 5.3.1. Copying the drawn common shapes on paper, slate or Board.
- 5.3.2. Copying simple object shapes.
- 5.3.3. Copying simple '*rangoli*' designs.
- 5.3.4. Copying a picture outline in a square grid paper.
- 5.3.5. Draw some shapes in air and let children draw on the paper.

5.4. Pattern making: Between two lines make different patterns.

- 5.4.1. Circle patterns.
- 5.4.2. Semi-circle patterns.
- 5.4.3. Tail patterns.

6. COGNITIVE DEVELOPMENT

6.1. Sensory development

- 6.1.1. Feeling objects and surfaces of objects to add Vocabulary-hard, soft, rough, smooth.
- 6.1.2. Touch cards with satin (valvet paper), jute, cotton, wool, sand paper, marble paper.
- 6.1.3. Collecting objects and sorting out rough and smooth –hard and soft.
- 6.1.4. Prepare a ‘feely’ bag and let children recognize objects by touching.
- 6.1.5. Identifying objects by smell (agarbati, garlic, onion, turmeric, chilli, rose, lemon, powder, manure)
- 6.1.6. Pleasant smell and unpleasant smells.

6.2. Memory and observation

- 6.2.1. Showing a picture with objects and recalling the names.
- 6.2.2. Showing objects for some time and covering them for recall.
- 6.2.3. Pointing out what is wrong in a picture.
- 6.2.4. Pointing out what is missing from a picture of an object.
- 6.2.5. Speak out three names in a sequence and let the child say the same back in the same order.
- 6.2.6. Assigning new names to children – let them recall names.
- 6.2.7. New-name –chain-game.

6.3. Classification

- 6.3.1. Sorting out activities with objects.
- 6.3.2. Classification cards as strips (vegetables, fruits, animals, Insects, domestic animals, wild animals)
- 6.3.3. Odd-man-out in a classification.
- 6.3.4. Experiments: Light and heavy, sink and float.
- 6.3.5. Classification on two attributes.
- 6.3.6. Classification on the basis of functions.

6.4. Sequential thinking

- 6.4.1. Making pattern trains with objects.
- 6.4.2. Recalling the day's activities.
- 6.4.3. What comes further in an event ?
- 6.4.4. Retelling stories in a correct sequence.
- 6.4.5. Arranging story event picture cards in right sequence.
- 6.4.6. Add a thing say (I child : I went to the market and bought an onion. II child : I went to the market and bought an onion and a potato. III child : I went to the market and bought an onion, a potato and lady's finger...)
- 6.4.7. Putting shapes size-wise.
- 6.4.8. Telling objects in reverse sequence.
- 6.4.9. Various tasks and sequences in them.

6.5. Problem solving and reasoning

- 6.5.1. Picture puzzles (part-whole relationship)
- 6.5.2. Mazes
- 6.5.3. Putting the right shape in the right shape hole.
- 6.5.4. Putting pegs in the right size holes.
- 6.5.5. Pairing up (lock-key, shirt-shorts, hair-comb)
- 6.5.6. Questions like: 'What will happen if ... (if it rains, you do not keep hair clean). Questions like : What will you do if...'

BASIC CONCEPTS FORMATION

(Involves : Matching ; identification, naming, serial ordering, classification.)

7.1. Colour

- 7.1.1. Matching each other's clothes on the basis of colours.
- 7.1.2. Colour dominoes – matching and chaining.
- 7.1.3. Rhyme : “come on little children, tell me what in green. Leaves are green, grass is green.”
- 7.1.4. Colour sequence with beads. Threading beads in a colour Pattern.
- 7.1.5. Colour riddles: “ I am colour of a letter box. I am the colour of a fruit; I am the colour of dried chilli also; Guess what colour I am ?”
- 7.1.6. Colour game-board with dice.
- 7.1.7. Experiment in mixing colours.
- 7.1.8. Arrange single colour cards in serial ordering of their shade.

7.2 .Shape

- 7.2.1. Free and structured conversations for making children aware of shapes in the environment.
- 7.2.2. Rhyme songs on shapes.
- 7.2.3. Clay work for shapes.
- 7.2.4. Sticking seeds along the shape outlines.
- 7.2.5. Strips of shape for odd-man-out.
- 7.2.6. Musical shape game (like musical chair)
- 7.2.7. Shape dominoes (chaining)
- 7.2.8. Completing shape patterns.
- 7.2.9. Making visuals with seven pieces (Tangram)
- 7.2.10. Making visuals with shape cut-outs.

7.3. Pre-number concepts

- 7.3.1. Visuals and pictures for big-and-small; long-and-short; heavy-and-light; tall-and-short; fat/thick and thin; wide and narrow; far-and-near.
- 7.3.2. One-to-one correspondence for more-and-less; same as

- 7.3.3. Before-after-same as temporal, spatial discrimination.
- 7.3.4. Using pre-number concepts as adjectives.
- 7.3.5. Stories with pre-number concepts as adjectives.
- 7.3.6. Car to pair up the opposites.
- 7.3.7. Lining up in the order of height.
- 7.3.8. Arranging and sticking sticks in the order of their length.
- 7.3.9. First-and-last, first-in between-last.
- 7.3.10. Matching cards with equal number of dots.
- 7.3.11. Pasting marble paper shapes in increasing/decreasing order.
- 7.3.12. Water-play for more-less, full-empty.
- 7.3.13. Numbers and sets.
- 7.3.14. Numbers and body part rhymes.
- 7.3.15. Number game (We will go to the market to buy sweets-How many ? How much ? We will go to the market and buy THREE sweets) for children grouping up.
- 7.3.16. Self-correcting number symbol and set puzzles.
- 7.3.17. One-two-silent game.
- 7.3.18. Number tags and '*Rumal Jhapata*'.
- 7.3.19. Numeral and dot dominoes.

7.4. Space concept

- 7.4.1. Building vocabulary like : top-bottom ; in-out; over-under; front-back;left-right; side-centre-between; here- there; beside-behind-in front of; open-closed; next to etc. with visuals and actions.
- 7.4.2. Action rhymes like. "Lets us go in-in-in. Lets go out-out-out. Lets take our hands up-up-up. Lets bring our hands down-down-down."
- 7.4.3. Free and structured conversation with space-related Words.
- 7.4.4. Stories with space-related words.
- 7.4.5. Action rhymes: "Put your finger in the hair. Put Your finger on your head. Put your finger in your ear. Put your finger on your ear."
- 7.4.6. Instruction with space words like "put the ball on the table. Put the ball under the table. Put the ball by the side of the table. Put

the ball next to the book.’’

7.4.7. Action / Rhyme : Stand on the circle. Put your left foot in. put your left foot out. Shake it all about. Put your right foot in . Put your right foot out. Shake it all about.’’

7.4.8. Rubber-bond peg (nail) board for open and closed shapes.

7.4.9. Arranging things from left to right and right to left.

8. ENVIRONMENT

8.1 Animals, Birds and Insects

8.1.1. Observing animals, birds and insects by nature walk.

8.1.2. Picture cards sorting out or classifying and noticing characteristics.

8.1.3. Picture puzzles.

8.1.4. Animal habitats.

8.1.5. Uses of animals.

8.1.6. Card games with animal pictures (same-over-same).

8.2 Vegetables and Fruits

8.2.1. Visit to a vegetables shop.

8.2.2. Picture cards of vegetables and fruits.

8.2.3. Odd-man-out strips.

8.2.4. Card games (same-over-same).

8.2.5. Stick puppets of fruits and vegetables, each puppet describing itself (I am red in colour. I am eaten raw. I am cooked as well. I am carrot.)

8.2.6. Riddles.

8.2.7. Peeling boiled potato, preparing sprouted gram/moong, adding salt and sugar.

8.2.8. Conversation.

8.3. Plant life

8.3.1. Visit to a garden and field.

8.3.2. Building vocabulary for words : tree, flower, plant, shrub, creeper.

8.3.3. Identification of the parts of a plant.

8.3.4. Names of flowers, plants, trees.

8.3.5. How a plant grows? Broad requirements of growth.

8.3.6. Collection of seeds, leaves, flowers, twigs, small roots.

8.3.7. Thinking cards regarding stages of plant growth.

8.3.8. Stories about plants.

8.3.9. Conversation on plants.

8.3.10. Rhymes and songs related plants, flowers, trees.

MATERIAL FOR PRE-SCHOOL

Outdoor equipments

- Equipments for climbing, jumping, balancing, sliding, swinging, swaying, cycling
 - Jungle gym or climbing frame.
 - Slide
 - Rocking horse
 - Swing
 - Rope ladder and knotted rope
 - Stationary cycle
- Equipments for micro-muscles for rolling, throwing, catching, kicking,
 - Large and small balls
 - Old tyres
 - Rings
 - Skipping ropes
- Equipments for cognitive development
 - Sand pit
 - Plastic strainers.
 - Old plastic mugs
 - Old cups

Indoor equipments

- Manipulative play material
 - Form boards
 - Mosaic tiles
 - Beads and plastic wires
 - Pebbles / marbles

- Clay
- Sand, marble papers, old clothes, glue, thermocol, flannel
- Constructional play material
 - Wooden and plastic blocks
 - Small bricks
 - Puzzles
- Imaginative or symbolic play material
 - Dolls
 - Toy doctor' set
 - Toy kitchen set
 - Toy cars, planes and other transport
 - Rattles
 - Toy animals and birds
- Teacher-made material
 - Flash card
 - Picture strips
 - Donimoes (colour, dot, shape, picture and numbers)
 - Picture cards
 - Cut-outs
 - Charts for conversation
 - Puppets (stick, finger and glove puppets)
 - Plannelograph
 - Jig-saw puzzles
 - Display material (collection of leaves, flowers, seeds, small objects)
 - Improvised material for science experiments
 - A collection of rhymes
 - A Collection of stories
 - Masks, puppets
 - Game boards

Accessories and raw material

- Paper
- Card sheets
- Paints and colours
- Crayons
- Gum and fevicoal
- Scissors
- Marble paper
- Lids
- Thermocol
- Cloth
- Thread and needle
- Old bottles, clothes, news papers,
- Buttons
- Marbles
- Plasticine

A sample four-hour daily schedule

- 8.30 – 8.45 : Welcoming children, greeting and cleanliness check-up.
- 8.45 – 9.00 : Assembly: Collective singing
- 9.00 – 9.10 : Free conversation and recall of the school
Activities and events at the home or Neighborhood
- 9.10 – 9.30 : Physical / cognitive / language / concept / development activity.
- 9.30 – 10.00 : Outdoor play.
- 10.00 – 10.40: Handwriting, refreshment and rest.
- 10.40 – 11.30: One creative activity and free indoor play.
- 11.30 – 11.50: Structured conversation.
- 11.50 – 12.20: Story and rhyme / dramatization / rhythmic movement
- 12.20 – 12.30: Collective singing and good bye.
- 12.30 – 14.30: Preparation by the teacher for the next day.