



Syllabus for Play Schools (Draft Version)

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SYLLABUS FOR PLAY SCHOOLS

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SYLLABUS FOR PLAY SCHOOLS

“Everything you go through in your childhood builds your character and inner strength” - Curtis Joseph

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 millions 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 behavior throughout his/ her life. Brain cells of children are very active from 0 to 6 years. Hence play school Education (PSE) 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 PSE 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 Play School Education

Play School 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 behavior 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 pre-schoolers (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.

Pre-schoolers 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. Play School 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 behavior of

young children like toddler and pre-schoolers, it is necessary to establish play school 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 Play School Education (PSE). 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. PSE 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.

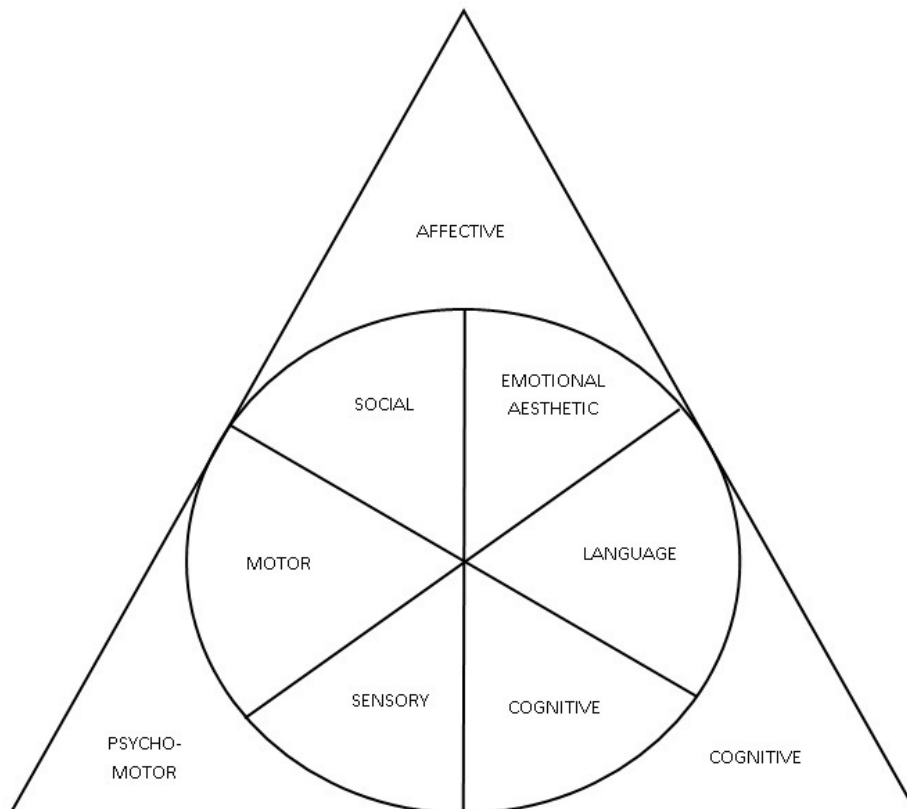
a) The Approach of PSE

- 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 PSE 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. Eg. 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 co-ordination with the age. Eg. 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 PSE 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 /** : Rain, Clouds, Sun, Sky, Moon, Stars
- Seasons** 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 Play School 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 PSE

The syllabus and pedagogy for play school 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 PSE 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 PSE are heterogeneous ranging from toddlers to pre-schoolers (1½ to 3½ age), it is important to design and develop activities and experiences which are developmentally appropriate.

SYLLABUS FOR PLAY SCHOOL

Toddlers (1 ½ to 2 ½ years)

Expected Skills	Nature of Activities	Suggested Examples	Outcomes
Gross Motor	Activities/Games which require good control over the body	Climbing, Running, Jumping, Crawling, Balancing, Pushing and Pulling Toys etc.,	Increase <ul style="list-style-type: none"> • Muscular coordination • Eye-hand coordination and muscle strengthening
	Activities/Games where movement is connected with some objects	Activities such as kicking, throwing	
	Activities emphasizing Rhythm with Some Sounds	Drum Beat, songs etc.,	
Fine Motor	Colouring	Jumbo Crayons	Improve eye, hand coordination
	Printing	Palm, Finger, Vegetable	
	Paper Work	Tearing, Crushing	
	Play dough	Homemade play dough using wheat and maida flour (not china clay)	
	Puzzle	Maximum of 2-5 pieces of puzzle (Animal, fruits, Transport etc.,)	
	Building blocks	Build tower with 4-6 blocks	
	Pasting	Paper, Collage	
	Sand play	Materials like Cups, Spoons, Bottle, lid, Funnel, etc.,	
	Paper Folding	Fan, Boat	
	Painting	Finger, Long Brush	

Fine Motor	Threading	Large Beads, Plastic Flowers, Designed Sponges	
	Pattern Making	Arranging Sticks, Leaves, Pebbles, Beads, Seeds (bigger size)etc.,	
	Daily Activities	Buttoning, Tying shoe lace	
	Sorting	(Leaves, Flowers, Twigs) (Any three type of Vegetables/Fruits/Animals/ Dolls) Real Pictures or Flash Cards may be given	
	Free hand Drawing	Drawing as the child likes	
	Water Play	Pouring water into some container, floating paper boats (prepared by teacher) etc	
Sensory	Sense of Sight Perceive things around them	Flash cards, Charts, Picture Books	Develop observation and visual discrimination
	Sense of Hearing Identify and distinguish sounds	Identifying sounds of various musical instruments like drums and shakers. Also sounds from nature and environment.	Improve listening skill and span of attention
	Sense of Touch Identify and distinguish between rough & smooth surfaces / objects	Touch cards, cloths of different textures, Texture book. (A teacher can make these texture books)	Sharpen the sense of touch
	Sense of Smell Identify and distinguish different smells -sweet smell & foul odour	Provide various leaves (curry/mint leaves) fruits and food essence.	Identifying various food products using sense of smell.
	Sense of Taste Identify and distinguish different tastes	Use food with different tastes such as lime, tamarind, salt, neem, sugar	Develop ability to differentiate between various tastes

Cognitive	Memory & Observation <ul style="list-style-type: none"> ➤ Observe, remember & recall ➤ Identify the missing parts of animals / plants 	Recognize familiar pictures Memory games with 2-3 objects	Improve retention and recalling ability
	Classification <ul style="list-style-type: none"> ➤ Classify based on any one concept or dimension 	Classification of cards with different colors & shapes Sorting of objects	Ability to classify objects
	Concept Formation Concept of Colours <ul style="list-style-type: none"> ➤ Red, Blue, Yellow 	<ul style="list-style-type: none"> • Matching, sorting, objects with the different colors • Songs 	Ability to identify and name colors
	Pre-Number Concepts Concept of Size <ul style="list-style-type: none"> ➤ Big, Small, Same as this / that 	Matching games / activities with objects of different size	Able to differentiate between various sizes
	Concept of Length <ul style="list-style-type: none"> ➤ Long, Short, Same as this / that 	Matching games / activities with objects of different length	Able to differentiate between various sizes
	Concepts of Environment <ul style="list-style-type: none"> ➤ Sinking & floating 	Simple experiments	Encourage child's curiosity
Language	Listening Sound Discrimination	Sounds of various objects while clinging, beating etc.,	Improve listening skills and develop vocabulary
	Listening Span	Listening to Stories and Songs	
	Speaking Development of Vocabulary <ul style="list-style-type: none"> • About self 	<ul style="list-style-type: none"> • Simple vocabulary related to the body head, eyes, nose, mouth etc., 	Improve and develop vocabulary with proper pronunciation

Language	<ul style="list-style-type: none"> • Related to home 	<ul style="list-style-type: none"> • Vocabulary related to family, Different parts of Home, Household objects etc.,) 	
	Related to environment	<ul style="list-style-type: none"> • Identify and name common things in the Environment • Animals, Birds, Fruits, Vegetables etc. • Sun, Moon, Sky, Stars, Water, etc • Our friends • Action Songs 	
Social and Emotional	Good Personal Habits <ul style="list-style-type: none"> • Personal Hygiene and Cleanliness • Proper food Habits • Proper use of toilet • Hand wash • Placing things in its place 	<ul style="list-style-type: none"> • Songs • Incidental experiences • Stories 	Understand the importance of personal hygiene and proper food habits
	Social Habits <ul style="list-style-type: none"> • Good Social Manners • Sharing and caring • Respecting others and their belongings • Cooperating with teachers, parents and others 	<ul style="list-style-type: none"> • Songs • Role play • Incidental experiences • Stories 	Understand the process of socialization
	Emotional Habits <ul style="list-style-type: none"> • Ability to identify emotions • Express emotions in a healthy way 	<ul style="list-style-type: none"> • Art & Craft activity • Play dough – Home made using wheat flour and maida. 	Ability to express emotions in an appropriate way

Pre-schoolers (2 ½ to 3 ½ years)

Expected Skills	Nature of Activities	Suggested Examples	Outcomes
Gross Motor	Activities/Games which require good control over the body	Climbing, Running Jumping, Balancing etc.,	Increase <ul style="list-style-type: none"> • Muscular coordination • Eye-hand coordination and strengthening muscle using exercises
	Activities/Games where movement is connected with some objects	Activities such as kicking, throwing and catching using a Ball, etc.,	
	Activities Emphasizing Rhythm with relevant Some Sound	Drum Beat songs etc.,	
Fine Motor	Colouring	Jumbo Crayons	Improve eye, hand finger coordination
	Printing	Vegetable, Leaf, Thread, Cotton	
	Paper Work	Tearing, Crushing, Paper Ball making	
	Pasting	Paper, Cloth Pasting, drawn thread from waste cloth, Collage	
	Sand play	Materials like Cups, Spoons, Bottle, lid, Funnel etc.,	
	Paper Folding	Butterfly, Fish	
	Painting	Finger, Cotton, Brush	
	Threading	Beads, Leaves, Flowers, Designed Sponges	
	Cutting	With child friendly scissors	

Fine Motor	Pattern Making	Arranging Sticks, Stones, Leaves, Pebbles, Beads, Shells, Seeds (bigger size)	
	Play dough	Natural Clay (not china clay)	
	Puzzle	Maximum of five pieces puzzle (Animal, fruits, Transport etc.,)	
	Daily Activities	Buttoning, Tying Shoe lace	
	Sorting	(Leaves, Flowers, Twigs) (Any three type of Vegetables/Fruits/Animals/Dolls) Real, Pictures or Flash Cards may be given	
	Free hand Drawing	Drawing as the child likes	
	Water Play	Pouring water into some containers, floating paper boats etc.,	
	Others	Building Blocks	
Sensory	Sense of Sight ➤ Perceive things around them	Charts, picture Books, movable objects	Develop visual discrimination & increase observational skills
	Sense of Hearing ➤ Identify and distinguish sounds	Identifying sounds of various musical instruments like drums and shakers. Also sounds from nature and environment.	Improve listening skill and span of attention
	Sense of Touch ➤ Identify and distinguish between rough & smooth surfaces and objects	Touch cards, sand paper of graded texture, cloth of different textures Feely bag, Texture book	Sharpen the sense of touch

Sensory	Sense of Smell <ul style="list-style-type: none"> ➤ Identify and distinguish different smells - sweet smell & foul odour 	Provide various fruits and food essence.	Identifying various food products using sense of smell.
	Sense of Taste <ul style="list-style-type: none"> ➤ Identify and distinguish different tastes 	Use food of different tastes such as lime, tamarind, salt, neem, sugar and bitter gourd Non flame cooking (eg. salads), Juice (eg: Lemonade)	Develop ability to differentiate between various tastes
Cognitive	Memory & Observation <ul style="list-style-type: none"> ➤ Observe, remember & recall ➤ Identify the missing parts of animals / plants 	Memory games with 3-4 objects Picture of an elephant without a trunk	Improve retention & recalling ability
	Classification <ul style="list-style-type: none"> ➤ Classifying things based on any one concept or dimension 	Classification of cards with different colors & shapes Sorting of objects	Ability to classify objects
	Sequential Thinking <ul style="list-style-type: none"> ➤ Understand order and sequence of events ➤ Understand patterns 	Repeat a story Repeat a simple pattern with 2 or 3 objects	Ability to think and express in sequence
	Reasoning & Problem Solving <ul style="list-style-type: none"> ➤ Able to direct their thinking towards solving simple problems 	Puzzles with 8 to 10 pieces Ask simple questions about cause and effect such as, Why should you take an umbrella / wear raincoat when you go out in the rain?	Ability to reason and solve problems

Cognitive	Concept Formation Concept of Colours ➤ Red, Blue, Yellow	<ul style="list-style-type: none"> • Matching, sorting, naming objects with the different colors • Songs 	Ability to identify and name colors
	Concept of Shapes ➤ Circle, Square, Rectangle, Triangle	<ul style="list-style-type: none"> • Matching, sorting, naming objects with the different shapes • Puzzles 	Ability to identify and name shapes
	Pre-Number Concepts Concept of Size ➤ Big, Small, Same as this/that	Matching games / activities with objects of different size	Able to differentiate between various sizes
	Concept of Length ➤ Long, Short, Same as this/that	Matching games / activities with objects of different length	Able to differentiate between various sizes
	Concept of Thickness ➤ Thick, Thin Same as this/that	Matching games / activities with objects of different thickness	Able to differentiate thickness of objects
	Number Concepts	Number Songs	Able to sequence numbers
	➤ Oral Counting 1 to 5	Games, Activities with Objects	Able to count objects up to 5
	Concept of Environment ➤ Sinking & floating - Soluble and insoluble	Simple experiments	Encourage child's curiosity
Language	Listening Sound Discrimination	Sound Box	Improve listening skills & vocabulary
	Listening Span	<ul style="list-style-type: none"> • Listening to Stories • Listening Comprehension • Following a simple instructions: <ul style="list-style-type: none"> ➤ Recall the Major Highlights of the short simple stories • Action Songs 	

Language	<p>Speaking Development of Vocabulary</p> <p>About self Simple vocabulary related to the body head, eyes, nose, mouth etc</p> <p>Related to home Vocabulary related to family, Different parts of Home, Household objects etc.,)</p> <p>Related to environment Identify and name common things in the - Environment :</p> <ul style="list-style-type: none"> ➤ Animals, Birds, Fruits, Vegetables etc., ➤ Sun, Moon, Sky, Stars, Water, etc., ➤ Our friends 	<ul style="list-style-type: none"> • Development of Oral Expressions through: <ul style="list-style-type: none"> ➤ Show and Tell, Speak a Sentence like “Pass a Doll” ➤ Action Songs ➤ Conversation ➤ Storytelling ➤ Dramatization ➤ Puppet play ➤ Picture reading and creative drama ➤ Dialogue ➤ Imitation ➤ Role play 	<p>Improve vocabulary & Expression</p>
	<p>Reading Readiness</p> <p>Auditory/ Sound Discrimination</p> <p>Visual Discrimination</p>	<p>Phonic Songs</p> <ul style="list-style-type: none"> • Discriminate between various sounds in the Environment (Eg. Clapping, Clicking etc., • Prefix sound game • Able to match picture/Objects that are alike from the set of pictures/ Objects (Eg. Odd man out) • Various Dominoes 	<p>Ability to learn the skills of reading letter</p> <p>Ability to differentiate between sounds of letters</p>
	<p>Writing Readiness</p>	<p>Tracing in Sand, Sandpaper, Basic patterns, Scribbling, Coloring within the outline</p>	<p>Develops writing readiness</p>

Social & Emotional	Good Personal Habits <ul style="list-style-type: none"> • Personal Hygiene and Cleanliness • Proper food Habits • Proper use of toilet • Hand wash • Placing things in their appropriate places 	<ul style="list-style-type: none"> • Dramatization • Songs • Role play • Incidental experiences • Stories 	<p>Understand the importance of personal hygiene & proper food habits</p> <p>Learn to Keep the living environment and school tidy</p>
	Social Habits <ul style="list-style-type: none"> • Appropriate Social Manners • Sharing and caring • Respecting others and their belongings • Waiting for one's turn • Taking initiative • Cooperating with teachers ,parents and others 	<ul style="list-style-type: none"> • Dramatization • Songs • Role play • Incidental experiences • Stories 	<p>Understand the process of socialization</p>
	Emotional Habits <ul style="list-style-type: none"> • Ability to identify emotions • Express emotions in a healthy way 	<ul style="list-style-type: none"> • Art & Craft activity • Play dough 	<p>Ability to express emotions in an appropriate way</p>

Note to Facilitators - For conducting activities

- use the suggested activities as a starting point and to come up with other age-appropriate creative activities
- ensure child-friendly and non-threatening atmosphere for learning
- ensure the use of age appropriate play materials
- children should be under the supervision of an adult at all times

For use of Toys and Play materials

- toys made up of fabric should be flame resistant or flame retardant
- painted toys should be covered with lead-free paint
- art materials should be non toxic
- toys should be large enough so that can not be swallowed or lodged in the windpipe
- toys should not have sharp edges or small ends that can extend into back of the mouth
- play material should be unbreakable and strong enough to withstand chewing

8. Play School 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.

DAILY SCHEDULE

9.30 am to 9.40 am	10 minutes	Prayer
9.40 am to 9.45 am	5 minutes	Warm up
9.45 am to 10.15 am	30 minutes	Circle Time
10.15 am to 10.30 am	15 minutes	Break
10.30 am to 11.00 am	30 minutes	Free Play
11.00 am to 11.30 am	30 minutes	Theme Activity
11.30 am to 11.45 am	15 minutes	Break - Potty Time
11.45 am to 12.15 pm	30 minutes	Music / Dance / Arts / Out Door Play
12.15 pm to 12.30 pm	15 minutes	Pack up & Send off

9. Assessment for the acquisition of skills

The purpose of assessment at this stage is mainly to identify the strengths and weakness of children and take appropriate action. Hence the teacher has to be a keen observer of the children in all their activities.

Good assessment of children’s learning is based on day-to-day observations of, and interactions with, children in a wide range of situations. These observations allow teachers to learn about the children’s interests, experiences, strengths and areas for development. The information gathered is essential when deciding how children’s learning can be taken forward, both individually and collectively. The children’s efforts and achievements should be recognized, shared with them and recorded. In a given school year, the assessments can be reported once in 3 months (Format annexed).

Expected Skills among Toddlers for Assessment

<p>Physical & Personal Development</p> <ul style="list-style-type: none"> ➤ Throws & catches the ball ➤ Walks & runs on full feet ➤ Can draw ➤ Can draw with crayon ➤ Colours within the large picture ➤ Experiencing glue ➤ Uses large motor skills effectively ➤ Eats independently ➤ Uses toilet normally ➤ Rests at rest time ➤ Is developing hygiene 	<p>Cognitive Development</p> <ul style="list-style-type: none"> ➤ Can recognize ,match & sort colours ➤ Can recognize, match sort shapes ➤ Concentrate ca ➤ Attention span increases gradually ➤ Enjoys Nature
<p>Language- Listening, Speaking & writing</p> <ul style="list-style-type: none"> ➤ Speaks Clearly in any language ➤ Pronunciation improves ➤ Expresses opinions in class ➤ Can narrate a story to some extent ➤ Enjoys books 	<p>Social & Emotional development</p> <ul style="list-style-type: none"> ➤ Maintains self-control ➤ Works independently ➤ Accepts responsibilities ➤ Interacts with peer group ➤ Interacts socially ➤ Shows self-confidence ➤ Expresses affection ➤ Follows classroom rules ➤ Resolves own conflicts ➤ Is kind & polite to others

Expected Skills among Pre-schoolers for Assessment

<p>Physical & Personal Development</p> <ul style="list-style-type: none"> ➤ Self-balancing ➤ Throws & catches the ball ➤ Can hop ➤ Walk & run on full feet ➤ Can copy/ draw shapes ➤ Controlling crayon/ pencil grip ➤ Colours within the picture ➤ Using scissors ➤ Using glue ➤ Uses large motor skills effectively ➤ Can do any activity independently ➤ Eats independently ➤ Uses toilet normally ➤ Rests at rest time ➤ Is developing hygiene ➤ Punctuality ➤ Engages in creative art 	<p>Cognitive Development</p> <ul style="list-style-type: none"> ➤ Number oral ➤ Can recognize ,match & sort colours ➤ Can recognize, match sort shapes ➤ Enjoy computer ➤ Concentration ➤ Attention span ➤ Enjoy Nature
<p>Language- Listening, Speaking & writing</p> <ul style="list-style-type: none"> ➤ Speak Clearly in any language ➤ Speak Clearly in mother tongue ➤ Pronunciation ➤ Expresses opinions in class ➤ Can narrate a story ➤ Enjoys reading books ➤ Recognizes name in print ➤ Demonstrates correct letter movement ➤ Plays with sounds ➤ Shows interest in reading 	<p>Social & Emotional development</p> <ul style="list-style-type: none"> ➤ Maintains self control ➤ Works independently ➤ Accepts responsibilities ➤ Interacts with peer group ➤ Interacts socially ➤ Shows self-confidence ➤ Expresses affection ➤ Follows classroom rules ➤ Resolves own conflicts ➤ Is kind & polite to others

PLAY SCHOOL - PROGRESS CARD REPORTING FORMAT

1.	Name of the Child	:	
2.	Date of Birth	:	
3.	Father's Name	:	
	Mother's Name	:	
4.	Sex and Age of Child	:	Boy / Girl Years
5.	Progress in Physique		I Term II Term III Term
	Height	:	
	Weight	:	
	Assessment Month	:	
6.	Progress in Skill Development		<i>Put a ✓ mark in the relevant box among the three given</i>
			<u>I Term</u> <u>II Term</u> <u>III Term</u>
	<u>Gross Motor Skill</u>		<u>E V G</u> <u>E V G</u> <u>E V G</u>
	Walking on tiptoes		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Walking sideways		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Hopping		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Jumping		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Climbing		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Kicking a ball		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Running a long a line		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<u>Fine Motor Skill</u>		<u>E V G</u> <u>E V G</u> <u>E V G</u>
	Grasping		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Manipulating		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Handling		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Overall eye-hand coordination		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Colouring		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Painting		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Paper folding		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Sensory Skills

Perception of things	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sound identification	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Identification of different smell	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Identification of different taste	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sense of Touch	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Cognitive Skills

Observation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Matching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Classification	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sorting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Colour Identification	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Pre-number concept	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

7. **Language**

Vocabulary	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Listening Stories / Songs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

8. **Social / Emotional**

Initiative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Personal habits (Food habits, Toilet usage, Hand wash, Placing things)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Follows instruction	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Respect others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Takes turns	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

10. *Opinion of the facilitator on the progress of the child* :

*Note : E - Excellent V - Very Good G - Good
L - Needs Remedial Measures R - Referral Child for Special Care*

Play School Syllabus and Activities at a Glance

SKILL	Toddlers (1½ to 2½ Age Group)		Pre-Schoolers (2½ to 3½ Age Group)		Expected Outcomes
	Developmental Features	Play Activities	Developmental Features	Play Activities	
Physical and Gross Motor	<ul style="list-style-type: none"> Runs with smoothness accelerate and decelerate Negotiates sharp corners and come to sudden stop Walks on tip toe Runs, gallops, balance, climb and jump but not well coordinated Explores space - creeps and crawls Roll, pick, throw and kick large ball Jumps of low step Pedals a tricycle Can climb stairs up and down with some support 	<p><u>Free Play and Organised Games</u></p> <ul style="list-style-type: none"> Crawling Stretching Walking Running Jumping Hopping Throwing Pushing and Pulling Bouncing Kicking Creeping 	<ul style="list-style-type: none"> Runs in a straight direction Likes to run than walk Walks on a straight line with ease Can take a round turn and walk backwards Jumps from a height of 2.5 ft Jumps forwards for short distance stiffly without bending legs Balance on one foot for 5 to 10 sec. (dominant) Climbs stairs using alternate feet and without support Hops on one foot for 3 times but loses balance Creep and crawl slowly through a narrow space 2 to 2.5 ft diameter Throws large ball over head Catches large ball with the use of elbow and body Catches ball rolled to him Kicks ball a short distance to a given direction 	<p><u>Free Play and Organised Games</u></p> <ul style="list-style-type: none"> Balancing Splashing Rocking Climbing Rolling Lifting and Carrying Skipping Sliding Swinging Dancing Swimming 	<ul style="list-style-type: none"> Muscular coordination Leg-hand coordination Height and Weight Social Behaviour
Fine Motor	<ul style="list-style-type: none"> Can roll, pound, squeeze and pull clay Can fill containers with sand Can stack blocks one on another or side by side Can unscrew caps of bottles / pens Open and shut lids of boxes Turn pages of books Turns door handles Can pick small objects and put into container Uses on hand more than other (dominant) Likes to scribble holding crayon with thumb and fore finger Imitates and scribbles with back and forth lines Enjoys finger painting Paints dots, strokes and circular shapes Snips the edge of paper with scissors Can blow bubbles 	<p><u>Art and Work Activities</u></p> <ul style="list-style-type: none"> Finger Play Building Block Picking Paper Work (Tearing, Crushing, Pasting) Rolling Pebbles Colouring (Pencil, Crayons) Printing (Palm, Finger, Vegetable, Leaf) Painting (Finger, Cotton) Free Hand Drawing 	<ul style="list-style-type: none"> Plays with clay with better hand and finger coordination Draws lines Copies circle and imitate strokes like a cross Holds pencil in proper grips and fingers Colours within a large outline, though not neatly Builds tower of 9 blocks Can pick up pins Threads beads with large holes Tears paper at random Pastes paper on large outline Paints with circular movements Folds paper with palm and fingers Sorts and arranges objects in patterns 	<p><u>Art and Work Activities</u></p> <ul style="list-style-type: none"> Manipulative Materials like Clay, Water and Sand Paper Ball Making Pasting (Thread, Cloth) Drawing (Objects, Stick Figures) Picking and Sorting Small Objects Cutting with Scissors Paper Folding Collage Work Brush Paintings Pattern Making Water Colouring 	<ul style="list-style-type: none"> Fine coordination with Muscle Eye-hand coordination Hand-finger coordination Artistic Ability Visual Perception

Sensory	<ul style="list-style-type: none"> • Distinguish similar and different sounds • Can differentiate tastes and smells to some extent • Notice change and understands cause and effects • Differentiate textures and describes qualities such as rough, smooth, hard and soft • Like manipulative materials like sand, water and clay • Likes finger play and action songs 	<p><u>Sense of Sight (Visual)</u></p> <ul style="list-style-type: none"> • Showing visuals • Pictures / moving objects <p><u>Sense of Hearing (Auditory)</u></p> <ul style="list-style-type: none"> • Observing various sounds in the surrounding <p><u>Sense of Touch (Tactile)</u></p> <ul style="list-style-type: none"> • Provide experience to feel different texture, paper / cloth <p><u>Sense of Smell (Olfactory)</u></p> <ul style="list-style-type: none"> • Direct experience to identify differentiate various odour <p><u>Sense of Taste (Gustatory)</u></p> <ul style="list-style-type: none"> • Simple experiments to feel various taste 	<ul style="list-style-type: none"> • Identifies familiar objects, animals and birds from their sounds • Able to seriate sounds • Rhymes word and make words with same sound • Identifies picture / design / object as different from a set pictures • Finds a particular shape in a given picture • Recognises written form of their own names • Can work on activities from left to right • Names, classifies and seriate, rough/smooth, hard/soft in three levels • Can distinguish the names of tastes - sweet, salty, bitter and sour • Place in order objects in terms of taste as more or less sweet • Identifies objects on the basis of smell 	<p><u>Sense of Sight (Visual)</u></p> <ul style="list-style-type: none"> • Showing visuals • Pictures / moving objects <p><u>Sense of Hearing (Auditory)</u></p> <ul style="list-style-type: none"> • Observing various sounds in the surrounding <p><u>Sense of Touch (Tactile)</u></p> <ul style="list-style-type: none"> • Provide experience to feel different texture, paper / cloth <p><u>Sense of Smell (Olfactory)</u></p> <ul style="list-style-type: none"> • Direct experience to identify differentiate various odour <p><u>Sense of Taste (Gustatory)</u></p> <ul style="list-style-type: none"> • Simple experiments to feel various taste 	<ul style="list-style-type: none"> • Perceive things around them • Visual discrimination • Observational skill • Identify and distinguish different sounds • Contribute to the development of Speech • Listening and attention skill • Sharpen the sense of touch • Identifying various food products using sense of smell • Identify and distinguish different tastes
Cognitive	<ul style="list-style-type: none"> • Show and initiates names of parts of the body • Recognizes and give use of common objects • Begins to understand slow and fast, light and heavy • Aware of order of events-first and last, before and after • Names and identifies a few colours and matches them • Learns about time, as yesterday, today and tomorrow • Understands concept of big-small, tall-short, thick-thin • Can make comparisons with reference to two objects 	<ul style="list-style-type: none"> • Recognize familiar pictures • Identifying missing parts of animals • Classifying the objects based on colour, shape and size • Matching, sorting objects • Colour concept songs • Number songs • Observing the things around (sinking, floating) 	<ul style="list-style-type: none"> • Can observe, remember and immediately recall 6 to 7 objects • Can identify a more minute missing part of a picture • Can classify on the basis of two concepts - shape and colour • Can reproduce a logical sequence with objects, pictures, stories • Can solve more complex problems • Can order colour from light to dark upto three levels • Can match, identify and name secondary colours • Can relate shapes to the environmental objects • Can seriate sizes upto 3 levels • Can understand one to one correspondences • Develop concept of early / late and concept of time in relation to routine • Aware of the days of the week • Can discriminate relative conditions of temperature upto three levels • Acquire skills to adapt to academic learning 	<ul style="list-style-type: none"> • Memory game • Identifying missing parts of animal • Sorting things / objects • Sequencing the events • Repeat a story • Puzzles • Matching, sorting the objects • Number games • Number songs • Number story • Simple Science experiments (sinking, floating, soluble / insoluble) 	<ul style="list-style-type: none"> • observation, retention and recall • Ability to classify any one concept or dimension • Ability to think and express in sequence • Ability to reason and solve problem • understanding of all concept • Number • Ability to differentiate all type of number concepts.

Language	<ul style="list-style-type: none"> Names and gives use of common objects Enjoys simple stories in pictures Repeats simple dialogues from stories and can act out Asks simple questions Responds correctly to simple questions Gives full name on request Uses 250 or more recognizable words Points and is aware of basic parts of body Utters negative statements Follows two stage commands 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Listening songs and stories <p><u>Speaking</u></p> <ul style="list-style-type: none"> Provide opportunities to speak about myself family Story telling Oral practice 	<ul style="list-style-type: none"> Listens eagerly to story for 5-10 min. Tells and recalls highlight of short and simple stories Uses nouns and verbs frequently Can picture read objects and actions Can whisper Can change voice to faster rate and increase volume Expresses ideas in simple sentences Understands more words than uses Asks many questions like what, when and why Relates experiences and gives sensible answers Talks to self in monologue about present and make believe activities Solves simple riddles Interested in sound making instruments 	<ul style="list-style-type: none"> Listening and discriminate various sounds Listening to story, songs following instructions Provide opportunities to speak about myself, family surroundings and incidents Story telling Conversations Puppetry Auditory discrimination Visual discrimination Dominoes Tracing in sand, sand paper Scribbling Colouring in enclosed spaces 	<ul style="list-style-type: none"> listening skills and vocabulary Vocabulary and expression Ability to learn the skills of reading and differentiate sounds of letters Ability to learn the skills of writing later
Emotional & Aesthetic	<ul style="list-style-type: none"> Sensitive to rejection and disapproval Cries when spoken to sharply Likes routine Wants own way in everything Persistent in behaviour shown Expresses fear of the dark 	<ul style="list-style-type: none"> Songs Stories Incidental experiences Imitation Expressions to the instruction 	<ul style="list-style-type: none"> Expresses through body movements to music and words Walks with rhythm Sensitive to colour and beauty in the environment May hit and bite when angry or want something (but not too often) Expresses extreme emotions, which change often 	<p><u>Emotional Habits</u></p> <ul style="list-style-type: none"> Express emotions through drama (happiness, sadness, fear) Distinguishes between familiar and unfamiliar people Responds to spoken words Imitates simple action Recognizes him/herself in mirror Dramatisation Role play Incidental experience Song Stories Imitation Expressions to the instruction 	<ul style="list-style-type: none"> Ability to express emotions in a appropriate way

Social	<ul style="list-style-type: none"> • Parallel play predominates and watches others play • Initiates own play activities and play alone • Does not share possessions but give ups when asked • Thinks other child as objects - pokes and pulls hair • Throws things on other children - hits and bites • Snatches and grabs toy • Comes when called • Has a sense of ownership and a strong sense of 'mine' • Likes to hear about self and hear own name in story and songs 	<ul style="list-style-type: none"> • Games • Moral Stories • Sharing • Respecting others 	<ul style="list-style-type: none"> • Shows associative group play • Understands sharing but not constant • Likes the company of older children • Understands taking turns • Shows affection for younger siblings • Helps with adult activities • Makes effort to keep surrounding tidy • Wants approval of peers • Likes to attract attention and receive approval of others • Performs for others 	<ul style="list-style-type: none"> • Sharing • Respecting others • Initiative provide opportunities to learn social behaviour • Moral Stories • Games 	<ul style="list-style-type: none"> • Understand the process of Socialization
Personal	<ul style="list-style-type: none"> • Removes clothes • Pull on simple garment with help • Pulls down pants • Verbalizes toilet needs fairly • Stays dry for a longer time • Helps to put things away • Dries own hands • Observes others to see how they do things 	<p><u>Good personal habits</u></p> <ul style="list-style-type: none"> • Stories • Cleanliness song • Imitation • Systemise the regular food habits, toilet habits 	<ul style="list-style-type: none"> • Pulls on shoes • Feeds self with little spilling • Can drink from cup • Can pour water from a jug • Brushes teeth • Washes and dries hands and face unaided • Cares for self at toilet • Has more bladder and bowel control • Can stay away from parents for a short period of time 	<p><u>Good personal habits</u></p> <ul style="list-style-type: none"> • Stories insisting Personal Hygiene and Cleanliness • Placing things in its place • Table manners • Systemise the regular food habits, toilet habits 	<ul style="list-style-type: none"> • Understand the importance of personal hygiene & proper food habits & keep the environment tidy

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