

SYLLABUS FOR PRESCHOOL EDUCATION

(Draft Version)



State Council of Educational Research and Training

Chennai – 600 006.

SYLLABUS FOR PRESCHOOL EDUCATION

“Learning acquired once will

Stand in good stead forever” - Thiruvalluvar

1. Introduction

All children are born with the capacity to learn, the most solid base on which any society can build. Of the more than 800 million 0 to 6-year-old children in the world, less than a third benefit from early childhood education programme. Educationists opine, “Learning begins even before birth”. Legend says, “Abhimanyu overheard his mom’s discussion with Lord Krishna on Chakra Viyug”. As an adolescent, he led Pandavas in a crucial movement in the Kurukchetra war remembering what he had overheard as a baby in his mother’s womb.

Latest brain-based research studies point out that brain development, right / left hemisphere orientation is almost complete by the age of six which influence the pathways of physical and mental health and behaviour throughout his/ her life. Brain cells of children are very active from 0 to 6 years. Hence Preschool Education is indispensable in shaping the all-round development of young kids. As toddlers have young and impressionable minds, it is essential to nurture social skills, table manners, personal hygiene and emotional intelligence. Children during their early childhood learn many values through play and activities. Hence, the curriculum for Preschool Education is based on weekly and monthly activities revolving around themes which focus on developing cognitive and affective domain of young children. Learning would happen incidentally as a result of active engagement in various fun-filled learning activities and play.

2. Aims of Preschool Education

Preschool Education aims to ensure:

- holistic development of toddlers and pre-schoolers in all domains-cognitive, affective and psychomotor in a harmonious manner
- play-based curriculum, child-friendly, joyful activities for skill development
- development of readiness skills for schooling by giving each child individual attention and quality time

3. Objectives

- Facilitate comprehensive child care supports, infrastructure and services aimed at holistic well-being of children and responsive to their developmental needs along the continuum of care
- To provide an integrated set of experiences to foster holistic growth and development in all domains-cognitive, physical, social, emotional and language development
- To develop a good physique, adequate muscular co-ordination and basic motor skills in the child
- To inculcate good health habits
- to develop readiness for schooling

4. Policy Context

The Government of India recognized the significance of Early Childhood Care and Education (ECCE) through the amended article 45 of Indian constitution directs that the state shall Endeavour to provide ECCE to all children until they complete the age of 6 years. The National policy on Education (1986 & 92) considers ECCE to be a critical input for holistic and integrated nature of child development.

The National Health Policy (2002) and National Plan of action for Children (2005) and the position paper of NCF 2005 on ECCE have also been supportive policy initiatives for early childhood education. The five-year plans have also acknowledged the importance of Early Childhood Care and Education as the stage that lays foundation for lifelong development and the realization of a child's full potential.

The 12th five-year plan (2012- 2017) emphasizes the need to address areas of systemic reform in ECCE across the channels of service in the public, private and voluntary sectors. The Right to Education Act 2009 (Section 11) insists on the obvious inter relationship between the ECCE and school readiness. It also specifies early childhood stage as a distinct phase for the children of 3 to 5 years.

5. Developmental features of children

To understand children's behaviour at different ages, understanding of the pattern of development of children is necessary. Research has shown that there is a sequence or pattern

in development which is common to all children and which they pass through in the same order.

Early childhood is a stage in human development it generally includes Toddlerhood and preschoolers (play age). Toddler is a child between the ages of 1½ to 2½ years. The toddler years are the time of great cognitive, emotional and social development. Gross motor skills are quite well refined at this stage. They can walk up and down stairs on both feet with one step at a time while holding on to a rail. Their attention span is very short. They can follow a simple command with associated gestures.

They learn by experiencing the environment through their senses (Seeing, hearing tasting, smelling and feeling) by physically moving around and by being in the midst of socially responsive adults. Solitary play is the norm at this age but children enjoy playing with an adult or an older child. Important skills are being acquired during these years, including personal care habits, such as toileting, feeding and dressing all of which serve as key life skills. Imitation is also important for learning at this stage. They need simple books, pictures, puzzles, music and time and space for active play such as jumping, running and dancing. They also begin to acquire social skills.

Preschoolers are the children of age group 2 ½ to 3 ½. They represent advanced climbing skills. They have increased dexterity with small objects and puzzles. They also know how to play different games. Children of 3+ age group can classify things on the basis of two concepts-shapes and colour. These children balance on one foot for 3 to 4 seconds and walk on a 4” wide beam using alternating steps. They have to talk and listen but also need activity and movement with major emphasis on large muscle activity. They enjoy dramatic play, wheel toys, climbers, puzzles and blocks. They also like opportunities to talk and listen to simple stories.

6. Preschool Education

Young children’s growth and development has a pattern and sequence and progress in several areas such as physical growth, capacity for language and comprehension. Development of children in such domains can be fostered by giving each child a chance to participate in a wide variety of play-based activities. Or children can be allowed to engage actively in the process to learn, practice and master skills at each level to develop self-confidence, and motivation to achieve.

Learning and play seem to be two facets of this age. They help the children in developing mastery of body control, exploration and novelty. They also help the children to

increase their social competence and emotional maturity and prepare them to accustom to the teaching learning process in formal schools.

The recent researches on brain development have established the fact that 95% of the brain is developed by the age of 5 years. The future of a child is shaped during early childhood. To familiarize the routine habits and shape the behaviour of young children like toddler and preschoolers, it is necessary to establish preschool with laid-out curriculum.

The play school provides a platform for developing academic and social skills to enter formal schooling. It prompts growth and development in all domains and stimulates curiosity and exploration among the kids.

The other factors like nuclear family, insufficient time for parenting, increased social awareness among parents, working conditions of parents / professionalization and higher family income have necessitated the introduction of the Preschool Education. It is the pressing need of the hour to take care of children and play a vital role in the development of a country in an indirect way. Preschool Education is known as a crucial input and foundation for lifelong development. It is also essential to realize the goal of Universal Elementary Education (UEE). It acts as a stepping stone for pre-schooling of children and stimulate them to explore themselves freely and give them a sense of warmth security and trust through play, music, art and other activities.

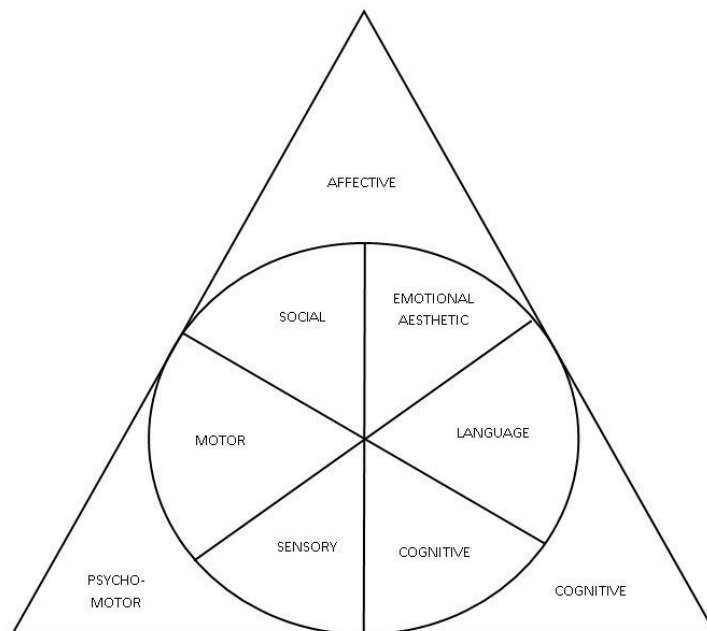
a) The Approach of Preschool Education

- All children have the right to learn, and every child must be enabled to achieve his / her potential for growth and development through appropriate ways.
- The goal of Preschool Education is to promote all-round development, that is, development in every domain.
- Children develop in different domains, such as physical, motor (large and small) mental, (including thought and language) social, personal, emotional / aesthetic, etc. These are all interrelated and can be separated only for reason of convenience.
- The child learns holistically, that is at all times and in all places and not in a fragmented way. It is difficult to separate the various domains of learning or to confine learning to a particular domain.
- All children pass through certain stages of development. There is great variation among children individually, even among those coming from the same family or the same social group. These variations are within the bounds of normality.

- The content and process of learning must be appropriate for each age and stage of development of the child.
- The natural way, through which children learn, is by play, or by activity, in which the child is motivated to engage wholly and spontaneously, without external pressure.
- Since the process of learning is an active one. The method by which the curriculum is transacted must be a play-based or activity-based one. Activity-based learning is also very enjoyable for the child.

b) Domains and Skills of Development

The child's development can be understood in different domains. These are all intimately interrelated and mutually interacted. So, it is often difficult to separate them. Yet it is important to do so, so that no domain is neglected and curriculum can be planned to attend to all domains to achieve all round development of children.



Development in each domain can be fostered by giving each child a chance to participate in a wide variety of play-based activities. These activities allow the child to engage actively in the process, to learn, practice and master skills at each level and explore at the next level, to test and evaluate and develop self-confidence and motivation to achieve. To attain all these domains, it is essential to expect development in a set of skills through play activities.

The expected set of skills among the toddlers and pre-schoolers are given below.

Gross – Motor Skills: Activities incorporating usage of large muscles of the body are called gross motor skill activities. E.g. Sitting, crawling, standing, walking, jumping and posture control.

Fine – Motor Skills: Activities incorporating usage of fine muscles of the body are called fine motor skill activities. These include body movement in coordination with the age. E.g. Touching, grasping, cutting, pasting, working with mould, picking up objects and many more.

Pre-writing Skills: These activities prepare the pre-schooler for holding pencil and balancing notebook or worksheets.

Pre-reading Skills: These activities prepare the pre-schooler for identifying the alphabet and their phonics with the help of educational charts and illustrative lesson plans

Pre-math Skills: These activities prepare the pre-schooler for identifying the number and its value

Imagination and free play: These activities include story-telling using hand movements and facial gestures to enhance the imagination and speaking skills of children

Dancing and Singing: Children learn to balance and coordinate their body movements with music, sing children’s rhymes, etc.

Games and Gym: According to the age and height requirements children are encouraged to play freely during the assigned time duration to enhance their physical strength

Arts and Crafts: It includes drawing, filling colour paper folding, cutting and paper pasting activities

c) Play Based Activities

Development in each domain can be fostered by giving each child a chance to participate in a wide variety of play-based activities. These activities allow the child to engage actively in the process to learn practice and master skills at end level and explore at the next level. Therefore, while planning activities; importance must be given to all developmental needs of children.

d) Theme approach to Activities

The child is an integrated human being. Development and learning in all the domains is integrated. The theme approach is based on the concept of integration and focuses on a total learning experience which engages the whole child. It thus incorporates and coordinates

all areas of learning such as reading, number readiness, writing readiness, social studies, science activities creative activities, drama, music and language activities related to ‘Themes’ in focus.

Themes can be carried out either for a week or a month, based on the ability of facilitators of Preschool Education to sustain interest and plan activities. Planning and selecting themes for the whole year according to appropriate time and season can be done. This helps pacing out the learning in segments throughout the year.

Themes are selected to widen the understanding of the child. These themes are selected from the child’s immediate environment and child’s interests. Themes could be categorized into four major areas.

1. The child’s relationship with physical environment
2. The child’s relationship with self and people
3. The child’s relationship with technology
4. The child’s relationship with health and personal habits

Sample list of Themes

1. The child’s relationship with the physical environment

Plants: Flowers, Trees, Vegetables, Fruits

Animals: Domestic / Animals / Pet Animals Wild life, Water life, Birds,
Insects

Weather / Seasons: Rain, Clouds, Sun, Sky, Moon, Stars, Water, Sources of
Water

2. The child’s relation to self and people

Myself, Parts of the body, Family

Home and shelter

Doctor / Hospital

Games, Festivals, Food

Clothing, Milk and its products

Teacher / School

3. The child’s relationship with technology

Transport-road, water, air and rail

Electrical gadgets

TV / radio / Computers, Telephone

4. The child’s relationship with health and personal habits

Health and hygiene, Nutrition - healthy food and snack - Roasted Gram
Safe surroundings, routine and safety habits

a) Monthly Themes for Preschool Education

MONTHS	THEMES
JUNE	MYSELF
JULY	FRUITS
AUGUST	VEGETABLES
SEPTEMBER	ANIMALS
OCTOBER	TRANSPORT
NOVEMBER	FLOWERS
DECEMBER	TREES
JANUARY	FESTIVALS
FEBRUARY	SEASONS
MARCH	OUR FRIENDS

The above themes are selected based on the relation to the child’s physical and social environment, self-relationship with people focusing on knowing and understanding of the world around.

7. Syllabus and pedagogy for Preschool Education

The syllabus and pedagogy for preschool education must be based on holistic perspective. They should take into account the various domains of development, the characteristics of children and their learning needs in terms of play and activity experiences. The Preschool Education provides an environment for children which is rich in stimulation and experiences that allows children to explore, experiment and freely express themselves. It also gives them a sense of warmth, security, play, music, rhyming, art and other activities using local materials along with opportunities for speaking listening and expressing themselves and informal interaction. As the children who come under the purview of

Preschool Education are heterogeneous ranging from toddlers to preschoolers (1½ to 3½ age), it is important to design and develop activities and experiences which are developmentally appropriate.

I. Syllabus for Preschool (Age: 2 – 3 years old)

Domain	Objective	Learning Outcomes	Learning Skills	Classroom procedure
Development of Gross motor skills	To enable children to perform fundamental movement skills comprising of locomotor, non-locomotor and manipulative skills.	<ul style="list-style-type: none"> • To strengthen large motor muscles • Developing control and coordination of large motor muscles • Improved flexibility of gross motor muscles • Mastering skills of eye-foot coordination 	<ul style="list-style-type: none"> • Students can crawl, sit, stand, walk, run, jump. • Students can move hands and limbs. • Students can enact riding a bicycle and other similar everyday actions. • Students can cross obstacle path and toss objects 	<ul style="list-style-type: none"> • Crawl, walk, jump etc. from one place to another. • Crawl, walk, jump etc. on the straight line • Run from one place to another (maximum of 20 ft.) • Jump from one place to another. • Simple exercises to make students sit and stand. • Enact like cycling, spot jogging, various animals and similar activities. • Exercise involving the movement of neck to look up and down. • Toss small balls, catch balls when are rolled. • Cross ropes (low-height) and similar obstacles (1 at a time)
Development of Fine motor skills	To enable children to be independent and perform self-help tasks such as wearing buttons, tying a shoelace, colouring and drawing more efficiently.	<ul style="list-style-type: none"> • Increased control of fine motor muscles • Increased coordination of fine motor muscles • Improved hand-eye coordination • Improved coordination of fingers and wrist 	<ul style="list-style-type: none"> • Students can scribble, colour, paint and create imprints. • Students can clap their hands, stomp their feet and pinpoint objects. 	<ul style="list-style-type: none"> • Free scribbling on board or paper • Free colouring using jumbo crayons • Use jumbo crayons to colour outlines of thing such as vegetables, animals, flowers and similar everyday objects. • Create impressions of finger, palm, vegetables, shapes and other common objects • Activities involving finger or hand painting. • Action songs involving clapping hands and stomping feet. • The teacher will call out the name of objects for students to point at.

			<ul style="list-style-type: none"> • Student can arrange objects in an order, sort objects and string beads. • Students can do activities involving rolling, crushing, tearing. • Students can solve puzzles using puzzle cards. • Student can play in water and sand. 	<ul style="list-style-type: none"> • Arrange stones and leaves within given outline • Sorting of objects (only two types of objects at a time) – based on colour, shape or size. • Stringing colour beads (big) on a rope. • Activities involving rolling of paper balls, clay and Maida. • Activities involving tearing and crushing of newspaper, paper and similar objects. • Simple picture puzzles (max 2 or 3 pieces at a time) using pictures of toys, animals, flowers, trees and similar things. • Free play in water and sand using cup, spoon and box. • Guided play in water and sand using cup, spoon and box.
Development of Sensory skills	Stimulation of 5 senses – sight, hearing, smell, taste and touch to facilitate scientific exploration and improve response to sensory perception.	<ul style="list-style-type: none"> • Learning of world around using sensory perception • Identify objects using sensory perception • Differentiate objects using sensory perception 	<ul style="list-style-type: none"> • Students can identify objects in the world around them by sight • Students can identify different sounds. • Students can differentiate between sounds of different objects. • Students can identify objects around them by touch. • Students can differentiate objects around them by touch. 	<ul style="list-style-type: none"> • Simple picture cards, charts, big picture cards, real objects, model (any 2 at a time) • Sounds of animals, birds, vehicles and other common objects. • Differentiate between high and low volume. • Games such as statue, freeze and similar games involving instruction and action • Action songs teaching smooth and rough. • Smooth and rough using sandpaper and paper. • Walk on mats, grass and other surfaces

			<ul style="list-style-type: none"> • Students can identify objects through the sense of smell. • Students can identify objects by taste. • Students can differentiate objects by taste. 	<ul style="list-style-type: none"> • Activities to learn the smell of coriander, mint and lemon leaves • Play involving closing eyes/blindfold students to identify the leaf by smelling. • Learn sweet and salt using action song and real objects. • Different objects are given to taste and classify. • Differentiate food item based on taste using real objects and picture cards. • Group activity where students will discuss what they ate and whether it was salty or sweet.
Development of Cognitive skills	Knowledge and understanding of the world around	<ul style="list-style-type: none"> • Development of skills to build memory and retention • Recognise of primary colours • Identify objects of a specific shape • Recognise and arrange objects in patterns based on colour, shape and • Building skills to respond to critical thinking questions. • Development of skills to know and understand the world around. 	A. Mental Skills <ul style="list-style-type: none"> • Students can recognise picture of everyday objects. • Students can describe simple objects (with one word) • Students can recognize patterns in colour, shapes and similar things using real objects and picture cards. • Students can recall colours, shapes and pictures of things. • Students can understand the concept of sorting, grouping, matching, classifying and sequencing • Students can understand simple examples of cause 	<ul style="list-style-type: none"> • Quiz activities in class (answer not more than a single word), simple conversation • Finding objects in thematic picture cards. • Identify the given object (memory game) – any 3 objects at a time • Complete the pattern using 2 colour or 2 shapes. • Arrange in a specific pattern using 2 colour • Vegetable, Fruit, Flower and Leaves are classified. • Memory games with 3 – 4 objects. Eg. Colour of flowers, animals and objects. • Narrate daily activities in sequence • Picture puzzle (max 2 or 3 pieces at a time) • Matching card activity – using the colour cards (red, yellow, blue) • Matching card activity – using shapes (circle, square, triangle)

			<p>and effect.</p> <ul style="list-style-type: none"> • Students can answer simple critical thinking questions. <p>B. Concept Formation</p> <ul style="list-style-type: none"> • Students can identify primary colours • Students can identify shapes (3 shapes) • Students can understand the concept of time – day, week, month. • Students can learn of the environment 	<ul style="list-style-type: none"> • Identify between big and small using objects like a ball, paper etc • Answer simple critical questions like “What will you do if it rains?” “What will you do if you are hungry?” • Thematic colour cards are given to students to identify objects related to the theme of colours red, blue, yellow. • Pattern recognition using shapes – circle, square, triangle. • Find objects of the shape using circle, square and triangle. • Daily activities, Days of the week, Months of the year through action song and rhymes. • Learn about animals, birds, vegetables, fruits, trees, plants, insects using rhymes, picture cards and conversations • Learn about sun, moon, star, sky, day and night using rhymes.
Development of Language skills	To develop language skills and structure for communicating with the world around.	<ul style="list-style-type: none"> • Improving language skills in listening. • Improving language skills in speaking. • Improve language skills in pre-reading. 	<ul style="list-style-type: none"> • Students can identify and differentiate sounds. • Students can focus on an activity for 3 – 5 minutes 	<ul style="list-style-type: none"> • Rhymes teaching high and low volume. • Activities involving identifying and differentiating sounds of animals, birds and similar things. • Listen to short stories and rhymes • Follow simple instructions of the teacher (1 or 2 at a

		<ul style="list-style-type: none"> • Improve language skills in pre-writing. 	<p>for increased attention span.</p> <ul style="list-style-type: none"> • Students can listen to an instruction and get back to their activity. • Students can grasp information by listening • Students can identify letters (Tamil and English) • Students can express through rhymes and enactment. • Student can speak with high or low volume • Students can see objects, identify and differentiate them. • Students can think critically and express their opinion • Students can recognize objects and symbols that they see around them • Students can free-scribble in the sand, paper. • Students can imitate to draw horizontal and vertical lines. 	<p>time)</p> <ul style="list-style-type: none"> • Ask questions after listening to small stories • Recall information from a story told by the teacher through games such as memory game, quiz etc. • Identify names using big picture cards • Sing short rhymes (4 lines) • Communicate with peers in a group activity • Respond to simple questions to express their opinion. • Find the odd one out using picture cards or letter cards <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">v</div> <div style="border: 1px solid black; padding: 2px 5px;">v</div> <div style="border: 1px solid black; padding: 2px 5px;">w</div> <div style="border: 1px solid black; padding: 2px 5px;">v</div> </div> • Activities involving picture recognition of common objects. • Freehand scribbling in the sand, scribbling using chalk. • Activities involving filling sand into a given shape.
Development of Socio-emotional skills	Enable to live with surroundings of the student	<ul style="list-style-type: none"> • Developing good habits to grow as a well-rounded individual • Learn to live and express in the society 	<ul style="list-style-type: none"> • Students can perform simple everyday actions related to their life. • Learn good habits such as waiting for their turn, 	<ul style="list-style-type: none"> • Learn of good habits, hygiene, etc through action songs (Maximum 4 lines) • Use “Good habit wheel” to discuss good habits. • Activities involving discussion on the topic of self-hygiene, good habits, civic responsibilities.

	<p>Learn to express emotions in a correct manner</p> <p>Improvement of aesthetic appreciation and creativity</p>	<ul style="list-style-type: none"> • Learn to express need constructively. <p>Security and Trust</p> <ul style="list-style-type: none"> • Learn to be empathetic • Personal development by building self-confidence and self-esteem. • Learn to accept appreciation and criticism constructively 	<p>raising their hand, etc.</p> <ul style="list-style-type: none"> • Students can work in groups with students of their age <p>Sharing and Caring</p> <ul style="list-style-type: none"> • Students develop the habit of sharing and caring for others • Students express emotions positively and harmoniously. • Students express emotions based on musical cues. • Students can appreciate nature and its creativity 	<ul style="list-style-type: none"> • Perform simple drama in the class to promote hygiene, good habits, etc. • Students are asked questions to develop civic responsibilities. For eg. “If you see a banana peel on the road, what will you do?” • Play planned games through which teamwork is enabled. • Storytelling via picture cards or puppets. • Participate and act in various group activities. • Celebration of birthdays, festivals and day of national significance. • Activities during lunch and snack time. • Activities involving appreciation of peer work with teacher support through structures. • Learn to do action songs based on rhythm. • Learn the importance of nature through field trips and question time. • Learn to create stories with the teacher’s help using picture cards. • Students are asked questions to develop creativity. For eg. “If you have a feather, what will you do with it?”
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II. Syllabus for Preschool (Age: 3 – 4 years old)

Domain	Objective	Learning Outcomes	Learning Skills	Classroom procedure
Development of Gross motor skills	To enable children to perform fundamental movement skills comprising of locomotor, non-locomotor and manipulative skills.	<ul style="list-style-type: none"> • To strengthen large motor muscles • Developing control and coordination of large motor muscles • Improved flexibility of gross motor muscles • Mastering skills of eye-foot coordination 	<ul style="list-style-type: none"> • Students can walk, run, jump while maintaining balance. • Students can roll, throw, catch, kick different objects. • Students can perform simple exercise drills involving stretching and bending. 	<ul style="list-style-type: none"> • Simple activities involving walking, running or jump with ball and similar objects. • Simple activities like walking on a plank • Simple activities involving passing the ball, throwing the ball, catching the ball within small distances. • Stretching of arms and legs, bending of body, climbing steps up and down • Simple obstacle courses like Jungle gym.
Development of Fine motor skills	To enable children to be independent and perform self-help tasks such as wearing buttons, tying a shoelace, colouring and drawing more efficiently.	<ul style="list-style-type: none"> • Increased control of fine motor muscles • Increased coordination of fine motor muscles • Improved hand-eye coordination • Improved coordination of fingers and wrist 	<ul style="list-style-type: none"> • Students can scribble, colour, draw and paste bits of paper within outline • Students can fold or roll paper and similar objects. • Students can clap their hands and stomp their feet. • Students can aim and throw objects • Students can create imprints of hands and other large objects. • Students can tie and untie laces. • Student can arrange simple 	<ul style="list-style-type: none"> • Free hand drawing on paper. • Colouring outlines of common objects. • Stick colour paper on the given outline of various objects. • Simple paper folding activities such as 2D boat. • Action songs with rhythmic music. • Throwing ball into big baskets and similar activities. • Students can imprint their fingers, vegetables and other common objects. • Students can tie and untie their shoelace • Students can wear buttons on their own • Students can sort given objects. (Any 4 at a time)

			<p>objects.</p> <ul style="list-style-type: none"> Students can recognise movements of simple objects. 	<ul style="list-style-type: none"> Students can join cut pieces to form whole. (Maximum of 4 parts) Students can make stick puppets and perform short stories using them.
<p>Development of Sensory skills</p>	<p>Stimulation of 5 senses – sight, hearing, smell, taste and touch to facilitate scientific exploration and improve response to sensory perception.</p>	<ul style="list-style-type: none"> Learning of world around using sensory perception Identify objects using sensory perception Differentiate objects using sensory perception 	<ul style="list-style-type: none"> Students can identify objects in the world around them by seeing. Students can identify different sounds. Students can differentiate between sounds of different objects. Students can identify objects around them by touch. Students can differentiate objects around them by touch. Students can identify objects through sense of smell. Students can differentiate objects based on its smell. Students can identify objects 	<ul style="list-style-type: none"> Students can match picture cards, chart and real objects (maximum 4 at a time) Dominos – Colours, shape and pictures of any common objects (3 and 3 of the same) Sounds of animals, birds, vehicles, musical instruments and other common sounds in their surroundings. Activities involving matching of picture cards with sounds. Objects must be rough and smooth, hard and soft, heavy and light. Group objects based on the rough-smooth, hard-soft, heavy-light. Objects like sponge, stone, feather, wood are put in a bag and students should identify these objects. Objects like Curry leaf, Mint leaf, Coriander leaf, Lemon, Soap cover can be used to conduct various activities. Match objects based on their smell. Students should be exposed to sweet, salt and sour (tamarind)

			<p>by taste.</p> <ul style="list-style-type: none"> • Students can differentiate objects by taste. 	<ul style="list-style-type: none"> • Salt water, sugar water can be used for performing various activities. • Group objects based on their taste. • Discussion on which taste they like and drawing objects based on taste.
Development of Cognitive skills	Knowledge and understanding of the world around	<ul style="list-style-type: none"> • Development of skills to build memory and retention • Recognise of primary and secondary colours • Identify objects of a specific shape • Recognise and arrange objects in patterns based on colour, shape and pictures. • Building skills to respond to critical thinking questions. • Development of skills to know and understand the world around. • Building pre-number concept to ensure students are school ready 	<p>A. Mental Skills</p> <ul style="list-style-type: none"> • Students can recognise picture of everyday objects. • Students can describe simple objects (with one word) • Students can recognize patterns in colour, shapes and similar things using real objects and picture cards. • Students can recall colours, shapes and pictures of things. • Students can understand the concept of sorting, grouping, matching, classifying and sequencing • Students can understand simple examples of cause and effect. 	<ul style="list-style-type: none"> • Quiz activities in class (answer not more than a single word), simple conversation • Finding objects in thematic picture cards. • Narrate story using picture cards • Completing patterns based on shape (circle, square, triangle and rectangle) or colour (primary and secondary colours) using concrete objects and pictures. • Identify the given object (memory game) • Classify based on shape (circle, square, triangle and rectangle) • Classify based on tall and short, thick and thin, long and short, big and small using real objects and picture cards. • Sequence colour beads in a rope • Learn the concept of air using balloon, blowing papers.

			<ul style="list-style-type: none"> • Students can answer simple critical thinking questions. <p>B. Concept Formation</p> <ul style="list-style-type: none"> • Students can identify primary and secondary colours • Students can identify shapes (4 shapes) • Students can understand the concept of time – day, week, month. • Students can learn of the environment 	<ul style="list-style-type: none"> • Students are asked questions to develop creativity. For eg. “If you have a paper, what will you do with it?” • Find objects of given colour. • Students will name the colour of given picture card or object. (Primary and Secondary colours) • Naming the shape (circle, square, triangle and rectangle) • Matching the shape (circle, square, triangle and rectangle) • Learn the concept of time using clock • Sort cards based on seasons (Summer and Rainy season) • Learn the concept of morning, noon, night based on temperature using picture cards, action song and similar activities. • Learn of things in the sky such as sun, moon and star with the context of day and night using picture cards, action songs and similar activities. • Learn the concept of wind, sky and seasons using picture cards, matching, action song and similar activities. • Learn names of animals and birds, where they live and their food habits. • Conversations about animals and birds. • Differentiate between domestic and forest animals using picture cards.
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			<ul style="list-style-type: none"> • Students can learn pre-math vocabulary and concepts. 	<ul style="list-style-type: none"> • Learn about their family members, friends, vehicles using picture cards, conversation, matching and action song. • Narrate story or experience of festivals using picture cards. • Activities to allow students to learn the concept of in and out, top and bottom, front and back, open and close on their own. • Oral counting from 1 to 50. • Activities from number 1 to 10 using real objects, picture cards and similar learning aids.
Development of Language skills	To develop language skills and structure for communicating with the world around.	<ul style="list-style-type: none"> • Improving language skills in listening. • Improving language skills in speaking. • Improve language skills in pre-reading. • Improve language skills in pre-writing. 	<ul style="list-style-type: none"> • Student can listen and repeat simple naming words. • Students can follow simple instructions given by the teacher. • Students can re-narrate short stories that they know. • Students can grasp information by listening. • Students can focus on an activity for 4 – 7 minutes for increased attention span. • Students can speak simple sentences using structures. 	<ul style="list-style-type: none"> • Follow instructions given by the teacher (2 to 3 instructions) at a time • Activities involving reading picture cards with animals, birds, vehicles, vegetables and similar topics. • Action songs, body movements, stories and other activities based on instructions. (Both Tamil and English) • Students will narrate short stories with the help of picture cards. • Speak sentence using help of sentence structures like “I like/I dislike” (Both Tamil and English)

			<ul style="list-style-type: none"> • Students can speak with appropriate modulation. • Students can express through rhymes and enactment. • Students can think critically and express their opinion • Student can identify simple naming words. (Tamil and English) • Students can see objects, identify and differentiate them. • Students can recognize objects and symbols that they see around them • Students can free-scribble in the sand, slate, paper. • Students can imitate to draw horizontal, vertical, curved and zig zag lines. • Students can write simple patterns. 	<ul style="list-style-type: none"> • Share the stories they know through conversation • Enact the characters in a story using simple actions. • Learn to identify high and low volume. • Learn of sounds of in their immediate environment. Such as sounds of animals, birds, vehicles, etc. through action songs. • Learn to recognize Tamil and English alphabets • Learn to list examples of things based on starting letter. • Read using picture cards • Match letter to picture cards • Find the odd one out through picture cards and letter <ul style="list-style-type: none"> v v w v • Dominos – Picture, letter, words. • Scribbling using chalk, pencil on slate or paper. • Draw different lines such as straight line, curved lines, zig zag lines • Pattern writing : - / u d e • Tracing on sand, paper by finger. • Letter and number to be written and counted
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<p>Development of Socio-emotional skills</p>	<p>Enable to live with surroundings of the student</p> <p>Learn to express emotions in a correct manner</p> <p>Improvement of aesthetic appreciation and creativity</p>	<ul style="list-style-type: none"> • Developing good habits to grow as a well-rounded individual • Learn to live and express in the society • Learn to express need constructively. <p>Security and Trust</p> <ul style="list-style-type: none"> • Learn to be empathetic • Personal development by building self-confidence and self-esteem. • Learn to accept appreciation and criticism constructively 	<ul style="list-style-type: none"> • Students can perform simple everyday actions related to their life. • Learn good habits such as waiting for their turn, raising their hand, etc. <ul style="list-style-type: none"> • Students can work in groups with students of their age <p>Sharing and Caring</p> <ul style="list-style-type: none"> • Students develop the habit of sharing and caring for others • Students express emotions positively and harmoniously. • Students express emotions based on musical cues. • Students can appreciate nature and its creativity 	<ul style="list-style-type: none"> • Use “Good habit wheel” to discuss and learn good habits. • Activities involving discussion on the topic of self hygiene, good habits, civic responsibilities. • Learn of good habits, hygiene, etc through action songs (Maximum 6 lines) • Perform simple drama in the class to promote hygiene, good habits, etc. • Students are asked questions to develop civic responsibilities. For eg. “If you see a banana peel on the road, what will you do?” • Play planned games through which team work is enabled. • Participate and act in various group activities. • Story telling via picture cards or puppets. <ul style="list-style-type: none"> • Activities during lunch and snack time. • Celebration of birthdays, festivals and day of national significance. • Activities involving appreciation of peer work with teacher support through structures. <ul style="list-style-type: none"> • Learn to do action songs based on rhythm. • Students are asked questions to develop creativity. For eg. “If you have a feather, what will you do with it?” • Learn importance of nature through field trips and question time. • Learn to create stories with teacher’s help using picture cards.
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III. Syllabus for Preschool (Age: 4 – 5 years old)

Domain	Objective	Learning Outcomes	Learning Skills	Classroom procedure
Development of Gross motor skills	To enable children to perform fundamental movement skills comprising of locomotor, non-locomotor and manipulative skills.	<ul style="list-style-type: none"> To strengthen large motor muscles Developing control and coordination of large motor muscles Improved flexibility of gross motor muscles Mastering skills of eye-foot coordination 	<ul style="list-style-type: none"> Students can walk, run, jump while maintaining balance. Students can roll, throw, catch, kick different objects. Students can perform simple exercise drills involving stretching, bending and twisting of upper body. Students can hop on leg, walk backwards. 	<ul style="list-style-type: none"> Simple activities involving walking, running or jump with ball and similar objects. Similar activities on zig-zag lines, circles and other shapes. Walk on wooden plank while balancing books or similar objects on the head Based on instruction or music run slow and fast. Rolling straw mats/plastic mats. Simple activities involving passing the ball, throwing the ball, catching the ball within small distances. Stretching of arms and legs, bending of body, climbing steps up and down, twisting parts of the body. Simple obstacle courses like Jungle gym. Enacting frog, rabbit and other animals. Play hopscotch and similar hopping games. Both moving forward and backward.
Development of Fine motor skills	To enable children to be independent and perform self-help tasks such as wearing buttons, tying a shoelace, colouring and drawing more	<ul style="list-style-type: none"> Increased control of fine motor muscles Increased coordination of fine motor muscles Improved hand-eye coordination Improved coordination of 	<ul style="list-style-type: none"> Students can scribble, colour, draw and paste bits of paper within outline Students can fold/roll paper and similar objects. Students can clap their hands and stomp their feet. Students can aim and throw 	<ul style="list-style-type: none"> Free hand drawing on paper. Colouring outlines of common objects. Simple paper folding activities such as boat, hand-fan, Stick colour paper on the given outline of various objects. (Collage) Students can do simple actions for rhythmic music. Throwing ball into baskets and similar activities.

	efficiently.	fingers and wrist	objects <ul style="list-style-type: none"> • Students can create imprints of hands and other large objects. • Students can tie and untie laces. • Students can arrange simple objects. • Students can identify movements of simple objects. 	<ul style="list-style-type: none"> • Students can imprint their fingers, vegetables and other common objects. • Students can tie and untie their shoelace. • Lacing perforated cards • Students can sort given object based on size and colour. (Any 6 at a time) • Students can join cut pieces to form whole. (Puzzle) (Maximum of 6 parts) • Students can make stick puppets perform actions.
Development of Sensory skills	Stimulation of 5 senses – sight, hearing, smell, taste and touch to facilitate scientific exploration and improve response to sensory perception.	<ul style="list-style-type: none"> • Learning of world around using sensory perception • Identify objects using sensory perception • Differentiate objects using sensory perception 	<ul style="list-style-type: none"> • Student can identify object around them by seeing. • Student can identify different sounds. • Students can differentiate sounds from different sources. • Student can identify objects by touch. (Rough, Smooth) (hard and soft) (hot and cold) • Student can differentiate object by touch. • Student can identify objects 	<ul style="list-style-type: none"> • Matching using picture card using 4 to 6 cards. • Dominos activity using colour and shapes (4 and 4 of the same) • Activities teaching sound of different animals, birds, vehicles and musical instruments. • Student can enact sounds of animals, birds as per teacher instruction. • Student can identify objects in a bag through feel. • Smell of objects like curry leaves, coriander leaves,

			<p>through sense of smell</p> <ul style="list-style-type: none"> • Students can differentiate objects through sense of smell • Students can identify taste – sweet, salt, sour, bitter 	<p>mint leaves, lime, soap, garlic, ginger is taught to students using real objects.</p> <ul style="list-style-type: none"> • Students are taught the use of these everyday objects. • Students are taught taste of different objects and are asked to prompt examples of food items that have similar taste
Development of Cognitive skills	Knowledge and understanding of the world around	<ul style="list-style-type: none"> • Development of skills to build memory and retention • Recognise of primary and secondary colours • Identify objects of a specific shape • Recognise and arrange objects in patterns based on colour, shape and • Building skills to respond to critical thinking questions. • Development of skills to know and understand the world around. • Building pre-number concept to ensure students are school ready. 	<p>A. Mental Skills</p> <ul style="list-style-type: none"> • Students can recognise picture of everyday objects. • Students can describe simple objects (with one phrase) • Students can recall colours, shapes and pictures of things. • Students can recognize patterns in colour, shapes and similar things using real objects and picture cards. • Students can understand the concept of sorting, grouping, matching, classifying and sequencing • Students can correspond objects one to one. 	<ul style="list-style-type: none"> • Learn to speak in short sentences. • Learn to speak opinion using short sentences. • Conversation using picture cards and real objects. • Learn to memorize and recollect name of objects using simple games. (Maximum 6 at a time) • Learn to narrate using picture cards by sequentially arranging them. • Learn to arrange objects on colour gradation. (light and dark) • Classify objects based on heavy and light, narrow and broad, more and less, far and near using both real objects and picture cards. • Lock and key, brush and paste

			<ul style="list-style-type: none"> • Students can understand simple examples of cause and effect. • Students can identify primary and secondary colours • Students can identify shapes (4 shapes) • Students can understand the concept of time – day, week, month. • Students can learn of the environment • Students can answer simple critical thinking questions. 	<ul style="list-style-type: none"> • Learn the concept of air using kite and balloon. • Learn concept of air using breathing exercises. • Learn concept of air blowing by blowing small objects from hand. • Concept air occupying through balloon activity. • Differentiate colour using colour cards. Colours such as red, blue, yellow, violet, orange, green, black and white. • Differentiate objects by their shape. Shape such as circle, square, triangle, rectangle, oval, star, heart. • Match and name objects by their shape. Shape such as circle, square, triangle, rectangle, oval, star, heart. • Learn of time and seasons using picture card, story, song and conversation. • Learn concept of morning, afternoon and evening using picture and action songs. • Learn concept of time using clock • Learn to relate dress with seasons of the year. (Hot – Cold) • Season such as summer, rainy, winter. • Learn names of animals and birds, where they live and their food habits. • Conversations about animals and birds. • Differentiate between domestic and forest animals using picture cards.
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			<ul style="list-style-type: none"> Students can learn pre-math vocabulary / concept. 	<ul style="list-style-type: none"> Learn of sun, star, moon through picture cards and stick puppets. Colouring outlines of the same. Activities to teach students name of school, family. Activities to teach students parts of the body and its functions Activities to teach students names and sounds of common vehicles. Activities to teach type of transportation such as roadways, railways, airways, waterways. Learning of professions such as doctor, teacher, farmer, lawyer, carpenter and the work that they do using picture cards and action songs. Learning of festivals. Learn concept of here and there, right and left, front and back, up and down, before – after – between using action songs, flash card and stories. Learn concept of numbers from 1 to 20. (Tamil and English) Oral counting of numbers upto 100. (Tamil and English)
Development of Language skills	To develop language skills and structure for communicating with the world around.	<ul style="list-style-type: none"> Improving language skills in listening. Improving language skills in speaking. Improve language skills in pre-reading. Improve language skills in pre-writing. 	<ul style="list-style-type: none"> Student can listen and repeat simple naming words. Students can follow simple instructions given by the teacher. Students can re-narrate short stories that they know. Students can grasp information by listening. Students can focus on an activity for 5 – 8 minutes for 	<ul style="list-style-type: none"> Activities involving stories and action songs and follow teacher instructions. Follow instructions given by the teacher (3 to 4 instructions) at a time Learn of sounds of in their immediate environment. Such as sounds of animals, birds, vehicles, etc. Learn to differentiate sounds from different sources. Learn to identify high and low volume.

			<p>increased attention span.</p> <ul style="list-style-type: none"> • Students can speak simple sentences using structures. • Students can speak with appropriate modulation. • Students can express through rhymes and enactment. • Students can think critically and express their opinion • Student can identify simple naming words. (Tamil and English) • Students can see objects, identify and differentiate them. • Students can recognize objects and symbols that they see around them • Students can free-scribble in the sand, slate, paper. • Students can imitate to draw horizontal, vertical, curved and zig zag lines. • Students can write simple patterns. 	<ul style="list-style-type: none"> • Share the stories they know through conversation • Enact the characters in a story • Learn rhyming words • Activities involving action songs • Learn to list examples of things based on starting letter. • Learn to recognize Tamil and English alphabets • Learn to talk using simple sentence structure (Tamil and English) • Read using picture cards • Find the odd one out through picture cards and letter • Dominos – Picture, letter, words. • Arrange small objects such as stones, leaves etc on outline of alphabets, shapes, etc • Pattern writing – X <> U] 0 • Tracing by finger on sand, paper • Letter and number to be written and counted
Development of Socio-emotional skills	Enable to live with surroundings of the student	<ul style="list-style-type: none"> • Developing good habits to grow as a well-rounded individual • Learn to live and express in the society 	<ul style="list-style-type: none"> • Students can perform simple everyday actions related to their life. • Learn good habits such as waiting for their turn, raising 	<ul style="list-style-type: none"> • Use “Good habit wheel” to discuss about the same • Activities involving discussion on the topic of self hygiene, good habits, civic responsibilities. • Learn of good habits, hygiene, etc through action songs (Maximum 8 lines)

	<p>Learn to express emotions in a correct manner</p> <p>Improvement of aesthetic appreciation and creativity</p>	<ul style="list-style-type: none"> • Learn to express need constructively. <p>Security and Trust</p> <ul style="list-style-type: none"> • Learn to be empathetic • Personal development by building self-confidence and self-esteem. • Learn to accept appreciation and criticism constructively 	<p>their hand, etc.</p> <ul style="list-style-type: none"> • Students can work in groups with students of their age and help them self-confidence and self-esteem <p>Sharing and Caring</p> <ul style="list-style-type: none"> • Students develop the habit of sharing and caring for others • Students express emotions positively and harmoniously. • Students express emotions based on musical cues. • Students can appreciate nature and its creativity 	<ul style="list-style-type: none"> • Perform simple drama in the class to promote hygiene, good habits, etc. • Students are asked questions to develop civic responsibilities. For eg. "If you see a banana peel on the road, what will you do?" • Story telling via picture cards or puppets. • Play planned games through which team work is enabled. • Participate and act in various group activities. • Activities during lunch and snack time. • Celebration of birthdays, festivals and day of national significance. • Learn to create stories with teacher's help using picture cards. • Activities involving appreciation of peer work with teacher support through structures. • Learn to do action songs based on rhythm. • Students are asked questions to develop creativity. For eg. "If you have a feather, what will you do with it?" • Learn importance of nature through field trips and question time.
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8. Preschool Education Daily Schedule

Circle Time

It provides opportunities to listen speak and sing songs.

Free Play (Individual choice time)

It includes activities like building blocks, matching pictures; jig saw puzzles to develop cognitive skills.

Theme Activity

Theme activities are designed in such a way as to enrich the vocabulary, listening skill, expressive skills, and interaction for concept formation.

Potty Time

Potty time helps the children to inculcate proper toilet habits, hand wash and other hygienic practices.

Music, Dance / Arts

To enrich the social, emotional and personal habits stories, songs, art and craft work, etc. are given.

Outdoor Play

It includes observation of nature and environment, Individual, group games climbing, see-saw, sliding, etc. are included to develop socio-emotional skills.

Send off

To systematize the proper packing of their belongings and forming queue before disbursing from the play school.

PRESCHOOL MONTHLY THEMES

MONTH	Pre – KG (2 – 3 age)		LKG (3 – 4 age)	UKG (4 – 5 age)
	1 – 15 days	16 – 31 days		
JUNE	Myself, home and family	Good habits	Myself	Myself
JULY	Clothes	Toys	Flowers	Flowers
AUGUST	Vegetables	Fruits	Fruits and Vegetables	Fruits and Vegetables
SEPTEMBER	Flowers	Climbers, Plants and Trees	Toys	Toys
OCTOBER	Domestic animals	Wild animals	Water	Water
NOVEMBER	Birds	Insects	Vehicles	Vehicles
DECEMBER	Vehicles (Road and Rail)	Vehicles (Water and Air)	Animals	Animals
JANUARY	Festivals	Musical instruments	Festivals	Festivals
FEBRUARY	Water	Seasons	Our friends	Our friends
MARCH	Our Friends	Food	Seasons	Seasons
APRIL	Revision		Climbers, Plants and Trees	Climbers, Plants and Trees
MAY	Revision		Revision	Revision

PRESCHOOL DAILY SCHEDULE

Time	Pre-KG (2 – 3 age)
9:30 AM – 10:00 AM	Individual choice time
10:00 AM – 10:20 AM	Circle time
10:20 AM – 10:30 AM	Thematic conversation
10:30 AM – 11:00 AM	Cognitive development
11:00 AM – 11:10 AM	Free Play / Snacks time
11:10 AM – 11:30 AM	Language Development
11:30AM – 11:50 AM	Physical development (Gross and fine motor skills)
11:50 AM – 12:10 PM	Lunch readiness
12:10 PM – 1:00 PM	Lunch
1:00 PM – 3:00 PM	Sleeping time
3:00 PM – 3:20 PM	Free Play / Snacks time
3:20 PM – 3:40 PM	Socio Emotional Development
3:40 PM – 4:00 PM	Pack up

PRESCHOOL DAILY SCHEDULE

Time	LKG (3 – 4 age)	UKG (4 – 5 age)
9:30 AM – 10:00 AM	Individual choice time	Individual choice time
10:00 AM – 10:20 AM	Circle time	Circle time
10:20 AM – 10:30 AM	Thematic conversation	Thematic conversation
10:30 AM – 11:00 AM	Cognitive development	Cognitive development
11:00 AM – 11:10 AM	Free Play / Snacks time	Free Play / Snacks time
11:10 AM – 11:30 AM	Language Development	Language Development
11:30AM – 11:50 AM	Physical development (Gross and fine motor skills)	Physical development (Gross and fine motor skills)
11:50 AM – 12:10 PM	Socio – Emotional Development	Socio – Emotional Development
12:10 PM – 12:15 PM	Lunch readiness	Lunch readiness
12:15 PM – 1:00 PM	Lunch	Lunch
1:00 PM – 3:00 PM	Sleeping time	Sleeping time
3:00 PM – 3:45 PM	School readiness activities	School readiness activities
3:45 PM – 4:00 PM	Pack up	Pack up

SCHOOL READINESS ACTIVITIES

S. No.	MONTH	LKG			UKG		
		TAMIL	NUMBER	ENGLISH	TAMIL	NUMBER	ENGLISH
1	JUNE	அ	1	a b	அ - ஃ	1 - 10	a - z and Aa, Bb
2	JULY	ஆ	2	c d	கக் ச்ச்	11	Cc, Dd
3	AUGUST	இ	3	e f	ட்ட் த்த்	12	Ee, Ff
4	SEPTEMBER	ஈ	4	g h	பப் றற்	13	Gg, Hh
5	OCTOBER	உ	5	i j	மம் னன்	14	Ii, Jj
6	NOVEMBER	ஊ	6	k l	ணண் நந்	15	Kk, Ll
7	DECEMBER	எ	7	m n	லல் வவ்	16	Mm, Nn
8	JANUARY	ஏ	8	o p q	யய் ரர்	17	Oo, Pp, Qq
9	FEBRUARY	ஐ	9	r s t	நங் ஞஞ்	18	Rr, Ss, Tt
10	MARCH	ஒ ஒ	10	u v w	ழழ் ளள்	19	Uu, Vv, Ww
11	APRIL	ஓள ஃ	Counting 1 - 50	x y z	Revision	20 Counting 1 - 100	Xx, Yy, Zz

Nature of activities for school readiness:

- Colouring
- Clay Modelling
- Spray Painting
- Maze
- Sand filling
- Joining the dots
- Circling
- Odd one out
- Matching
- Tracing (on sand/paper)
- Filling on given outline using objects like stones, shells, leaves and etc