



SINDH CURRICULUM FOR

# Early Childhood Education

2024



**GOVERNMENT OF SINDH  
EDUCATION & LITERACY DEPARTMENT  
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## INTRODUCTION

Early childhood education plays a crucial role in establishing the foundation for a child's holistic development. In the early years of child development, the brain experiences rapid growth and is highly receptive to learning opportunities. Therefore, high-quality early education programs are designed to create a nurturing environment where children can actively explore, engage, and uncover the wonders of the world around them. Additionally, early childhood education, nurtures a sense of responsibilities, self-esteem and equipping children with the necessary tools that overcome challenges and flourish a dynamic society, through planned activities and play-based learning, The aim to design ECE curriculum, children need to acquire vital cognitive, social, and emotional skills that pave the way for future academic achievements and overall well-being. Hence, the Sindh ECE Curriculum incorporate all the domains of child development to provide children with a solid foundation for life but also establish the groundwork for a more promising and fair future for everyone.

### ECE & SDG 4

In the context of Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Early childhood education (ECE) plays a pivotal role. SDG 4 recognizes the importance of providing children with a strong educational foundation from the earliest stages of life, regarding quality early childhood education programs. The Target 4.2 of SDG 4 expressed “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”.

Following are the indicators to monitor this target:

4.2.1: Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex

4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex.

### ECE in Sindh

School Education and Literacy Department, Government of Sindh, undoubtedly leading the program in early childhood education. The Government of Sindh has implemented various initiatives to enhance access to, and the quality of early childhood education across the province. These efforts include the establishment of early childhood education classes in the schools, development of age-appropriate curriculum, teachers` training programs, recruitment of Early Childhood Teacher (ECT) for ECE, learning material development and community engagement initiatives to raise awareness about the importance of ECE.



Sindh has the honor to develop these documents:

1.	Early Childhood Care and Education (ECCE) Policy 2015
2.	Early Childhood Care and Education Standard 2018
3.	Sindh Curriculum for Early Childhood Care and Education 2018
4.	Early Childhood Care and Education Syllabus
5.	Early Childhood Care and Education Workbook-I

## ECE at Federal Level

In 2018, National Curriculum Council started developing curricula for different subject. The “Early Childhood Care and Education Grade Pre I” curriculum was also developed in 2020. However, this curriculum had few spaces to improve. For example, it was addressing only one year before formal schooling starts. Therefore, the revised curriculum of ECE was publicized in 2022. Many areas of this curriculum were borrowed from Sindh Curriculum for Early Childhood Care and Education 2018. The experts form DCAR Sindh were also part of the revision process of the National Curriculum for ECE 2022-23.

## Rationale of Development of Sindh ECE Curriculum 2024

As per notification No. SELD/HCW/18/2018: Dated 08th August, 2023 by the government of Sindh, the School Education and Literacy Department, Government of Sindh decide to adapt the National Curriculum for English, Mathematics, General Science, Computer Science and ECE.

The adaption of the National Curriculum will enable learner to get better and updated learning opportunity. This will also allow to follow a uniform structure across provinces and areas.

However, the Provincial Review Committee for ECE thoroughly analyzed the National Curriculum and adapted made it more improved and more updated by enriching the new curriculum with emerging themes like foundational literacy and adding the content from Sindh Curriculum for Early Childhood Care and Education 2018 which was missing in National Curriculum for ECE 2022-23.

## Sindh ECE Curriculum 2024

This revised curriculum is based on National Curriculum for ECE 2022-23 developed by National Curriculum Council, Islamabad. The major focus is the overall development of a child at early age and preparing them to get ready for the formal schooling. First ever the concepts of foundational literacy in terms of mother tongues (Urdu and Sindhi) and Physical Development (Domain- G) have been introduced in the ECE curriculum of Sindh. Furthermore, emerging themes have also been incorporated in all domains. It is made sure that instead of emphasizing reading and writing skills, the curriculum remains focused on play and perform activities.

Followings are the major changes in ECE Sindh:

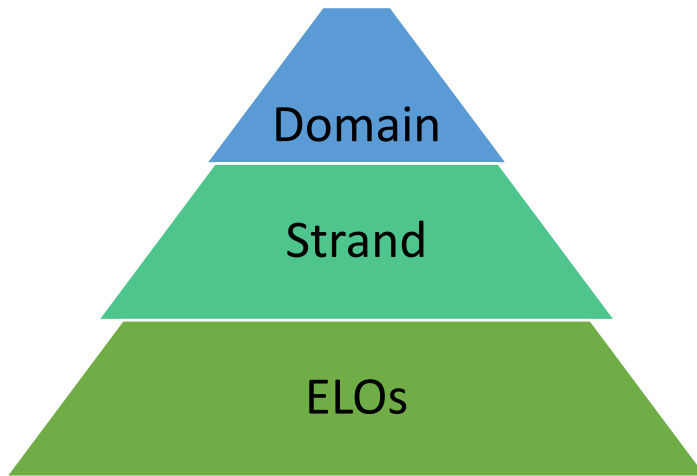
- Language and Literacy Domain is given more weightage.
- Under the Domain B: Language and Literacy, ELOs for Foundational Literacy (Mother Tongue: Urdu/ Sindhi) have been developed.
- The ELOs in National Curriculum for ECE 2022-23 were reviewed and changes were made according to the contextual needs.
- At few domains, new ELOs have been added according to the scope of learning concepts.



- At some domains the similar ELOs have been clubbed together.
- The ELOs that have been covered at other places or were not effective at some point were deleted.
- The focus of the curriculum is on play and performing activities rather reading and writing texts.

### Terms Defined in Curriculum

The structure of this curriculum follows the structure of the National Curriculum for ECE 2022-23. The ECE curriculum is categorized into Domain which are further divided into strands and ELOs. At last point we have the Expected Learning Outcomes or ELOs. Following are the definitions of each.



#### Domains

Domains refer to the broad categories or dimensions of learning that encompass the knowledge, skills, and competencies students are expected to develop. In Sindh Curriculum for Early Childhood Care and Education 2018, these were named “Key Learning Areas”.

#### Strands

Domains are further divided into strands. The different concept encompassing a domain are categorized in Strands. The strands help to categorize the ELOs thematically.

#### Expected Learning Outcomes

Unlike Students’ Learning Outcomes at primary and higher level, we have Expected Learning Outcomes or ELOs at ECE level. As name suggest, here we have only expectations from students that after instruction and activities, they will be able to demonstrate their knowledge, skills and attitude relevant to any particular outcome. This is important for teachers to understand that students are having different learning styles therefore some students can achieve an outcome easily while other may struggle. The role of teacher is to assess the students’ performance and keep their progress on right track.

The list of domains and strands have been given in following section



## DOMAIN AND STANDARDS

Early childhood education plays a crucial role in establishing the foundation for a child's holistic

Domain		Strands								
1	Domain A: Personal, Social and Emotional Development	<ol style="list-style-type: none"> <li>1. Self-Awareness</li> <li>2. Awareness of Others</li> <li>3. Awareness of their own Heritage, Culture &amp; Religion</li> </ol>								
2	Domain B (Sec-I): Language and Literacy Urdu OR Sindhi	<table> <tr> <td>1. سننا</td> <td>1. ٻڌڻ</td> </tr> <tr> <td>2. ٻولڻا</td> <td>2. ڳالهائڻ</td> </tr> <tr> <td>3. پڙهڻا</td> <td>3. پڙهڻ</td> </tr> <tr> <td>4. لکھڻا</td> <td>4. لکڻ</td> </tr> </table>	1. سننا	1. ٻڌڻ	2. ٻولڻا	2. ڳالهائڻ	3. پڙهڻا	3. پڙهڻ	4. لکھڻا	4. لکڻ
	1. سننا	1. ٻڌڻ								
2. ٻولڻا	2. ڳالهائڻ									
3. پڙهڻا	3. پڙهڻ									
4. لکھڻا	4. لکڻ									
	Domain B (Sec-II): Language and Literacy (English)	<ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Reading</li> <li>4. Writing</li> </ol>								
3	Domain C: Basic Mathematical Concepts	<ol style="list-style-type: none"> <li>1. Number Sense</li> <li>2. Number Relationships</li> <li>3. Measurement, Comparison and Ordering</li> </ol>								
4	Domain D: The World Around Us	<ol style="list-style-type: none"> <li>1. Me, My Family and My Community</li> <li>2. Living and Non- Living Things</li> <li>3. Plants in their environment</li> <li>4. Animal in their environment</li> <li>5. Weather and Environment</li> <li>6. Technology</li> </ol>								
5	Domain E: Health, Hygiene, and Safety	<ol style="list-style-type: none"> <li>1. Health and Hygiene</li> <li>2. Safety</li> </ol>								
6	Domain F: Creative Arts	<ol style="list-style-type: none"> <li>1. Drawing, Coloring and Collage Work</li> <li>2. Arts and Crafts</li> <li>3. Music</li> <li>4. Drama and Theatre</li> </ol>								
7	Domain G: Physical Development	<ol style="list-style-type: none"> <li>1. Gross Motor Skill</li> <li>2. Fine Motor Skill</li> </ol>								

**EXPECTED LEARNING OUTCOMES****Domain A: Personal, Social and Emotional Development****Strand A1. Awareness of Self**

<b>Children will be able to:</b>	
<b>Age 3-4 Years</b>	<b>Age 4-5 Years</b>
<b>Learners are expected to:</b> Recognize them-selves (e.g. name and gender)	<b>Learners are expected to:</b> Name their parents and siblings and state their address.
Respect the feelings of others.	Demonstrates empathy towards others' feelings and needs
Recognize a range of emotions verbally and non-verbally. (through facial expressions and body language).	Express a themselves verbally and non-verbally (e.g. happy, sad, scared, angry and excited)
Recognize physical characteristics that make them unique (e.g., hair color, eye color).	Demonstrate the ability to compare and contrast physical characteristics, noticing similarities and differences among themselves and their peers
Develop an understanding of their likes and dislikes	Develop an understanding their own likes and dislikes in various activities, toys, foods, etc.
Recognize and talk about what they enjoy doing (e.g. tracing, coloring, running, jumping, hopping etc.)	

**Strand A2. Awareness of Others (school, home, neighborhood & living things)**

<b>Children will be able to:</b>	
<b>Age 3-4 Years</b>	<b>Age 4-5 Years</b>
Identify and name family members, caregivers, and familiar faces in the neighborhood or community.	Show excitement or comfort in the presence of known individuals.
Demonstrate respect for diversity in family structures, traditions, and lifestyles.	Show curiosity and interest in people from different backgrounds, cultures, and abilities.
Recognize and be aware of the needs of peers, elders, and neighbors who may be differently abled.	Cooperate with and be aware of the needs of peers, elders, and neighbors who may be differently abled.



understand the roles of community helpers (e.g., police officers, firefighters, teachers) and their contributions to the community.	Expresses gratitude towards caregivers, peers, and community helpers for their contributions.
Engage in cooperative play with peers, sharing toys, and taking turns.	Demonstrate willingness to work together with others to achieve common goals or tasks
Identifies common animals and plants found in their environment.	Demonstrates care and concern for living things, such as pets or plants.
Use courtesy words to express thoughts. (good morning, Assalam o Alaikum, thank you, sorry) as per context and language being taught.	

***Strand A3. Awareness of their own heritage, culture and religion.***

<b>Children will be able to:</b>		
	<b>Age 3-4 Years</b>	<b>Age 4-5 Years</b>
1	Talk about their culture i.e. the language they speak, the food they eat, clothes they wear and family traditions.	Recognize and name symbols and traditions associated with their cultural heritage (e.g., flags, traditional clothing, holidays).
2	Demonstrate tolerance and acceptance of diverse perspectives (e.g. religion, culture, language etc.) within their community.	Show respect for people of different religious beliefs and practices.
3	Muslim children will: a) Believe that Allah is the Sole Creator and Prophet Muhammad is His last and most beloved Prophet b) Recognize Islam stands for peace and harmony. c) Recite the first Kalma & Recite small dua's and know why they should be recited.	
3	learn basic religious stories, symbols, and rituals associated with their family's faith tradition.	

## Domain B Section I

زبان و خواندگی: مادری زبان (اردو)

### B (Section-I) I

سنہ: Strand B (Section-I) 1

حاصلاتِ تعلیم: نیچے بنیادی طور پر اس قابل ہو جائیں گے کہ:		
نمبر شمار	عمر ۳ تا ۴ سال	عمر ۵ تا ۶ سال
1	ماحول میں موجود مختلف آوازوں کو بہ غور سُن کر پہچان سکیں۔	ماحول میں موجود مختلف آوازیں بہ غور سُن کر ان میں فرق بیان کر سکیں
2	نظمیں، گیت اور کہانیاں توجہ سے سننے ہوئے لطف اندوز ہو سکیں۔ (سر بلانا، جھومنا، حرکات و سکنات چہرے کے تاثرات وغیرہ)	نظمیں، گیت اور کہانیاں توجہ سے سن کر لطف اندوز ہو سکیں اور ان پر اپنے ردِ عمل کا اظہار کر سکیں۔
3	زبانی نظموں، علامتوں، سوالوں، اشاروں اور کہانیوں کو توجہ سے سُن کر انفرادی طور پر اور جوڑیوں (Pairs) میں مناسب زبانی و عملی جواب دے سکیں۔	تعلیمی سرگرمیوں (رول پلے، جوڑی اور گروہی سرگرمیاں) کے دوران دوسروں کو توجہ سے سُن کر اپنے خیالات و احساسات کا مناسب اظہار کر سکیں۔
4	ترنم، سُر تال اور خوش آہنگی سے سنائی گئی نظموں اور گیتوں کو لطف اندوزی کے ساتھ سُن کر دہرا سکیں۔	ترنم، سُر تال، خوش آہنگی اور درستی تلفظ کے ساتھ سنائی گئی نظموں اور گیتوں کو لطف اندوزی کے ساتھ سُن کر تاثرات کے ساتھ دہرا سکیں۔
5	بات چیت کے دوران مداخلت کیے بغیر دوسروں کو توجہ سے سن سکیں۔	دوسروں کے مختلف خیالات توجہ سے سن کر مناسب جواب دے سکیں۔
6	مانوس (جانی پہچانی) چیزوں اور تجربات سے متعلق ہدایت توجہ سے سُن کر عمل کر سکیں۔	دو سے تین جملوں یا خیالات پر مشتمل ہدایات توجہ سے سُن کر عمل کر سکیں۔



## بولنا: Strand B (Section-I) 2

حاصلاتِ تعلم: بچے بنیادی طور پر اس قابل ہو جائیں گے کہ:

عمر ۳ تا ۴ سال	عمر ۵ تا ۶ سال
1	سادہ اور موزوں الفاظ میں تصاویر، واقعات، اشیاء اور افراد کے بارے میں بات چیت کر سکیں۔
2	مختصر جملوں میں اپنی ضروریات اور خیالات کا زبانی اظہار کر سکیں۔ مثلاً: مجھے پانی چاہیے، مجھے بھوگ لگی ہے۔ مجھے نیند آرہی ہے وغیرہ
3	حافظے میں محفوظ اور نئے سیکھے گئے الفاظ درست تلفظ کے ساتھ بات چیت میں استعمال کر سکیں۔ (کم از کم 100 الفاظ)
4	بلند آواز سے سنائی گئی کہانیوں اور نظموں سے متعلق بنیادی سوال و جواب کر سکیں۔
5	بڑوں اور ہم عمر ساتھیوں سے اپنے احساسات و تجربات پر مختصر جملوں میں بات چیت کر سکیں۔ مثلاً: خوشی، غم اور حیرت وغیرہ۔
6	دوسروں سے بات چیت میں چہرے کے تاثرات، ہاتھوں کی حرکات، آواز و آہنگ اور دیگر اشارات کا استعمال کر سکیں۔
7	اپنے روزمرہ کاموں، چیزوں اور واقعات کو مکمل اور واضح جملوں میں بیان کر سکیں۔

### پڑھنا: Strand B (Section-I) 3

حاصلاتِ تعلیم: بچے بنیادی طور پر اس قابل ہو جائیں گے کہ:		
نمبر شمار	عمر ۳ تا ۴ سال	عمر ۵ تا ۶ سال
1	کسی کتاب کے خدو خال کی شناخت کر سکیں۔ (سرورق، پس ورق، عنوان)	کسی کتاب کے خدو خال اور اجزا کی شناخت کر سکیں۔ (سرورق، پس ورق، عنوان، مصنف)
2	کسی کتاب کو احتیاط سے پکڑ کر کھول اور بند کر سکیں۔ اس کے صفحات درست سمت و انداز سے پلٹ سکیں۔	مانوس / جانی پہچانی کتابوں کو ان کے سرورق سے پہچان سکیں اور ان کے مخصوص و مطلوب صفحات تلاش کر سکیں۔
3	پڑھنے جیسے مختلف رویوں مثلاً: کتاب پکڑنا، عبارت پر درست سمت میں انگلی پھیرنا (اردو میں دائیں سے بائیں) وغیرہ کا مظاہرہ کر سکیں۔	اردو تحریر میں درست سمت کی نشان دہی کر سکیں۔ (سطر کا پہلا لفظ کون سا ہے؟، ایک سطر کے اختتام پر دوسری سطر کہاں سے شروع ہوگی؟)
4	عبارت / متن کے ساتھ دی گئی رنگین تصویروں میں اپنی دل چسپی کا اظہار کر سکیں۔ مثلاً: تصویر میں دی گئی چیزوں اور رنگوں کے نام بتا سکیں۔	عبارت / متن کے ساتھ دی گئی رنگین تصویروں پر کوئی بات یا نکتہ بیان کر سکیں۔ مثلاً: تصویر میں لوگ کون کون سے کام کر رہے ہیں؟ وغیرہ
5	کسی لفظ کی ابتدائی اور آخری آواز پہچان سکیں۔ مثلاً: لفظ "تربوز" میں آواز /ت/ لفظ "خرگوش" میں آواز /ش/ اور "برف" میں آواز /ر/	کسی لفظ کی ابتدائی اور آخری آواز پہچان سکیں۔ مثلاً: لفظ "بلخ" میں آواز /ب/ اور "جہاز" میں آواز /ز/
6	تصویر دیکھ کر اس کا نام بتا سکیں، اس نام کے پہلے حرف کی آواز پہچان سکیں۔ مثلاً: /ب/ = /ا/ + /ب/ - /ا/ = /ب/ - /ج/ = /ا/ + /ج/	حروف کی آوازیں ملا کر ارکان پڑھ سکیں۔ مثلاً: /ب/ = /ا/ + /ب/ - /ا/ = /ب/ - /ج/ = /ا/ + /ج/
7	حرف کی آواز سن کر اس کی شکل شناخت کر سکیں۔ اس حرف کا نام بتا سکیں۔	حروف کے کھیلوں سے لطف اندوز ہوتے ہوئے حروف تہجی کی آوازیں اور ناموں کی نشانی دہی کر سکیں۔



<p>فلش کارڈز کے ذریعے ارکان ملا کر لفظ پڑھ سکیں۔ مثلاً:</p> <p>با جا = جا + با</p> <p>جاتا = تا + جا</p>	<p>فلش کارڈز کے ذریعے حروف ملا کر ارکان پڑھ سکیں۔ مثلاً:</p> <p>با = ا + ب</p> <p>جا = ا + ج</p>	8
<p>تصاویر اور عام تکراری لفظوں (Common Repeated words) کے ذریعے سادہ عبارتیں مناسب رفتار اور موزوں تاثرات کے ساتھ پڑھ سکیں۔ نیز کہانی کے کرداروں اور واقعات پر مبنی سوالوں کے جواب دے سکیں۔</p>	<p>تصاویر اور عام تکراری لفظوں (Common Repeated words) کے ذریعے سادہ کہانیاں مناسب رفتار و تاثرات کے ساتھ پڑھ سکیں۔ نیز بچوں کی مشہور کہانیاں پڑھتے ہوئے پیشین گوئی کر سکیں کہ کہانی میں آگے کیا ہوگا؟</p>	9
<p>کہانی سے اپنے پسندیدہ کردار کا انتخاب مع وجہ بیان کر سکیں۔</p>	<p>کہانی کے کرداروں کی نشان دہی کر سکیں۔</p>	10
<p>کہانی سن / پڑھ کر اسے اپنی حقیقی زندگی کے تجربات سے مع مثال منسلک کر سکیں۔</p>	<p>کہانی سن / پڑھ کر اسے اپنی حقیقی زندگی کے تجربات سے منسلک کر سکیں</p>	11
<p>اپنی پسندیدہ کہانی پڑھ کر اسے اپنے لفظوں میں موزوں تاثرات کے ساتھ دہرا سکیں۔</p>	<p>اپنی پسندیدہ کہانی پڑھ کر اسے ترتیب کے ساتھ اپنے لفظوں میں دہرا سکیں۔</p>	12

## لکھنا: Strand B (Section-I) 4

حاصلاتِ تعلیم: بچے بنیادی طور پر اس قابل ہو جائیں گے کہ:

نمبر شمار	عمر ۳ تا ۴ سال	عمر ۵ تا ۶ سال
1	ریت، نمک، کھر درے کاغذ پر یا ہوا میں اپنے ہاتھ کی پہلی دو انگلیوں سے مختلف سادہ خطوط (Lines) اور اشکال بنا سکیں۔	حروف کی اشکال درست انداز میں نقل کر کے لکھ سکیں۔ نیز اپنا نام لکھ سکیں۔
2	حروف، اشیا اور الفاظ کی تصویروں میں مختص کردہ جگہ میں رنگ بھر سکیں۔	حروف، اشیا اور الفاظ کی تصاویر بنا کر ان کی مختص کردہ جگہ میں رنگ بھر سکیں۔
3	تحریری آلے (Writing Tool) مثلاً: سادہ ورنگین پینسل یا قلم وغیرہ پر موثر و سہل انداز سے بنیادی گرفت رکھتے ہوئے افقی و عمودی خطوط (Lines) کھینچ سکیں۔	پینسل یا قلم پر پختہ گرفت رکھتے ہوئے افقی، عمودی اور لہریہ خطوط (Lines) اور پھر بہ تدریج دیگر خطوط مثلاً دائروں، نصف دائروں اور بیضیوں دائروں وغیرہ پر مبنی خاکے اور اشکال بنا سکیں۔
4	ہلکے لکھے ہوئے حروف کو پہلے درست سمت میں پینسل سے گہرا کر سکیں اور پھر بہ تدریج انھیں نقل کر کے لکھ سکیں۔	حروف کی ملی ہوئی اشکال لکھنے کی مشق کر سکیں۔
5	حروف کی بے ترتیب / با ترتیب نقل نویسی کر سکیں۔	کسی کہانی کی کتاب سے دو یا سہ حرفی الفاظ چن کر لکھ سکیں۔



## Domain B Section I

زبان ۽ خواندگي مادري ٻولي (سنڌي)

بڏڻ: Strand B (Section-I) 1

متوقع سکيا جي حاصلات	ٻار بنيادي طور تي ان قابل ٿي وڃن ته:
عمر 3 کان 4 سال	عمر 4 کان 5 سال
1. ماحول ۾ موجود مختلف آوازن کي ڏيان سان ٻڌي، سڃاڻي سگهي.	ماحول ۾ موجود مختلف آوازن کي ڏيان سان ٻڌي، فرق سمجهي سگهي.
2. نظم، گيت ۽ آکاڻيون ڏيان سان ٻڌي، لطف اندوز ٿي سگهي.	نظم، گيت ۽ آکاڻيون ڏيان سان ٻڌي، لطف اندوز ٿي سگهي ۽ ان تي پنهنجي رد عمل جو اظهار ڪري سگهي.
3. زباني نظم، سوال، آکاڻيون، علامتون ۽ اشارا ڏيان سان ٻڌي، سمجهي ۽ ڏسي، انفرادي طور يا جوڙن (pairs) ۾ زباني ۽ عملي طور جواب ڏئي سگهي.	تعليمي سرگرمين (رول پلي، جوڙن ۽ گروهه سرگرمين) دوران ٻين کي ڏيان سان ٻڌي، پنهنجن خيالن ۽ جذبن جو مناسب اظهار ڪري سگهي.
4. سُر ۽ لئه سان نظم ۽ گيت ٻڌي، لطف اندوز ٿي سگهي.	سُر ۽ لئه سان نظم ۽ گيت ٻڌي، لطف اندوز ٿي سگهي ۽ اثرانتي انداز ڇورجائي سگهي.
5. ڳالهه ٻولهه دوران ٻين جي ڳالهه ڏيان سان ٻڌي سگهي.	ٻين جي مختلف خيالن کي ڏيان سان ٻڌي، مناسب جواب ڏئي سگهي.
6. مختلف شين ۽ تجربن بابت ساديون هدايتون ٻڌي، عمل ڪري سگهي.	ٻن کان ٽن جملن يا خيالن تي مشتمل هدايتون ڏيان سان ٻڌي، انهن تي عمل ڪري سگهي.

## ڪالهاٽو: Strand B (Section-I) 2

متوقع سکيا جي حاصلات	ٻار بنيادي طور تي ان قابل ٿي وڃن ته:
عمر 3 کان 4 سال	عمر 4 کان 5 سال
1. مناسب ۽ سادن لفظن جو استعمال ڪندي، تصويرن، واقعن، شين ۽ ماڻهن بابت ڳالهه ٻوله ڪري سگهي.	آکاڻي، گيت، نظم وغيره کي واضح نموني سان ورجائي، انهن تي مڪمل جملن ۾ ڳالهه ٻوله ڪري سگهي.
2. پنهنجي ضرورتن ۽ خيالن جو مختصر جملن ۾ زباني اظهار ڪري سگهي. جيئن: مون کي پاڻي گهرجي، مون کي ٻڪ لڳي آهي، مون کي ننڊ اچي ٿي وغيره.	پنهنجي ضرورتن ۽ خيالن جو درست ۽ واضح نموني سان مختصر ۽ سادن جملن ۾ اظهار ڪري سگهي ۽ تصويرن، آکاڻين، شين ۽ دلچسپ واقعن بابت پنهنجي هم عمر ساٿين ۽ استادن سان ڳالهه ٻوله ڪري سگهي.
3. ياد ڪيل ۽ نون سکيل لفظن (گهٽ ۾ گهٽ سو) کي درست اچار سان ادا ڪري سگهي.	ياد ڪيل ۽ نون سکيل لفظن (گهٽ ۾ گهٽ ڏيڍ سو) کي درست اچار سان پنهنجي ڳالهه ٻوله ۾ استعمال ڪري سگهي.
4. وڏي آواز ۾ ٻڌل نظمن ۽ آکاڻين بابت سوالن جا جواب ڏيئي سگهي.	وڏي آواز سان ٻڌل عبارتن (نثر ۽ نظم) بابت تفهيمي سوالن جا جواب ڏيئي سگهي.
5. پنهنجي احساسن، جذبن ۽ تجربن بابت وڏن ۽ هم عمر ساٿين سان سادن جملن ۾ ڳالهه ٻوله ڪري سگهي، جيئن: خوشي، غمي، حيرت وغيره.	پنهنجي احساسن، جذبن ۽ تجربن بابت وڏن ۽ هم عمر ساٿين سان مرڪب جملن ۾ ڳالهه ٻوله ڪري سگهي.
6. ڳالهه ٻوله ڪرڻ وقت مخاطب سان پنهنجن نظرن جو ڳانڍاپو قائم رکي سگهي.	ٻين سان ڳالهائڻ وقت پنهنجي چهره جا تاثرات، هٿن جا اشارا، آواز ۽ لهجي جو مناسب استعمال ڪري سگهي.
7. پنهنجي روزاني ڪمن جي ترتيب کي مڪمل جملن ۾ بيان ڪري سگهي.	پنهنجي روزاني ڪمن، شين ۽ واقعن کي مڪمل ۽ واضح جملن ۾ بيان ڪري سگهي.



### پڙهڻ: Strand B (Section-I) 3

متوقع سکيا جي حاصلات		پار بنيادي طور تي ان قابل ٿي وڃن ته:
عمر 3 کان 4 سال		عمر 4 کان 5 سال
1.	ڪنهن ڪتاب جو سرورق، پَس ورق، عنوان وغيره سڃاڻي سگهي.	ڪنهن ڪتاب جو سرورق، پَس ورق، عنوان، ليڪڪ، ان جي جزن وغيره کي سڃاڻي سگهي.
2.	ڪنهن ڪتاب کي درست نموني هٿ ۾ کڻي، کولي ۽ بند ڪري سگهي ۽ ان جي صفحن کي درست پاسي کان اٿلائي سگهي.	ڄاڻل سُڃاڻل ڪتابن کي ان جي سرورق مان سڃاڻي سگهي ۽ ان جا خاص ۽ گهربل صفحا ڳولي سگهي.
3.	پڙهڻ دوران ڪتاب کي جهلڻ، ڪتابن جي صفحن ۾ لکيل سِٽن کي ساڄي کان کاڀي طرف آڱر ڦيرائڻ وغيره جو درست نموني ۾ مظاهرو ڪري سگهي.	سنڌي لکت ۾ درست طرف جي نشاندهي ڪري سگهي. جيئن: سِٽ جو پهريون لفظ ڪهڙو آهي؟ هڪ سِٽ جي ختم ٿيڻ تي ٻي سِٽ ڪٿان کان شروع ٿيندي آهي؟
4.	عبارت جي متن سان لاڳاپيل رنگين تصويرون ڏسي پنهنجي دلچسپي جو اظهار ڪري سگهي. تصويرون ۾ ڏنل شين ۽ رنگن جا نالا ٻڌائي سگهي.	عبارت جي متن سان ڏنل رنگين تصويرون بابت پنهنجي راءِ يا ڪو نڪتو بيان ڪري سگهي، جيئن: تصوير ۾ ڏنل ماڻهو ڪهڙو ڪهڙو ڪم سرانجام ڏين ٿا.
5.	ڪنهن به لفظ جي شروعاتي ۽ آخري آواز جي سڃاڻ ڪري سگهي. جيئن: لفظ 'بڊڪ' ۾ /ب/ شروعاتي وينجن آواز آهي ۽ لفظ 'جهاز' ۾ /ز/ آخري وينجن آواز آهي.	ڪنهن لفظ جي شروعاتي، وچئين ۽ آخري وينجن آواز جي سڃاڻ ڪري سگهي. جيئن: لفظ 'قلم' ۾ /ق/ شروعاتي وينجن آواز آهي، لفظ 'حجم' ۾ /ج/ وچيون وينجن آواز آهي ۽ لفظ 'خچر' ۾ /ر/ آخري وينجن آواز آهي.
6.	تصوير ڏسي ان جو نالو ٻڌائي سگهي ۽ ان نالي جي پهرئين آکر جو آواز سڃاڻي سگهي.	اڪر ملائي، پڌ ٺاهي، پڙهي سگهي. جيئن: ب + ا = با، ت + ا = تا، ج + ا = جا وغيره
7.	اڪر جو آواز ٻڌي، ان جي شڪل سڃاڻي سگهي ۽ ان اڪر جو نالو ٻڌائي سگهي.	اڪرن جي راند مان لطف اندوز ٿي سگهي، الف-بي پٽيءَ جي آوازن ۽ ان جي نالن جي نشاندهي ڪري سگهي.
8.	فلپس ڪارڊ جي مدد سان اڪر ملائي، پڌ پڙهي سگهي. جيئن:	فلپس ڪارڊ جي مدد سان پڌ ملائي، لفظ پڙهي سگهي. جيئن:
	$\boxed{\text{با}} = \boxed{\text{ا}} + \boxed{\text{ب}}$ $\boxed{\text{تا}} = \boxed{\text{ا}} + \boxed{\text{ت}}$	$\boxed{\text{باجا}} = \boxed{\text{جا}} + \boxed{\text{با}}$ $\boxed{\text{تالا}} = \boxed{\text{لا}} + \boxed{\text{تا}}$
9.	تصويرون ۽ عام دهرائجنڊڙ لفظن جي مدد سان ننڍڙيون آکاڻيون، مناسب رفتار ۽ تاثرات سان	تصويرون ۽ عام دهرائجنڊڙ لفظن جي مدد سان سادي عبارت تاثرات سان پڙهي سگهي ۽ آکاڻيءَ



جي ڪردارن ۽ واقعن تي ٻڌل سوالن جا جواب ڏيئي سگهي.	پڙهي سگهي ۽ مشهور ٻاراڻيون آکاڻيون پڙهندي نتيجي جي اڳڪٿي ڪري سگهي.	
آکاڻيءَ ۾ پنهنجي پسند جي ڪردار جي چونڊ ۽ ان جو سبب بيان ڪري سگهي.	آکاڻي پڙهي ان ۾ ڪردارن جي نشاندهي ڪري سگهي.	10.
آکاڻي ٻڌي يا پڙهي، ان کي پنهنجي حقيقي زندگيءَ جي تجربن سان لاڳو ڪري، مثال ڏئي سگهي.	آکاڻي ٻڌي يا پڙهي، ان کي پنهنجي حقيقي زندگيءَ جي تجربن سان لاڳو ڪري سگهي.	11.
پنهنجي پسند جي آکاڻي پڙهي، ان کي پنهنجي لفظن ۾ مناسب تاثرات سان ٻڌائي سگهي.	پنهنجي پسند جي آکاڻي پڙهي، ان کي ترتيب سان پنهنجي لفظن ۾ ٻڌائي سگهي.	12.

### لڪڻ: Strand B (Section-I) 4

متوقع سکيا جي حاصلات		ٻار بنيادي طور تي ان قابل ٿي وڃن ته:
عمر 3 کان 4 سال		عمر 4 کان 5 سال
1.	پنهنجي هٿ جي پهرين ٻن آڱرين سان لوڻ، مٽي، واريءَ، ڪاغذ ۽ هوا ۾ مختلف ۽ ساديون ليڪون ۽ شڪليون ٺاهي سگهي.	اڪرن جون شڪليون درست نموني اُتاري سگهي، ۽ پنهنجو نالو به لکي سگهي.
2.	اڪرن، شين ۽ لفظن جي تصويرن ۾ ڏنل خالي جاين ۾ رنگ ڀري سگهي.	اڪرن، شين ۽ لفظن جون تصويرون ٺاهي، انهن ۾ ڏنل خالي جاين ۾ رنگ ڀري سگهي.
3.	سادي/ رنگين پينسل يا قلم کي درست نموني جهلي سڌيون ۽ اڀيون ليڪون ڪڍي سگهي.	سادي/ رنگين پينسل يا قلم کي مضبوطيءَ سان جهلي سڌيون، اڀيون، لهريدار ليڪون، گول، اڌ گول ۽ بيضوي شڪليون ٺاهي سگهي.
4.	لڪيل اڪرن مٿان پينسل ڦيرائي، درست نموني چٽو ڪري، لکي سگهي ۽ پوءِ اهي اُتاري سگهي.	اڪرن جي مليل شڪلين جي مشق ڪري سگهي.
5.	اڪرن کي بي ترتيب يا ترتيب سان اُتاري سگهي.	آکاڻيءَ جي ڪنهن ڪتاب مان ٻه اڪري يا ٽي اڪري لفظ ڳولي، لکي سگهي.



## Domain B Section II

### English as Second Language

#### *Strand B (Section II) 1: Listening*

<b>Children will be able to:</b>	
<b>Age 3-4 Years</b>	<b>Age 4-5 Years</b>
<p><b><i>Learners are expected to:</i></b> Recognize the sounds in the environment.</p>	<p><b><i>Learners are expected to:</i></b> Recognize and differentiate between sounds in the environment.</p>
<p>Enjoy listening stories, songs, rhymes through body movement (i.e. moving head, facial expression, etc.)</p>	<p>Enjoy listening and respond to stories, poems, and rhymes through body movement (actions) and verbally.</p>
<p>Listen and Respond appropriately to verbal and non-verbal gestures, symbols, stories, rhymes and questions by joining action or verbally, in pairs or individually.</p>	<p>Listen and respond appropriately to others in verbal and non-verbal ways for exchanging ideas, express feelings in various contexts such as during dramatic play, pair and group work, etc.</p>
<p>Listen attentively to the models of rhythm and alliteration and develop an interest in them by repeating same</p>	<p>Listen attentively to the models of rhythm, alliteration, intonation, pronunciation and demonstrating the same properly.</p>
<p>Listen attentively to others without interrupting them.</p>	<p>Listen attentively to others and responding appropriately for variety of ideas and beliefs.</p>
<p>Listen carefully to the simple instruction and follow it properly during various individual tasks and games.</p>	<p>Listen carefully to two or three simple instruction given verbally at the same time and follow them properly during various pair, group tasks and games.</p>

**Strand B (Section II) 2: Speaking**

<b>Children will be able to:</b>	
<b>Age 3-4 Years</b>	<b>Age 4-5 Years</b>
Describe and talk about pictures, events, objects and people by using simple words.	Retell and response to stories, songs and rhymes by using clear and complete sentences.
Communicate their ideas and needs in simple and correct sentences, i.e. I need water, I am hungry or may I go to the washroom etc.	Communicate their ideas with clarity and talk about pictures, stories, objects, events of interest etc. with peers and teachers through simple words.
Recall and use new vocabulary (at least 100 new words) with correct pronunciation in the language being taught.	Recall and use new vocabulary (at least 150 words) with correct pronunciation in the language being taught.
Ask and answer simple questions from simple pictorial stories/text read out loudly to them.	Ask and answer simple questions for variety of purposes from pictorial stories/text read by them or to them.
Talk about their experiences and express a range of feelings as joy, wonder, sorrow, etc., with peers and adults using shorter sentences.	Talk about their experiences and feelings as joy, wonder, sorrow, etc., with peers and adults using longer sentences.
Make eye contact with audience while speaking.	Use gestures, tone of voice and other non-verbal means to communicate and respond.
Share their plans for the day verbally.	Talk about everyday things and events.



### Strand B (Section II) 3: Reading

Children will be able to:	
Age 3-4 Years	Age 4-5 Years
Explore the physical features of a book (front and back cover along with the title)	Explore the physical features and components of a book (title, author who writes story, front and back cover).
Hold, open and turn pages of a book with care.	Recognize specific books by their cover and seek out specific pages within familiar books.
Demonstrate reading-like behavior, e.g. hold book right way up, run finger along text in the appropriate direction.( Urdu/ Sindhi is read from right to left and English is read from left to right.)	Indicate the direction in which the language being taught is read by running their finger under the text in the correct direction i.e. for Urdu/Sindhi it is from right to left and top to bottom and English is from left to right and top to bottom.
Recognize and show interest in the colourful pictures given along with the text in story books, e.g. telling names of colors of pictures.	Describe a point about the pictures given along with the text. (what the picture is showing)
Recognize the initial and ending sounds of a word, e.g. /b/ in the word 'bat' and /t/ in the word 'cat'.	Recognize the initial, middle and ending sounds of a word, e.g. /b/ in the word 'bag', /p/ in the word 'cap' and /i/ in the word 'big'.
Tell the name of pictures while seeing and recognize the initial sound and letter of the same alphabet.	Identify the names and shapes of all alphabets through different letter games.
Recognize and generate two letters rhyming words, alliteration patterns eg. 'ba', 'pa' 'da', or 'bo', 'go', 'no' or 'pa', pi', 'po', etc	Recognize and make rhyming words, alliteration pattern with 2 and 3 letter words. (meaning/ meaningless) eg. 'bat', 'lat', 'rat' or 'dog', 'fog', 'rob', or 'pet', 'peb', 'pen', etc.
Read the simple stories with the help of pictures and commonly repeated words, with appropriate pace and expression and predict what comes next in popular children's stories.	Read simple text of stories with the help of pictures and commonly repeated words with appropriate pace and expression and also express reactions to characters and events in them.
Identify and name the characters in a story.	Choose favorite character from the story and explain the reason of their choice.
Link what they read or hear read to their own real-life experiences.	Link what they read or hear to their own real-life experience by sharing examples.
Read and retell a favorite story in their own words in correct sequence.	Read and retell the favorite story with appropriate expression in their own words.



**Strand B (Section II) 4: Writing**

<b>Children will be able to:</b>	
<b>Age 3-4 Years</b>	<b>Age 4-5 Years</b>
Trace lines and shapes with the first two fingers of the right hand (sand, salt, textured paper, air etc.).	Trace, copy and write the letters of the language/s being taught using correct formation/in series and write their own names in English.
Color a picture keeping within the designated space.( Letters, objects and words)	Draw and color pictures keeping within the designated space. (letters, objects and words)
Hold writing tools properly to develop a comfortable and efficient pencil grip and begin to draw horizontal and vertical lines.	Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes with efficient pencil grip.
Trace or copy the letters of the English alphabets in proper direction.	Write upper- and lower-case letters in right direction and sequence.
Draw pictures to represent their imagination or make marks to communicate meaning.	Make simple stories using scribbles, pictures and letters/words.
Write or copy the letters of English, Urdu/ Sindhi alphabets in random order.	Identify and write a list of two or three letter words from a story book in English.



## Domain: C

### Basic Mathematics

#### *Strand C1: Number Sense*

<b>Children will be able to:</b>	
3 to 4 Years	4 to 5 Years
<p><b><i>Learners are expected to:</i></b> Count orally from 1 to 10 and then gradually extending to 20.</p>	<p><b><i>Learners are expected to:</i></b> Count orally from 1 to 50 and then write numbers up to 50.</p>
<p>Recognize and naming numbers from 1 to 10 (and later, up to 20).</p>	<p>Recognize and naming numbers from 1 to 50</p>
<p>Associate numerals with their respective quantities (e.g., recognizing that "3" represents three objects).</p>	
<p>Differentiate between "less" and "more"</p>	<p>Use comparative terms like "more," "less," "greater than," and "fewer than" in everyday situations.</p>
<p>Count backwards from 10 – 1.</p>	<p>Count backward from 20 – 1</p>
<p>Identify nothing equates to zero in quantity</p>	<p>Take away objects from a set to represent zero</p>
<p>Explore basic sum through hands-on activities with objects (e.g., adding two blocks to three blocks to make five blocks).</p>	<p>Explore addition and subtraction through hands-on activities with objects (e.g., adding/subtract two blocks to three blocks to make three/five blocks).</p>
<p>Understand the basic positional concepts such as in, out, on.</p>	<p>Understand the basic positional concepts such as in, out, on, under, above, below, next to, beside.</p>

**Strand C2: Number Relationships**

<b>Children will be able to:</b>	
<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
Sort objects into categories based on attributes like colour, size, or shape.	Represent number using simple rods to count more and less.
Match numerals to sets of objects or pictures containing the same number.	Solve addition and subtraction problems with totals smaller than ten using concrete materials
Add and subtract with sets of objects smaller than 3.	Use addition and subtraction language like 'make' and 'left'.
Count the number in their daily life activities (e.g. bites or pieces of food they eat, fruits or vegetables on their plate).	Identify the numeral which represents the number of objects in a set
Practice to count object with one-to-one correspondence (Stack a pile of books on a shelf or table. The child can touch each book and count them one by one)	Practice to count object with one-to-one correspondence (Place a variety of fruits, like apples or oranges, in a basket. Have the child pick up each fruit, saying the number aloud as they count them).
Understand the concept of before and after	Understand the concept of before, between, and after.



### *Strand C3: Measurement, Comparison and Ordering*

<b>Children will be able to:</b>	
<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
Compare quantities (e.g. knowing that two is more than one and use appropriate terms to describe quantities e.g. more / less/ few/ same/ some/ all.	
Compare the lengths of different objects using terms like longer, shorter, taller, and smaller.	Compare the lengths of different objects using terms like longer, shorter, taller, smaller, broader, and wider.
Explore measuring tools (e.g. cup, glass, ruler, etc.) and use nonstandard units of measure for comparison.	Explore measuring tools (e.g. cup, glass, ruler etc.) and use nonstandard units of measure for comparison.
Use non-standard units (e.g., blocks, hands, or paper clips) to measure the length or height of objects.	
Differentiate between day and night, before and after.	Sequence events in chronological order based on their occurrence. (e.g. day and night before and after next, first, today, yesterday, tomorrow, morning, afternoon and evening)
utilize the comparative and clear dialect of time of their local community e.g. before, now, after, day, night, summer, winter.	Compare, describe and solve practical problems for measuring time e.g. quicker, slower, earlier, later.

**Domain: D:****World Around Us*****Strand D1: Me, my family and my community***

<b>Children will be able to:</b>	
<b>AGE 3-4</b>	<b>AGE 4-5</b>
Identify and name the following parts of the body: head, nose, tongue, shoulders, ears, eyes, arms, hands, fingers, legs, feet and toes.	Observes similarities and differences in the physical appearance of family members.
Identify themselves as members of a family or classroom and participate as active members of these communities.	Talk about their family members and everyone's role and importance to the well-being of the family.
Identify basic similarities and dissimilarities between themselves and others.	Understand about other children having different family compositions than their own.
Adopt the roles of different members (e.g. professions) during dramatic play.	Illustrate the awareness of cultural stories and their appreciation for family.
Identify people by their characteristics.	Recognize others' capabilities in specific areas (e.g. 'That man is good at fixing cars' & women cook delicious food) etc.
Recognize some community workers and increase awareness of their jobs	Identify some types of jobs and some of the tools used to perform those jobs.
Demonstrate awareness of group rules (e.g: waits for turn etc.)	Exhibit positive citizenship behavior i.e. Sharing, taking turns, following rules and taking responsibility for classroom jobs
	Exhibit personal responsibility, choice and leadership in context of self-help skills and duties/roles that benefit the family or class.
Identify and name different smells; bad and good.	Differentiate between smells; bad, good, strong, light, fruity, flowery and pungent.
Identify the different tastes; sweet, salty, sour, bitter etc.	Differentiate between different tastes; sweet, salty, sour, bitter etc.
Identify different sounds from surroundings; loud, soft, shrill.	Differentiate between different sounds; loud, soft, shrill.
Identify temperatures and surfaces when touched such as hot, cold, soft, hard, rough, smooth etc.	Differentiate temperatures and surfaces when touched such as hot, cold, soft, hard, rough, smooth etc.
Identify different means of transport.	Identify different modes of transport and the vehicles used for each mode.



### ***Strand D2: Living and non-living thing***

<b>Children will be able to:</b>	
<b>AGE 3-4</b>	<b>AGE4-5</b>
Identify and name a few living and non-living things present in classroom	Identify and enlist living and non-living things present in school and home
Recognize that all living things that have homes.	Recognize that living things have different types of homes. Some live on land, some live in water and some live in nests.
Differentiate between living and non-living things.	Explore basic characteristics of living and Non-living things. (E.g.: Movement, food & Growth)

### ***Strand D3: Plants in their environment***

<b>Children will be able to:</b>	
<b>AGE 3-4</b>	<b>AGE4-5</b>
Observe plants in their locality and share like and dislike.	Observe the parts of the plants in their locality.
Identify and name a few different types of local flowers.	Identify and name different types of local flowers and trees.
Observe and record the growth of a plant from a seed. (e.g. pea seed)	Observe and record the growth of a plant from a seed. (by taking care of baby plant)
Recognize that plants are living things and know that plants need sunlight, water and food to live.	
Identify how to take care of plants by growing a small seedling in a disposable glass.	Talk about the significance of plants for human beings.

### ***Strand D4: Animal in their environment***

<b>Children will be able to:</b>	
<b>AGE 3-4</b>	<b>AGE4-5</b>
Recognize and name pet animals, farm animals and sea creatures.	Identify and name a variety of common animals (fishes, cat, dog, lizard, parrot etc)
Recognize and understand that animals are living things	Recognize that living things have different types of homes. Some live on land, some live in water and some live in nests.
Recognize the importance of taking care of animals in their environment.	Recognize the different types of animals based on physical features.

**Strand D5: Weather and environment**

<b>Children will be able to:</b>	
<b>AGE 3-4</b>	<b>AGE4-5</b>
Observe and understand daily weather conditions.	Describe daily weather conditions.
Explore and discuss different seasons, based on observations and experiences.	Describe key features of different seasons in relation with our food, clothes and lifestyles.
Name various landforms in their locality e.g. mountains, deserts, forests, sea, etc.	Describe and differentiate between various landforms in their locality e.g. mountains, deserts, forests, seas, rivers, lakes etc.
Explore and discuss practices that are harmful to the environment.	Examine the causes of air and land pollution and suggest preventive measures.
5. Understand the need and importance of clean environment	Identify the different types of pollution with its prevention

**Strand D6: Technology**

<b>Children will be able to:</b>	
<b>AGE 3-4</b>	<b>AGE4-5</b>
Name and explore different types of technology like television, computer.	Name and explore different types of technology like television, computer, mobile phone, tablet etc.
Understand the use of technology.	Use of different types of technology devices safely.
Identify the different technology used in classroom.	Identify the advantages and disadvantages of using technology.



## Domain: E

### Health, Hygiene and Safety

#### Strand E1: Health and Hygiene

Children will be able to:	
3 to 4 Years	4 to 5 Years
<p><b>Learners are expected to:</b> Identify people who take care of your health.</p>	<p><b>Learners are expected to:</b> Make healthy lifestyle choices independently (healthy foods and unhealthy foods, exercise, clean water etc.)</p>
Comprehend safe and caring environment	Practice healthy hygiene routine independently (brushing teeth, washing hands at necessary times, taking bath, proper usage of the toilet, etc.)
Wash hands at necessary times.	Discuss the steps of washing hands and brushing teeth.

#### Strand E2: Safety

Children will be able to:	
3 to 4 Years	4 to 5 Years
Hold hands with known adult when walking in public places	Hold hands with known adult when walking in public places, crossing road etc.
Recognize the danger presented by electricity, sharp and hot objects and take safety precautions when using them.	Recognize the consequences if safety precautions are not followed especially while handling electrical, sharp and hot objects.
Recognize traffic lights and their meanings.	Cross road carefully with known adult assistance.
Understand basic safety rule.	Recognize basic safety rules i.e. <b>NOT</b> talk to stranger, go out with or take anything from strangers, open the house front door to strangers, go out alone, do not take medicines on their own, crossing a road safety.
Recognize understanding that certain parts of the body are private and only parents, doctors can be allowed to touch them (good touch, bad touch)	Say / shout “ <b>NO</b> ” when someone tries to touch at the private parts of the body.
Express needs and feelings (hungry, thirsty, need to go to the toilet etc.)	

**DOMAIN F****Creative Art*****Strand F1: Drawing, Coloring & Collage Work***

<b>Children will be able to:</b>	
<b>3 to 4 Year</b>	<b>4 to 5 Year</b>
<b><i>Learners are expected to:</i></b> Hold drawing tools (crayons, color, pencils and paintbrush) with a safe and effective grip.	<b><i>Learners are expected to:</i></b> Use various art techniques such as drawing, coloring, painting to create their craft work.
Identify the variety of lines, colors, shapes to express ideas, thoughts and feelings.	Use variety of lines, colors, shapes and texture to express ideas, thoughts and feelings.
Use tools to cut and paste various material.	Explore a variety of paper art techniques like folding paper to make patterns, collages, printing.
Collect a variety of material for doing collage work.	Make personal choices of creating and doing collage work.
Talk about their own art work.	Describe their artistic process and discuss specific elements in their art work

***Strand F2: Art & Craft***

<b>Children will be able to:</b>	
<b>3 to 4 Year</b>	<b>4 to 5 Year</b>
Identify discarded material (e.g. paper, plastic, ice-cream sticks, socks etc.) to create art work.	Use discarded material (paper, plastic, ice-cream sticks, and socks etc.) to create art work
Create shapes and objects using malleable and modelling materials such as play dough and clay.	Create various sculptures/ models using clay, papier mâché and other available modelling materials.
Use various art techniques, such as drawing and coloring to create their craft work.	Use various art techniques, such as printing and painting to create their craft work.
Use 'Origami' technique to make different objects from paper	Use various techniques of paper cutting and paperfolding to make simple objects and designs.



### *Strand F3: Music*

<b>Children will be able to:</b>	
<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
React with body expressions to diverse poems, songs, and rhymes, individually.	Perform songs, rhymes, poems with others; using body movements, expressions and actions
Recite poems, folk songs and national song in chorus and solo.	
Identify distinctive sounds made by sound creating objects (like melodic rebellious/ musical instruments).	Experiment with, and differentiate between different sound producing objects and their sounds (like melodic rebellious/ musical instruments)
Produce sound patterns/ rhythms by counting the beats (clap, tapping foot etc.)	Produce complex sound patterns/ rhythms by counting the beats (clap, tapping foot etc.).
Sing a range of well-known nursery rhymes and songs.	Elocute poems, songs, national songs in chorus and solo make coordination with music.

### *Strand F4: Drama and Theatre*

<b>Children will be able to:</b>	
<b>3 to 4 Years</b>	<b>4 to 5 Years</b>
Develop confidence to perform a variety of roles and situations in front of the other children	Learn to socialize and communicate with each other through drama.
Enact a variety of roles from different stories.	Dramatize stories, poems and folk tales individually and in groups.
Imitate the actions/movements they observe around them (e.g. people, animals, various modes of transport).	Explore and enact a variety of roles around them (in stories, cartoons & real life).



## DOMAIN G

### PHYSICAL DEVELOPMENT

#### Strand G1: Gross Motor Skills

<b>Children will be able to:</b>	
3 to 4 Years	4 to 5 Years
Throw and catch a ball	Throw, catch, kick and dabble a ball with more accuracy and distance.
Run with improved speed and coordination.	Run, jump and hop to reach the finishing line
Hold themselves in fixed position for a few seconds	Hold themselves in fixed position for a few seconds by performing activities such as standing, walking and running on tip toes.
Walk on line and maintain balance and space	Walk on a line while carrying one or two objects. e.g. flag, glass of water, a bean bag, holding spoon etc.
Walk up and down stairs assisted by using patterns	Walk up and down stairs un-assisted by using patterns
Hop with both feet taking off the ground.	Run, jump, climb and hop while participating in games
Give other children space while playing.	
Make different formation like shapes, flowers etc. by demonstrating their physical skills	

#### Strand G2: Fine Motor Skills

<b>Children will be able to:</b>	
3 to 4 Years	4 to 5 Years
Practice to hold crayons and paint brush	Use pencil and crayons, appropriately
Use a range of child-appropriate model tools (knife, scissors, hammer, etc.) with increasing control.	Use a range of child-appropriate model tools (knife, scissors, hammer) with confidence
Handle flexible/ malleable materials (beans, juices, dough, clay etc.) safely with increasing control.	Handle flexible/ malleable materials (beans, juices, dough, clay etc.) safely with confidence
Pick up small objects with fingers and try to manipulate small objects (fit small objects into a hole etc.)	Use beads to make patterns or simple necklaces/ bracelets, shapes etc.
Tear, fold and paste paper of various sizes and shapes	Tear, fold, cutting and paste paper of various sizes and shapes



## TEACHING AND LEARNING APPROACHES FOR ECE

Teaching and Learning for the early years: explaining the key points about natural learning processes that encourages involving children actively and creates a dynamic, interactive and conducive learning environment that promotes strong foundation for life-long learning, such as;

**Play-based Learning:** This is most effective strategy for ECE children to explore the world around them. Through this strategy, they become problem solver, their social interaction and creativity develop by implementing the activities, such as; free play, pretend play, games with rules, dramatic play, etc. This strategy promotes active learning and physical development among young learners.

**Observation and inquiry-based activities:** This approach encourages children to seek answers independently. Through inquiry-based learning, educators create an environment that stimulates curiosity, fostering a love for lifelong learning. It nurtures critical thinking skills by prompting children to analyze, evaluate, and draw conclusions based on their investigations. This approach supports the development of problem-solving abilities and promotes a deeper understanding of concepts. Ultimately, inquiry-based learning lays the foundation for a child's lifelong learning journey, nurturing their curiosity and enabling them to become active seekers of knowledge.

<https://medium.com/@thevalueground2023/the-power-of-inquiry-based-learning-in-early-childhood-education-ef08c9c1954b>

**Hands-on and minds-on experiences:** This approach is based on Dewey's theory of "learning by doing." The focus is the child's growth physically, emotionally, socially, and mentally. Social skills are important, and it is definitely an area of interest in this program. In these preschools, the child actively learns by using experience to gain knowledge. The teacher operates in a facilitator capacity and the child sets the learning pace. The lessons taught are all hands-on activities like dramatic play, clay, puzzles, and building blocks.

<https://www.monroecollege.edu/news/early-childhood-education-history-theorists-theories>

**Collaboration and group work:** Collaborative and group work involves working together with others to achieve a common goal. In early childhood education, it is important to provide opportunities for children to interact and learn from one another. This can involve group projects, discussions, and peer-to-peer teaching. By fostering collaboration, children develop important social skills such as communication, teamwork, and empathy.

<https://www.athenacareers.edu/teaching-strategies-for-early-childhood-education/#:~:text=Collaborative%20learning%20involves%20working%20together,peer%2Dto%2Dpeer%20teaching>

**SUGGESTED ACTIVITIES FOR ECE**

<b>S#</b>	<b>Teaching &amp; Learning Approaches</b>	<b>Some Suggested Activities</b>
1	Play-based Learning	Play with dough Water play Sensory play (senses game) play with clay Dramatic play Role play Playing dress-up Nature game Outdoor games (e.g. climbing, sliding, etc.) Bingo games Roll and catch Toss and catch Literacy games Board games Puzzles Number games Music and movement (rhymes, songs), etc.
2	Observation and inquiry-based Learning	Sinking and floating objects Nature walk Plant growth observation (seed planting) Story-telling Experiments Games Building block challenge Sorting & matching shapes Color-mixing Bubble experiments
3	Hands-on and minds-on experiences	Puzzle solving Collage work WASH activities Magnetic fishing game Beads counting and sorting Objects making with dough Shapes sorting & matching Online gaming Color sorting Symbol labeling Coloring Exploring and matching with letters or numbers Drawing Sensory play Flash card activities Pattern blocks



S#	Teaching & Learning Approaches	Some Suggested Activities
4	Collaboration and group work	Thumb painting, etc. Games Role play Drama Puppet show Project & task Group & pair discussion Neighborhood exploration (walk around local businesses, parks, and community resources) Music and movement Puzzles Blocks, and games Nature walks (walk around the school or nearby park to observe and collect items) Friendship skills practice (e.g., sharing, taking turns) Self-awareness activities Events celebrations, etc.

Here are some suggested web links for more ideas regarding ECE learning activities and in developing worksheets in the context accordingly.

<https://www.quora.com/What-are-some-good-practices-or-exercises-for-early-childhood-education-ECE-classes>

<https://nou.edu.ng/coursewarecontent/edu290%20early%20childhood%20education%20methods>

<https://www.pinterest.com/librarylady218/music-and-movement/>

<https://www.youtube.com/watch?v=iyreiGs85eY>

<https://happyhooligans.ca/>

<https://helpfulprofessor.com/inquiry-based-learning-examples/>

<https://eceresourcehub.org/>

<https://www.theseedsnetwork.com/digital-storytelling-early-childhood/>

<https://inclusiveschools.org/resource/links-to-early-childhood-resources/>

<https://www.genevamontessori.org/montessori-activities-for-3-year-olds>



## ECCE CLASSROOM PHYSICAL ENVIRONMENT

The physical environment includes the overall design and layout of learning space. Key physical features of an ECE classroom, such as, cleanliness, light, ventilation, sitting arrangement.

### **ECE Classroom Conducive Learning Environment**

Conducive learning environment that ensures learner feel safe, make sense of world, feel empowered, understood and free to learn actively and flexibly. It includes social & emotional environments as well.

This part will also present different ideas for arranging the classroom.

***Creating Learning Corners (Goshay):*** This theme will help teachers to understand the basic idea about learning corners, the objectives behind setting up learning corners, their importance and the materials required for each corner and how to use them effectively.

***Classroom displays:*** This part will give them ideas on how to involve learner in classroom displays. Some photographs as examples of quality classroom displays are recommended.

***Daily Routine:*** Daily Routines are like instructions they guide learners' actions toward a specific goal. Daily Routines can be used importantly to ensure children's health and safety, and helping children to learn positive and responsible behavior.

***Classroom Management Checklist:*** This part will provide a handy sample checklist to teachers to assess their own classroom environment and its appropriateness for quality ECE practices.

### ***Creating a Positive Conducive Learning Environment for ECE Classroom***

Young children learn through active interaction with their environment, peers and adults.

A rich, flexible environment, including physical, psychological and social elements is crucial for their development. Teachers should provide a stimulating and pleasant environment that encourages curiosity and experimentation. Conventional furniture is inappropriate for young children, and a central space for Greeting Circle, Group Work, Planning/Review Time, and Story Time should be provided.

### **Creating Learning Corners (GOSHAY)**

Learning corners having designated areas for specific activities and storage of classroom equipment is an efficient and effective way of organizing, and optimizing children's learning experiences. Learning corners encourage children to learn in the ways that are natural to them; they allow children to work independently, in small groups or one-on-one with the teacher. It provides a wide range of abilities and interests where learner can progress at their own rate and repeat an activity for pleasure or reinforcement. It also encourages children to be independent, make decisions and solve problems. They foster experimentation, curiosity and creativity.



These corners provide children with simulated real-life situations to learn, enhancing their ability to:

- Take initiative; make choices and decisions
- Complete self-chosen tasks and review their plans.
- Question, experiment, discover and make sense of the world around them.
- Work, share and cooperate with other children to build social skills.
- Work independently towards mastery of different skills.
- Conform and adhere to classroom rules.
- Ability to express themselves and to build their self confidence

Learning corners need to be separated from each other. They also need space, such as low shelves or boxes/cartons to store the materials, books and toys for the various corners. Three or more of the following learning corners can be set up in ECE classroom.

**Language Corner:** This corner should be equipped with material related to increasing vocabulary and reading skills (Alphabetic blocks, flash cards & rhyming charts).

**Library Corner:** This corner should be set up with age appropriate big and small colorful books (story, rhymes & language etc.) to promote the reading habit and to

Learn how to care for and value books.

**Art Corner.** This corner provides children with opportunities for creative expression (coloring, painting, collage work, objects producing sounds etc.

**Math Corner:** Appropriate material for the Math corner includes objects that will help children grasp basic math concepts of size, shape, width, classification and number through direct experimentation. (Number blocks, pebbles, marbles objects of different size & heights, ruler etc)

**Science Corner:** This corner should provide children with opportunities for observation and experimentation in order to understand the world around them. (related picture /objects ,scientific charts of different living & nonliving things)

The Learning Corners should be organized in the context of the Key Learning Areas and Expected Learning Outcomes, so that children have the opportunity to experiment with concepts and skills that have been introduced by the teacher

### ***The Daily Routine of an ECCE Classroom***

Young children need the comfort and security of a daily routine. They need to know what to expect during the school day. A daily routine provides a consistent, predictable sequence of events that gives them a sense of control over what they will be doing during the day. To make optimal use of the valuable time young children spend in school, a schedule needs to be made. The teacher's tasks become more focused and relatively easier to follow if a consistent routine is established, and children also get used to working in an organized and methodical way. A daily routine is important because it:



A sample daily routine and explanation is given below. It can be varied depending on the school's hours and needs. The daily routine should be displayed using symbols/pictures for each activity, so that children, who are not yet reading can understand it.

S#	Activity	Suggested Duration
1	Dua/National Anthem	20 minutes
2	Greeting Circle	20 minutes
3	Group Work Time	40 minutes
4	Outside Time	30 minutes
5	Snack Time	30 minutes
6	Clean up work	20 minutes
7	Gosha Time	30 minutes
8	Story and Rhyme Time	30 minutes
9	Reorganizing Class	10 minutes
10	Review	10 minutes

NOTE:( As per notified schedule of studies total duration of ECE is 4 hours starting from 8:30 to 12:30)

1. **Dua/National Anthem:** The National Anthem is sung and a brief prayer is spoken by all the kids together. Either the entire school can participate in this, or the 4–5-year-olds can have their own assembly. For youngsters of minority religions, inclusive prayers or alternatives must be taken into account.
2. **Greeting Circle:** This is the time of day when the teacher gathers all the children together and greets them with a warm welcome by saying ‘Assalam-u-Alaikum’, ‘Good morning’, how are you? I am glad to see you here. Then the teacher will initiate general discussion that will include date, day, weather of the day, sharing what they did at home the previous day. During this time, the teacher can use moral teachings to transform in the students values such as honesty, decency, patience, tolerance, justice, fairness, and politeness. In addition, teachers can foster children's democratic and problem-solving abilities by presenting problems to the class and soliciting their ideas on how to solve them.
3. **Group Work Time:** During this segment of the daily routine, the teacher discusses concepts from the different Key Learning Areas, with all the children. Once the concept has been discussed, the teacher forms small groups and gives children activities to work on. The activities done at this time are planned and initiated and facilitated by the teacher.
4. **Outside Time:** This is the time for physical education exercises. Exercises related to physical education should be done now. For the physical growth of the students, the instructor can arrange a sequence of bending, stretching, jumping, and balancing exercises. You can also use equipment like big balls to throw and catch, used tires to walk in and out of, and medium-sized crates to leap over. Under the teacher's supervision, kids can enjoy games like see-saw, merry-go-round, and swings



and slides. It's also a good idea to go over safety regulations like queuing up, not pushing, and taking turns.

5. **Snack Time:** Learners eating snacks indoors guided by teacher can learn important skills with ethical and Islamic values like starting with BISMILLAH on dastarkhwan, handwashing, stretching, sitting without pushing, sharing food, and expressing religion. They can also learn to pour water without spilling, discuss good eating, and clean-up after themselves.
6. **Clean up Work:** When the pre-determined clean-up signal is given by the teacher, children after snacks must tidy up and return the material they were using to their designated places.
7. **Work/Gosha Time:** Planning should occur in the central space on the darri/mat, allowing children to initiate activities and take responsibility for their learning. Encourage them to choose their own Learning Corners and make decisions. Teachers should establish ground rules for children's learning corners, including sharing materials, being considerate, and respectfully speaking. They should also listen to the set signal when the learning corner/gosha work is finished and tidy up the materials.
8. **Portfolio Time:** Teacher and learner should document their creative work in a folder for summative assessments, highlighting their overall growth and requiring educators to acknowledge its importance.
9. **Story and Rhyme Time:** This time is set aside for storytelling and for songs and poems with actions. The children or the teacher can choose a book from the reading corner for story time. Children should be encouraged to tell stories that they have heard at home or in school or make their own stories.
10. **Reorganizing Class Time:** Teacher make learners to put in the time and effort to create a well-organized classroom to participate in meaningful interactions and develop a lifetime love of learning.
11. **Review Time:** Children discuss their learning corner/goshas plans and achievements in the central space mat/ darri. Reviewing is crucial for learner's planning and working. Supporting children with open-ended questions helps identify reasons for not implementing plans. In large classes, review should occur twice a week.



## ASSESSMENT

### **Guidelines for Developing Assessment Criteria**

Research indicates that formal tests and examinations are not at all accurate. Many children do not perform well during test because they may not be familiar with the testing language, shy, tired, bored, upset or unwell on the day of the test.

Test usually define as the procedure intended to establish the quality, performance or reliability of something, especially before it is taken into widespread use. But as far as Early Child Education assessment is concern its primary purpose as to identify children who may be at risk for learning problems so they may be plays in appropriate educational environment. Children`s progress should be measured by teacher`s on-going observations during the entire year. The results of evaluating a child`s progress should be used to plan the future learning program for the ECE learners and classroom development.

### **Observation as a tool for assessment in ECE:**

This is a skill that teachers have to develop, to be actively involved, picking up cues from the children and at the same time observing each individual child. The teacher observes the different areas of learning development such as; physical, personal and behavior.

Throughout the day, ECE teachers will have to observe children as they participate in different activities (writing, listening, reading and playing etc.). Sometimes teacher can stand back to observe, but better that they can involve in the activities with children.

### **Child Assessment and Record Keeping:**

Following are the suggested guidelines for assessment and record keeping

#### **Checklist of learner`s Progress**

For each child, teachers should maintain an individual checklist base on Expected Learning Outcomes which are given in the seven Domains. Further any comments about a child teacher may have must be noted in check list.

#### **Portfolio development of learner`s work**

Teachers should also maintain each child`s individual folder in which they keep art work, literacy and numeracy related worksheets, observation check list, parent correspondence and learner progress report. Each work sheet will have the child`s name and date, duly check by teacher. The process of recording helps the teacher to be aware of all areas of the child`s learning and development.



## Progress Report for Parents

The progress report of the learner will be based on the Expected Learning Outcomes. The teacher should fill in the progress report, twice a year, using the portfolio and monthly checklist. When progress is recorded regularly and efficiently, the teacher builds up a comprehensive picture of each learner and same communicated to the parents either meet parents in school or send the progress report to home.

## Sample for Criteria

### AGE 3-4

Domain	Strand	ELOs	Remarks
<b>Personal, Social and Emotional Development</b>	<i>A1. Awareness of Self</i>	Recognize themselves (e.g. name and gender)	
		Respect the feelings of others.	
		Recognize a range of emotions verbally and non-verbally. (through facial expressions and body language).	
		Recognize physical characteristics that make them unique (e.g., hair color, eye color).	
		Develop an understanding of their likes and dislikes	





## ECE Learning Material

Through the learning material children will develop new skills for talking and thinking, moving and doing, feeling and learning about themselves, and getting along with others. Learning by doing and the basic need for information essential for children's improvement. Improvement isn't a direct handle; it is parallel and harmonizes. Material plays a vital part in early childhood education by upgrading the learning involvement and improvement. Material can be advantageous in early childhood education in understanding: Visual arts, such as pictures, charts, and charts, offer assistance youthful children get it unique concepts by giving concrete representations.

## Key Consideration for Material Development

Material improvement is a complex process that includes considerations to ensure that the material meets the specifications and execution criteria. Here are a few of the essential considerations:

- Ensure all materials are free from hurtful substances and toxins.
- Avoid small parts that seem to be pose choking risks for children under three years old.
- Materials ought to be strong sufficient to resist unpleasant dealing with and utilize without breaking or corrupting.
- Utilize materials that minimize the hazard of unfavorably susceptible responses.
- Materials should be simple to clean and sanitize to avoid the spread of germs and diseases.
- Consider materials with built-in disinfectant properties to assist cleanliness.
- Guarantee the materials are reasonable for the developmental stage of the target age bunch, supporting cognitive, physical, and passionate improvement.
- Utilize materials that give an assortment of tangible encounters, such as distinctive surfaces, colors, and sounds, to reinforce tactile improvement.
- Align material design with early childhood education goals, such as promoting fine and gross motor skills, language development, and social-emotional learning.
- Materials should be engaging and interactive to maintain children's interest and encourage exploration and learning.
- Design the material so that it can be easily grasped by small hands, taking into account weight, size and shape.
- Make sure the material is comfortable for children to use, avoid sharp edges and rough surfaces.



## A Suggested List of Material for the ECE Classroom

A treasure box of activities (Busana Guide, Early Childhood Development Toolkit, 2013) was researched. This kit includes a variety of visual arts materials used to engage ECE learners in creative activities that promote their overall development (Busana Guide, Development Kit childhood, 2013). Given below is a list of learning materials which teachers can place in the Learning Corners/Goshay and use during Group activities as well.

Sr. No.	ECE Material	1-3 years	4-6 years
1	Board puzzle	*	
2	Chain puzzle	*	
3	Board book	*	*
4	Sponge balls	*	*
5	Shape sorter	*	*
6	Paper and crayons	*	*
7	Stringing beads	*	*
8	Puppets	*	*
9	Stacking and sorting kit	*	*
10	Dominoes	*	*
11	Construction blocks	*	*
12	Modelling clay	*	*
13	Puzzle blocks	*	*
14	Memory game	*	*
15	Counting circle		*
16	Jigsaw puzzle		*

However, there is no limit to quality and if resources permit an ECE classroom must be the best equipped classroom in any school. Materials which can be recycled and reused are also recommended. Teachers must check for breakage, safety and cleanliness on a daily basis.

## MISCELLANEOUS RECOMMENDED MATERIAL

- Paint/ powder paint
- Crayon, Pencil
- Plastic bottles
- Plastic jars
- Paint brushes
- Saucers, dishes for paint
- Sponges
- Aprons, T- shirts
- Toothbrushes



- Clothes pegs
- Small pieces of cloths
- Pencils, crayons, markers, chalk
- Magazines, newspapers, catalogues
- Paper of different sizes and textures
- Wax paper, tissue paper
- Scraps of paper, paper plates
- Invitation/greeting cards
- small/large empty boxes
- Clay, slime, plasticine
- Large Buttons, straws, small empty cartons
- Empty thread spools/reels
- Cardboard tubes, paper bags
- Cloth, felt, vinyl scraps, fallen leaves
- Recyclable/indigenous materials
- White glue
- Masking tape
- Yarn
- Staplers (for teachers' use only)
- String
- Paper clips (for teachers' use only)
- Rubber bands
- Round tip scissors
- Cellophane tape
- Paper knives
- Tape recorders/CD players and tapes/CDs of a variety of music
- A radio
- Musical instruments (homemade or purchased)
- Bottles of different sizes and textures, metal spoons, wooden sticks
- Old telephones, old clocks, (toy) tool box, soft chair, dust brush and dustpan
- Small tables and chairs



- Props for pretending – clothes, hats, shoes, mirror
- Dolls, stuffed animals, doll beds, baby rattles, bibs, bottles
- Soft cushions, small blankets, matters
- Toy utensil sets
- Teapots, kettles, cutlery (toy)
- Mixing bowls, measuring spoons/cups, sifter
- Pot-holders, aprons, towels, sponges, napkins, place mats
- Empty dry food boxes, cartons, jars, bags
- Doctors’ sets
- Gardening tools set
- Construction tools set
- Carpenter tools set
- A variety of blocks: hollow, unit small stacking, cardboard
- Blocks made from shoe boxes
- Large and small boxes, small pieces of wood with round edges
- Small cars and trucks, small animals, insects, birds
- Seeds, fallen leaves and twigs
- Magnifying glass
- Puzzles, boxes and bottle with lids in different sizes
- Large nuts and bolts (toy)
- Cloth Pegs
- Stacking rings
- Magnets, scales and balances
- Beads, stringing materials
- Large Buttons, small stones, sea shells
- Sets of matching picture cards
- Sand and water, sifters and strainers
- Materials that will float/ sink
- Measuring cups, funnels
- Material for bubbles making
- Maps of Pakistan and World



- Pencils, crayons, markers
- Old Computer keyboards, typewriters
- Rubber stamps, paper clips, tape, rulers
- Different types of paper: with and without lines
- Envelopes
- Assorted books (big books, small books, picture books with and without text)
- Child-made books
- Photograph books from field trips
- Cozy chair or pillows
- Puppets
- Slate & chalks
- Takhti, qalam & dawat
- Rubbers
- Foot rulers



## Sindh Early Childhood Care and Education (ECCE) Curriculum 2024 Committee

1	<b>Ms. Anjum Shaheen</b> Assistant Professor, Coordinator of PGDECE and Master Trainer Department of Early Childhood and Elementary Education Faculty of Education, University of Sindh Elssa Qazi Campus Hyderabad	Chairperson
2	<b>Sayed Saleh Muhammad Shah</b> Ex. Deputy Director, DCAR Sindh Jamshoro	Member
3	<b>Mr. Muhammad Waseem Mughal</b> Principal GECE (W) Mirpurkhas	Member
4	<b>Mr. Abdul Hameed Khoso</b> Subject Specialist, DCAR Sindh Jamshoro	Member
5	<b>Ms. Shabana Shaikh</b> ECCE Master Trainer: GGPS Mir Mohalla Tando Jam Hyderabad	Member
6	<b>Ms. Ambreen Khan</b> ECCE Scholar and Practicing Teacher: GGLSS Tahzeeb-e- Niswan, Hyderabad	Member
7	<b>Ms. Momina</b> Curriculum and ECCE Expert GGPS Talpur Tando Jam, Hyderabad	Member
8	<b>Mr. Arshad Mehmood</b> HM GBLSS Qazi Abid, Hyderabad	Member
9	<b>Mr. Amjad Ali Yousuf Zai</b> HM, GBPS, Mirza Qaleech Baig, Hyderabad	Member
10	<b>Mr. Mushtaque Ahmed Ansari,</b> Subject Specialist, DCAR Sindh, Jamshoro.	Secretary/ Desk Officer



GOVERNMENT OF SINDH  
SCHOOL EDUCATION & LITERACY DEPARTMENT

Karachi, dated the 5<sup>th</sup>, July 2024.

**NOTIFICATION**

**NO. SELD/HCW/18/2018:** In compliance with the Section 3, sub-section (4), (e) of Sindh School Education Standards & Curriculum Act 2014, Sindh Act No. IX of 2015. School Education & Literacy Department, Government of Sindh is pleased to accord **No Objection Certificate** for approval of revised **Sindh Curriculum for Early Childhood Education (ECE) 2023-24**, aligned with the adopted Standards of National Curriculum of Pakistan (NCP) 2022-23, after review by the Provincial Review Committee constituted for Early Childhood Education (ECE) Curriculum 2023-24.

- ZAHID ALI ABBASI-  
SECRETARY TO GOVERNMENT OF SINDH

**NO. SELD/HCW/18/2018:**

Karachi, dated the 5<sup>th</sup>, July 2024.

**A copy for information and necessary action to:**

1. The Chairman, Sindh Textbook Board, Jamshoro.
2. The Chief Advisor Curriculum Wing, School Education & Literacy Department, Government: of Sindh, Karachi.
3. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro.
4. The P.S to Secretary School Education & Literacy Department, Government: of Sindh, Karachi.
5. The official website.
6. The office file.



SCHOOL EDUCATION &  
LITERACY DEPARTMENT  
GOVERNMENT OF SINDH



*[Signature]* 05/07/2024.  
SECTION OFFICER (A&T-I)

For SECRETARY TO GOVERNMENT OF SINDH.