GOVERNMENT OF MEGHALAYA

DIRECTORATE OF EDUCATIONAL RESEARCH & TRAINING

MEGHALAYA SYLLABUS

CLASSES 1&2

Language & Numeracy

2025

Meghalaya Syllabus
Classes 1 & 2
Language & Numeracy

Directorate of Educational Research & Training
Meghalaya

2025

National Education Policy, 2020 towards a Significant Paradigm Shift in Holistic and Inclusive Approach in Foundational Learning

The National Education Policy, 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

The first eight years of a child's life are critical and it lays the foundation for lifelong well-being and overall growth and development across all dimensions — physical, cognitive, and socio-emotional.

The NCF-FS, 2022 strongly emphasises the importance of the clear flow-down that must be there from Aims of Education to Curricular Goals to Competencies to Learning Outcomes. Each set must emanate from the immediately higher level, while ensuring full coverage of the objectives at the immediately higher level. This is a process of 'breaking down and converting' relatively abstract and consolidated notions to more concrete components, in order to make them useable in the practice of education.

From 3–8 years of age, ECCE includes continued attention to health, safety, care, and nutrition; but also, crucially, self-help skills, motor skills, hygiene, the handling of separation anxiety, physical development through movement and exercise, expressing and communicating thoughts and feelings to parents and others, being comfortable around one's peers, sitting for longer periods of time in order to work on and complete a task, ethical development, and forming all-round good habits.

ECCE during these years also entails the development of early literacy and numeracy, including learning about the alphabet, languages, numbers, counting, colours, shapes, drawing/ painting, indoor and outdoor play, puzzles and logical thinking, art, craft, music, and movement. The aim is to build on the developmental outcomes in the domains mentioned above, combined with a focus on early literacy, numeracy, and awareness of one's environment. This becomes particularly important during the age range of 6–8, forming the basis for achievement of Foundational Literacy and Numeracy (FLN). The importance of FLN to overall education is well-understood, and fully emphasised in NEP 2020.

The Learning outcomes guide teachers in planning lessons and choosing appropriate activities. It will ensure consistency in what children are expected to learn at each stage in general and the Foundational Stage in particular. Moreover, it helps to assess progress teachers can observe if the intended outcomes are achieved. It informs parents about what their children are learning and how they are growing and support holistic development - cognitive, emotional, social, and physical growth.

The focus on the assessment part is a transforming one thereby, by shifting from summative to a more continuous formative assessment approach that emphasizes on foundational skill, nurturing the child's curiosity and in promoting critical thinking, enhancing creativity and cultivating social and emotional wellbeing which is progressive in nature.

The Syllabus for classes 1 and 2 is not just a guide—it's a bridge between curriculum design and classroom practice. It empowers teachers to deliver holistic, joyful, and developmentally appropriate education, laying a strong foundation for lifelong learning.

This paradigm shift in the Foundational Stage refers to a major change in the philosophy, goals, and methods of early childhood education - moving away from traditional, teacher-led and rote-based learning toward child-centred, play-based, and holistic education.

Foreword

The vision and goals of the Foundational Stage learning in Meghalaya aims to ensure inclusive, equitable, and quality education for all children, emphasizing the importance of fostering a supportive and nurturing environment that enables each child to reach their full potential. Ultimately, the Meghalaya Foundational Stage Curriculum seeks to provide children with a strong foundation for lifelong learning and success.

The ***Meghalaya Syllabus for Classes 1 & 2 – Language & Numeracy*** must be read alongside the ***Meghalaya Pre-School Syllabus***. While the Pre-School Syllabus emphasizes the significance of early childhood education in laying the foundation for a child's holistic development, the Syllabus for Classes 1 and 2 focuses on expanding on Language and Numeracy, equipping students for learning in the Preparatory Stage.

A pre-requisite of the successful implementation of the Syllabus is to create a learning environment where children get the opportunity to explore, inquire, and develop their potential to the fullest. This learning environment is a blend of meaningful interactions and structured and free play activities that foster growth and development. Further, it advocates for child-centred, inquiry-based approaches through active engagement, critical thinking, and problem-solving skills. This very pedagogical approach will nurture a joy of learning and encourage children to become curious, creative, and confident individuals.

I acknowledge and appreciate the collaborative effort of the Foundational Stage Team of DERT and DIETs, Azim Premji University for their technical support, and to all stakeholders who have been involved in the development of the comprehensive Syllabus as content writers. Through their commitment and involvement, we can create a nurturing and enriching educational experience for every child.

I extend my gratitude to all, and I believe that the ***Syllabus for Classes 1 & 2 – Language & Numeracy*** will guide and inspire educators in providing quality education and fostering the holistic development of young learners.

19th December, 2025
Place: Meghalaya, Shillong

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Acronyms

Sl. No.	Acronyms	Full form
1	C	Competency
2	CG	Curricular Goal
3	ELPS	Experience Spoken Language Picture Written Symbol
4	GRR	Gradual Release of Responsibility
5	L1	Language 1
6	L2	Language 2
7	LO	Learning Outcome
8	NCF-FS	National Curriculum Framework for Foundational Stage
9	NEP	National Education Policy
10	SCF-FS	State Curriculum Framework for Foundational Stage

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Part A
Introduction

1. About the Syllabus for Classes 1 & 2 – Language & Numeracy

The ***Meghalaya Syllabus for Classes 1 & 2 – Language & Numeracy*** is the first such detailed document in the state for teachers and curriculum developers engaged with children in the age group of 6-8 years or in classes 1 and 2. It is aligned to the State Curriculum Framework for Foundational Stage (SCF-FS) 2023, which is aligned to the National Curriculum Framework for Foundational Stage (NCF-FS) 2022. It is hoped that this Syllabus will guide the development of any curricular material in Meghalaya for classes 1 and 2 – be they textbooks, activity books, workbooks and worksheets, resource books, assessment tools, etc. It is expected that this Syllabus makes the best effort in making our children 21st-century learners.

The Syllabus for Classes 1 & 2 is divided into two sections:

Part A: This section provides background information and broad theoretical underpinnings about early childhood education such as the significance of early childhood education, the vision and goals of the Foundational Stage, guiding principles for the Foundational Stage, domains of development, definitions of each level of the learning standards (Aims of Education – Curricular Goals – Competencies – Learning Outcomes), guiding principles for Syllabus development, suggested themes and sub-themes (aligned to the contexts of learners), assessment, and suggested timetables for classes 1 and 2.

Part B: This section has dedicated chapters for Language (both Language 1 and Language 2) and Numeracy. Each chapter outlines the Curricular Goals and Competencies for the domain, followed by the approach (including suggested strategies and techniques), learning teaching material, and assessment (for observation, analysis of children's work, self assessment, and peer assessment). After these chapters, we have illustrative Learning Outcomes for both Language and Numeracy (given year-wise), and an overview of knowledge, capacities, values, and dispositions with examples.

Significance of early childhood education

Brain development

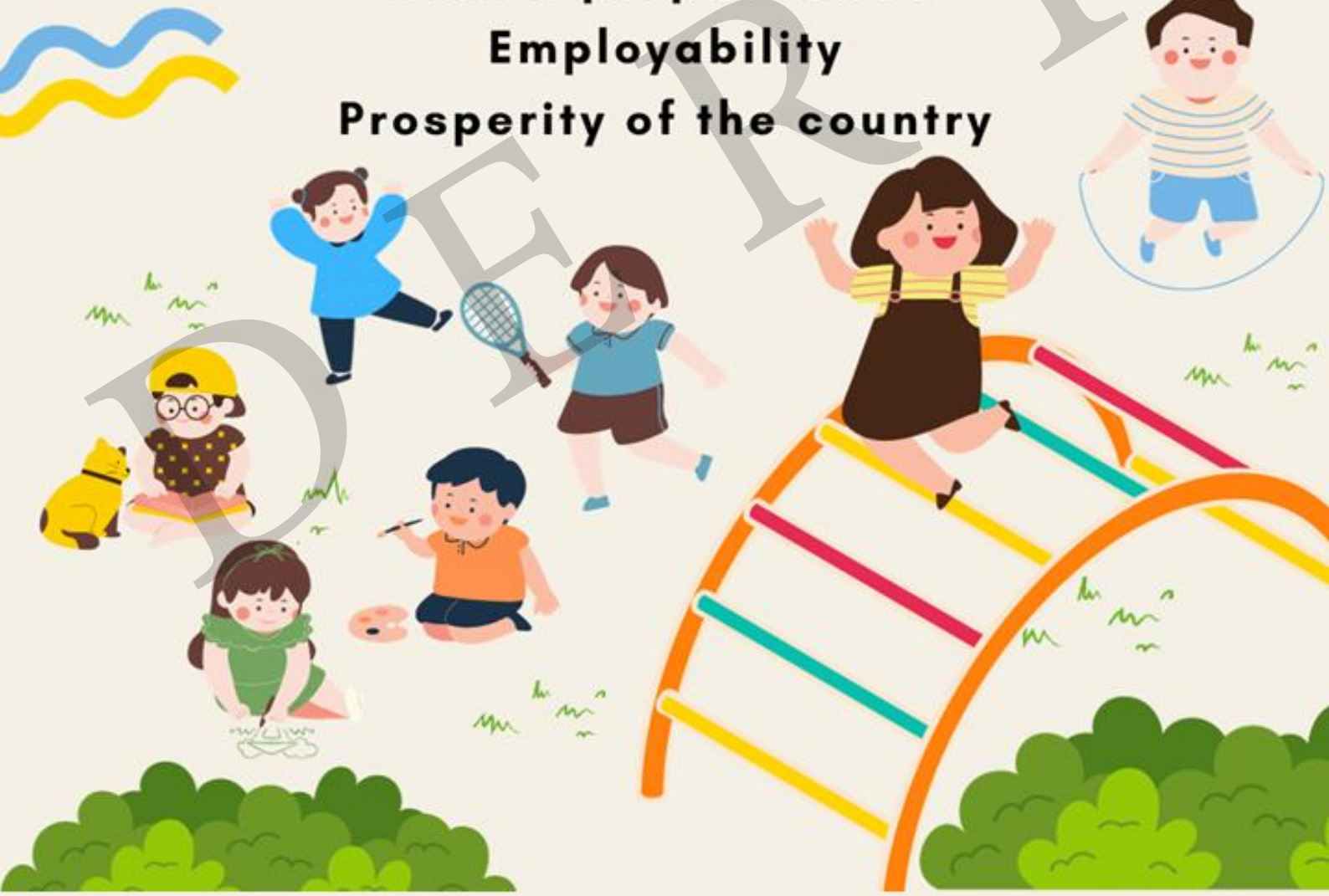
Social justice and equality

Improved learning outcomes

School preparedness

Employability

Prosperity of the country



Vision and goals of Foundational Stage

- Achieving universal provisioning of quality early childhood development, care, and education as soon as possible.
- Attainment, by all children of optimal outcomes in the domain of:
  - Physical and motor development
  - Cognitive development
  - Socio-emotional-ethical development
  - Cultural/artistic development
  - Development of communication and early language, literacy, and numeracy
- Institutionalization of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning comprising of languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement in addition to a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.

4. Guiding principles for the Foundational Stage

1 Every child is capable of learning regardless of the circumstances of birth or background. 	2 Each child is different and grows, learns, and develops at their own pace. 	3 Children are natural researchers with great observational skills. They are constructors of their known learning experiences and express feelings and ideas through different representations. 
4 Children are social beings; they learn through observation, imitation, and collaboration. They learn through concrete experiences, using their senses and acting upon the environment. 	5 Children's experiences and ways of learning must be acknowledged and included. Children learn best when they are respected, valued, and fully involved in the learning process. 	6 Play and activity are the primary ways of learning and development with continuous opportunities for children to experience, explore, and experiment with the environment. 

7 Children must engage with material, activities, and environments that are developmentally and culturally appropriate and develop conceptual understanding and problem-solving.

8 Content should be drawn from the experiences of children. The novelty of the content or its challenges should be based on the familiar experiences of children.

9 Content should be suited to the developmental needs of children and should provide several opportunities for fantasy, storytelling, art, music, and play.

10 Equity in issues such as gender, caste, class, and disability should be emphasized in the content.

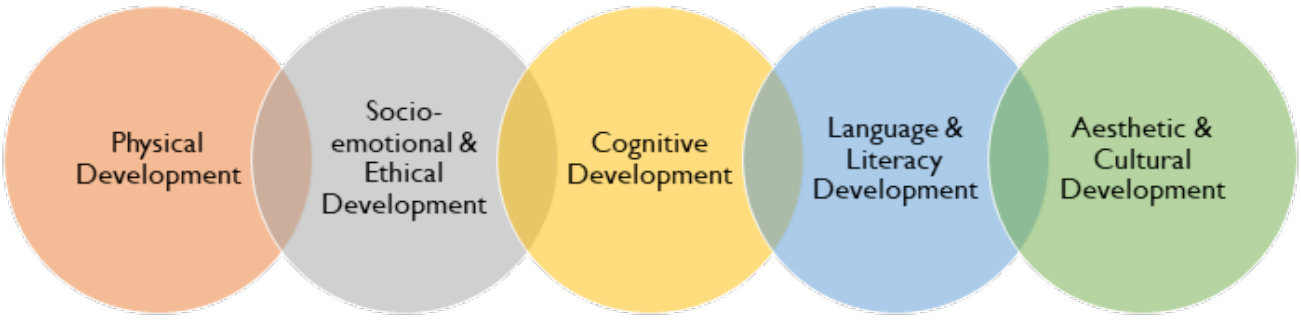
11 Teachers should facilitate and mediate the learning. Scaffolding should be provided by asking open-ended questions, enabling exploration.

12 Family and community are partners in this process and are involved in multiple ways.

13 Care is central to learning. Children at this age naturally perceive familiar adults as caregivers first. Classroom activities must emphasize the emotional aspect of learning (e.g., through storytelling or art).

Source: *Meghalaya Foundational Stage Curriculum*
Adapted from *National Curriculum Framework for Foundational Stage (pp. 35-36)*

5. Domains of development



Domain: Physical development

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

Domain: Socio-emotional & ethical development

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

Domain: Cognitive development

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

Domain: Language & literacy development

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

Domain: Aesthetic and cultural development

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

Source: *National Curriculum Framework for Foundational Stage (pp. 225-266)*

6. Curricular framework: From Aims to Learning Outcomes

Aims: Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems – curriculum development, institutional arrangements, funding and financing, people's capacities and so on. According to NEP 2020: The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

Curricular Goals: Curricular Goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to the Foundational Stage. For example, 'Children develop effective communication skills for day-to-day interactions in two languages' is a Curricular Goal for the Foundational Stage.

Competencies: Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage. The following are examples of some of the Competencies derived for the above Curricular Goal - 'Converses fluently and can hold a meaningful conversation' and 'Understands oral instructions for a complex task and gives clear oral instructions for the same to others.'

Learning Outcomes: Learning Outcomes are granular milestones of learning and usually progress in a sequence leading to attainment of a Competency. Learning Outcomes enable teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies. Curriculum developers and Teachers should have the autonomy to define Learning Outcomes as appropriate to their classroom contexts, while maintaining the connection to the Competencies.

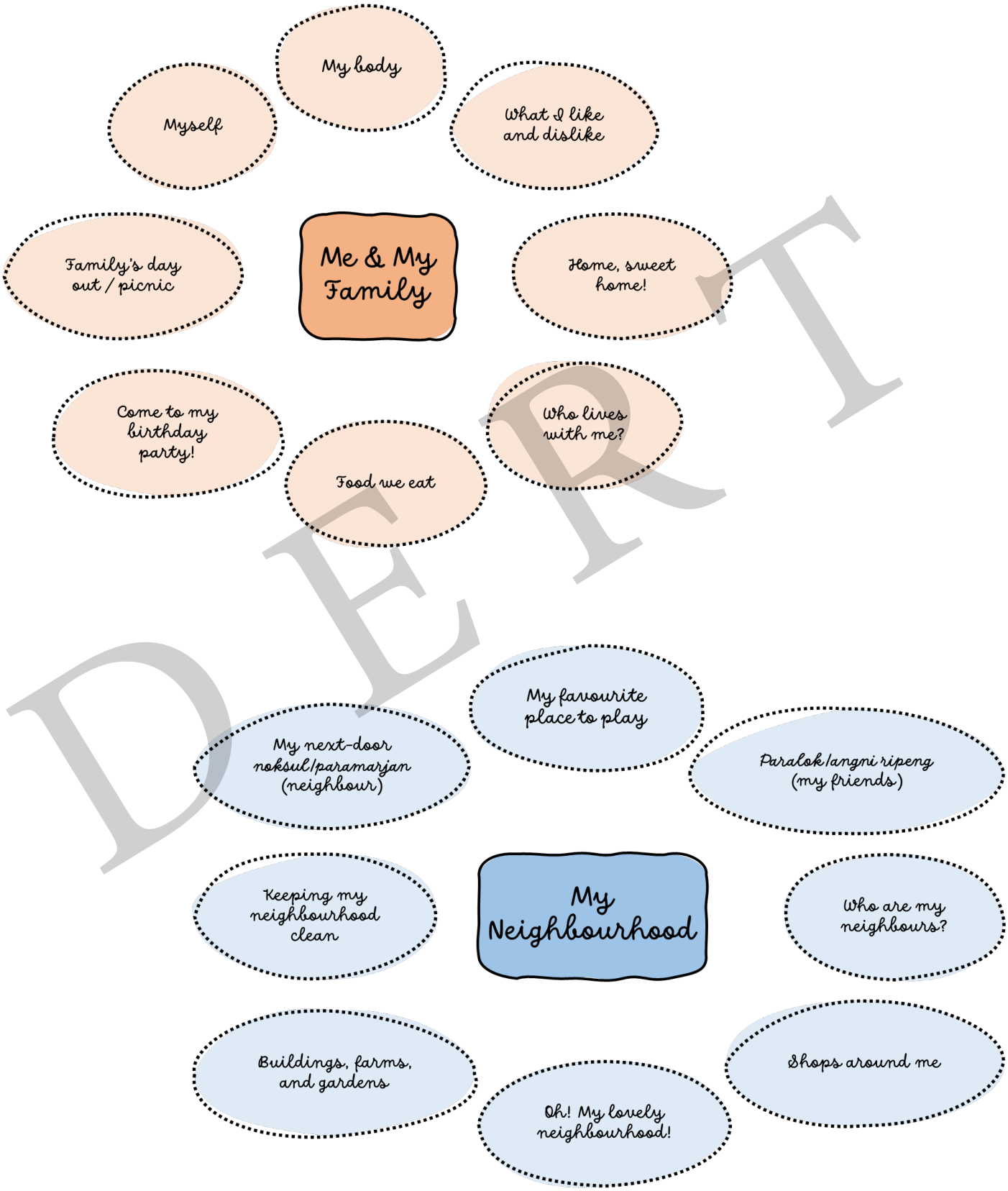
7. Guiding principles for syllabus development

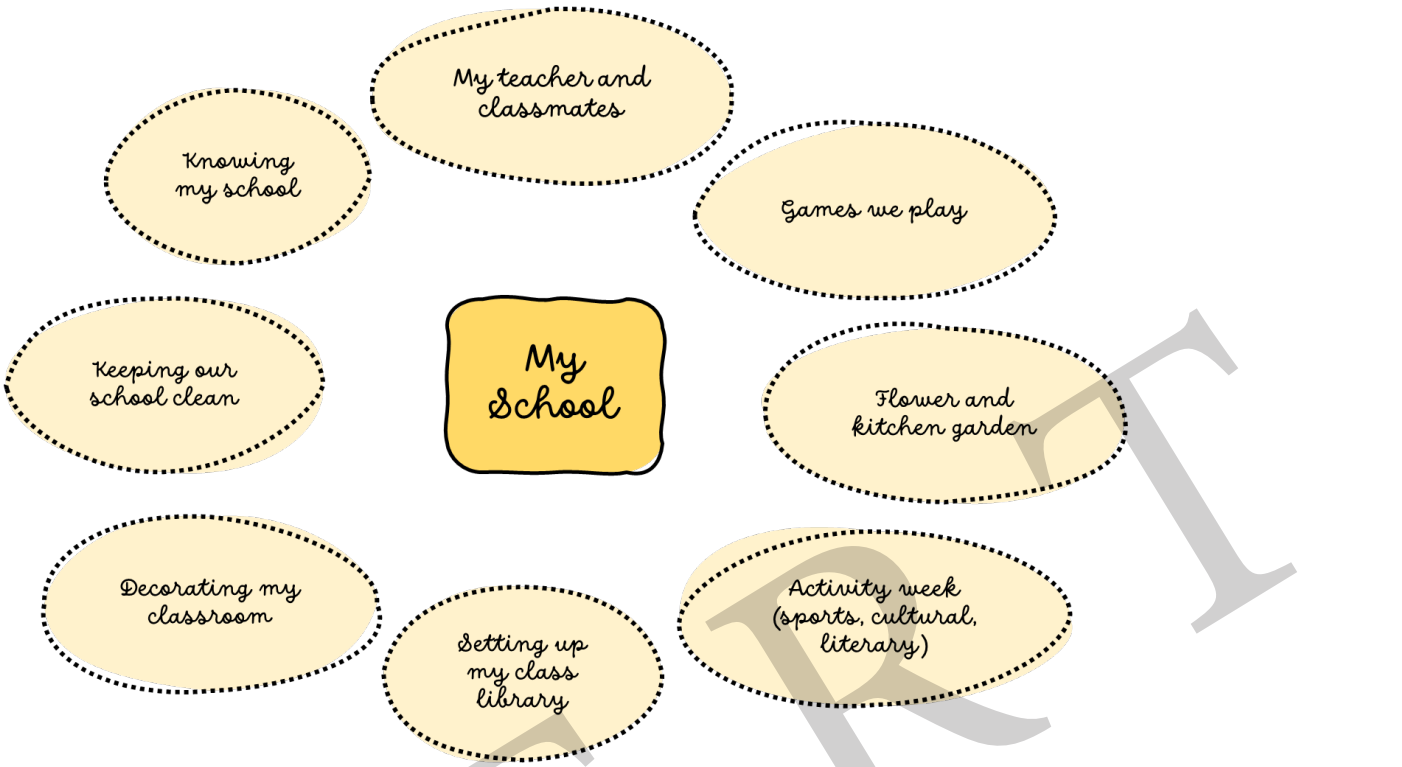
Guiding principles for syllabus development in the Foundational Stage

- Content should be sensorially engaging (e.g., activate the child's senses, have aesthetic appeal).
- Content should be derived from children's life experiences and reflect the cultural, geographical, and social context in which the child is developing and growing.
- Content should move from familiar to unfamiliar, simple to complex, concrete to abstract and from self to others.
- Content should reflect topics and themes which will acquaint children with the natural and human environment in which they are growing and developing, the social and the physical world, people, places, living and non-living things.
- Content should be diverse and inclusive to accommodate the varied interests of individual children.
- Special care should be taken to avoid promotion of stereotypes e.g., owls and snakes as evil, or seeing a black cat as unlucky, or the mother always handling the kitchen.

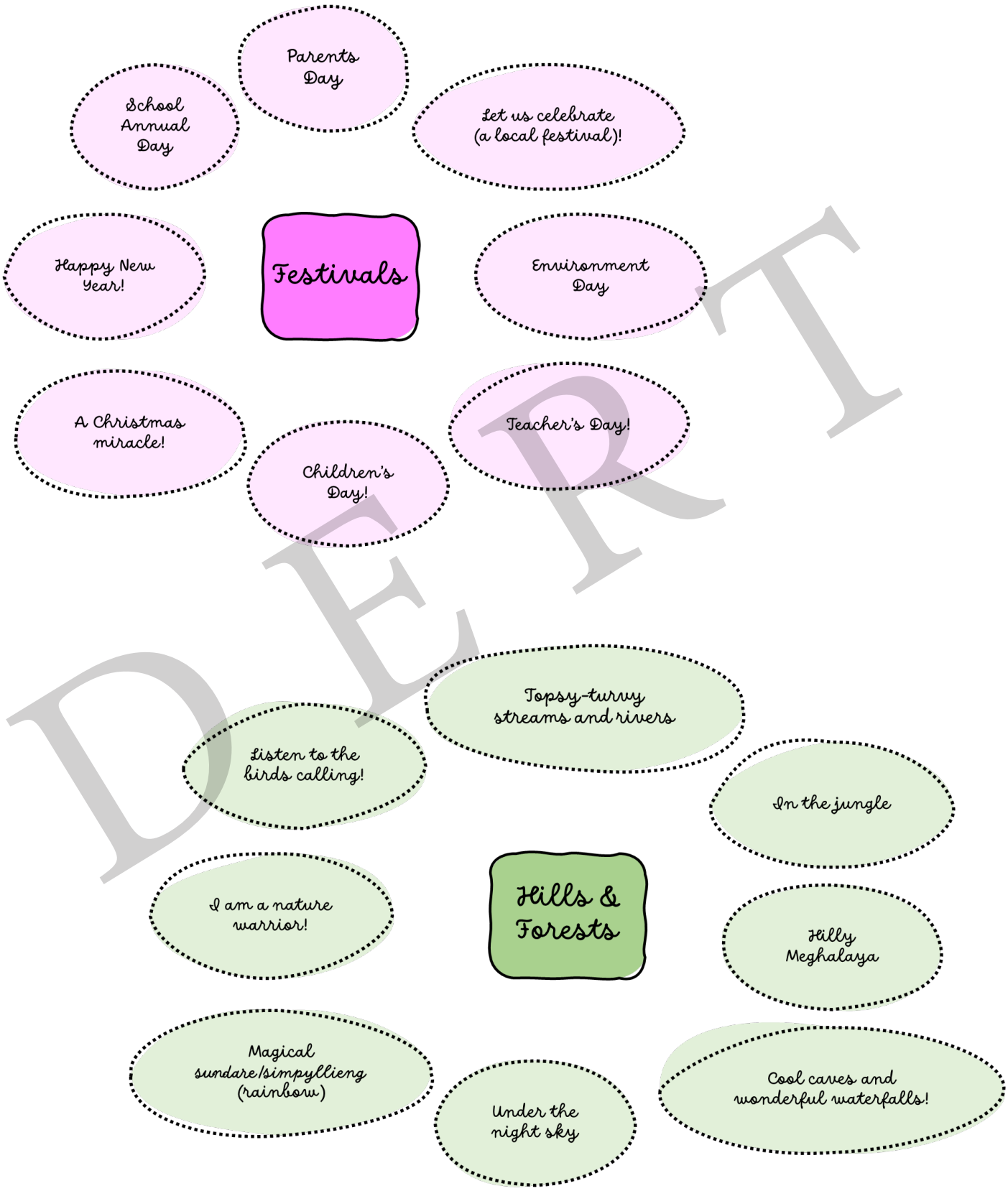
Adapted from: *NCF-FS 2022*

8. Suggested themes and sub-themes




My School
My teacher and classmates
Knowing my school
Games we play
Keeping our school clean
Flower and kitchen garden
Decorating my classroom
Setting up my class library
Activity week (sports, cultural, literary)


Market
Toy shop!
Shops in the market
Shoe centre!
Weekly market
From home to market
Basa jhur, basa dohkha bad basa doh / be·en, na·tok aro me·su bazar (vegetable, fish and meat market)
Stationery centre
Grocery store


Parents Day
School Annual Day
Let us celebrate (a local festival)!
Happy New Year!
Festivals
Environment Day
A Christmas miracle!
Children's Day!
Teacher's Day!
Topsy-turvy streams and rivers
Listen to the birds calling!
In the jungle
I am a nature warrior!
Hills & Forests
Hilly Meghalaya
Magical sundare/simpyllieng (rainbow)
Under the night sky
Cool caves and wonderful waterfalls!

9. Assessment

Guiding principles for assessment in the Foundational Stage

- Assessment should not additionally burden the child. Explicit tests and examinations are completely inappropriate tools for the Foundational Stage. Assessment should go hand in hand with learning through meaningful activities.
- Self and peer assessment should also be practiced, right from the Foundational Stage.
- Assessment should be based on learning outcomes.
- Different kinds of assessment should be designed for the same Learning Outcomes. This will support children who learn and express themselves in different ways.
- Assessment should be systematically documented and analyzed.
- Feedback from assessment should inform all stakeholders like parents, teachers, and even the children themselves.
- Children should not be labelled based on learning gaps or differences in the pace of learning found through assessment.
- Assessment should not overly burden the teacher. The teacher should judiciously choose the assessment tool, periodicity of assessment, and how many children to assess at a time.

Adapted from: *NCF-FS 2022*

Methods of assessment

Observations of the child

Analyzing children's work (artefacts)

Self assessment

Peer assessment

Tools of assessment

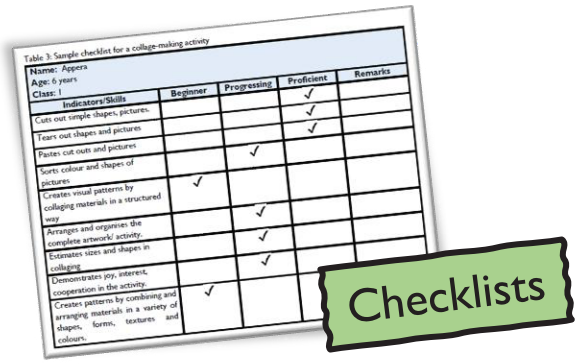
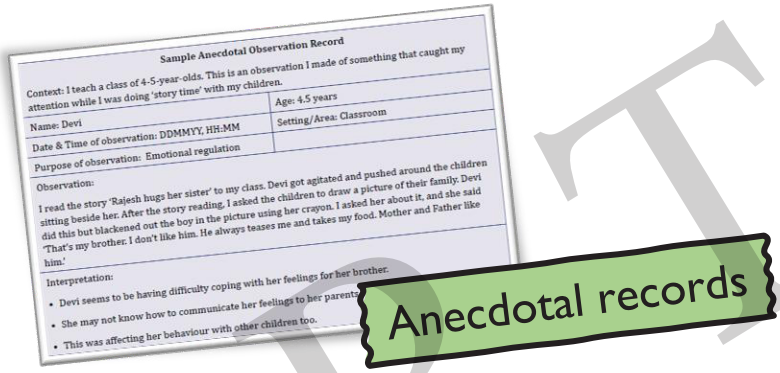


Table 3: Sample checklist for a collage-making activity

Name: Appera
Age: 6 years
Class: I

Indicators/Skills	Beginner	Progressing	Proficient	Remarks
Cuts out simple shapes, pictures.			✓	
Tears out shapes and pictures			✓	
Pastes cut outs and pictures		✓		
Sorts colour and shapes of pictures	✓			
Creates visual patterns by colleging materials in a structured way		✓		
Arranges and organises the complete artwork/ activity.		✓		
Estimates sizes and shapes in colleging		✓		
Demonstrates joy, interest, cooperation in the activity.				
Creates patterns by combining and arranging materials in a variety of shapes, forms, textures and colours.	✓			

Checklists



Sample Anecdotal Observation Record

Context: I teach a class of 4-5-year-olds. This is an observation I made of something that caught my attention while I was doing 'story time' with my children.

Name: Devi | Age: 4.5 years

Date & Time of observation: DDMMYY, HH:MM | Setting/Area: Classroom

Purpose of observation: Emotional regulation

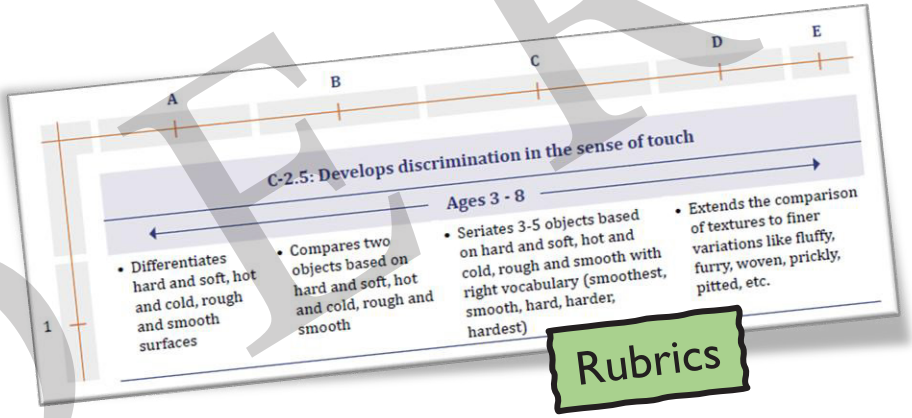
Observation:

I read the story 'Rajesh hugs her sister' to my class. Devi got agitated and pushed around the children sitting beside her. After the story reading, I asked the children to draw a picture of their family. Devi did this but blackened out the boy in the picture using her crayon. I asked her about it, and she said 'That's my brother. I don't like him. He always teases me and takes my food. Mother and Father like him.'

Interpretation:

- Devi seems to be having difficulty coping with her feelings for her brother.
- She may not know how to communicate her feelings to her parents
- This was affecting her behaviour with other children too.

Anecdotal records



A B C D E

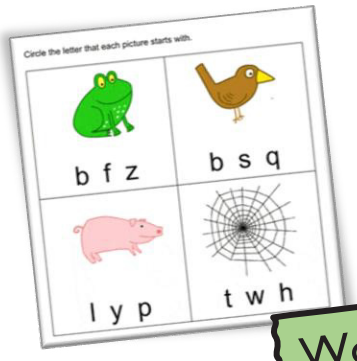
C-2.5: Develops discrimination in the sense of touch

Ages 3 - 8

• Differentiates hard and soft, hot and cold, rough and smooth surfaces	• Compares two objects based on hard and soft, hot and cold, rough and smooth	• Seriates 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (smoothest, smooth, hard, harder, hardest)	• Extends the comparison of textures to finer variations like fluffy, furry, woven, prickly, pitted, etc.

1

Rubrics



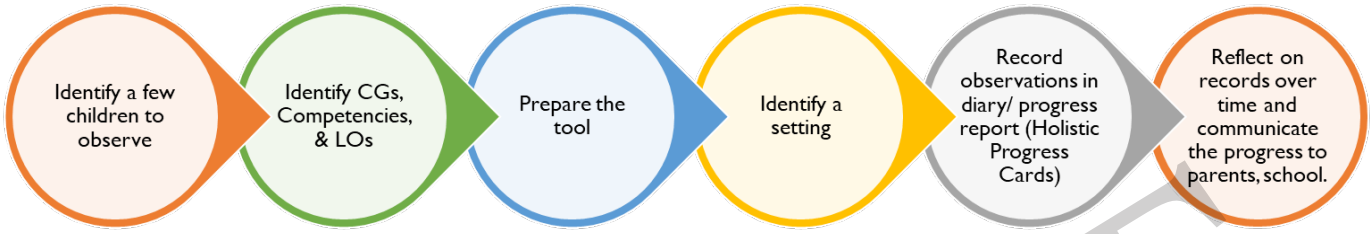
Circle the letter that each picture starts with.

b f z | b s q

l y p | t w h

Worksheets

Steps to observe children



Steps to analyse children's work (artefacts)

10. Suggested timetables

The curriculum recognizes the interconnected nature of the developmental domains. As a result, the suggested timetables do not have specific blocks for each developmental domain or a "subject" – a big shift from earlier timetables. A more fluid structure is adopted with the goal to seamlessly weave the domains of development throughout the daily schedule. This ensures that each domain is addressed in a holistic manner.

For example, language and literacy development takes place throughout the daily schedule and not only during circle time/ conversation and emergent literacy/ story time. Similarly, aesthetic and cultural development takes place beyond the allotted arts/craft/free play time. Physical development is not restricted to corners time, free play, and outdoor play. Socio-emotional and ethical learning too is woven into the entire schedule. Cognitive development is inseparable from development in the other domains and includes numeracy.

Illustration 1

Duration	Activity
Morning Routine/Free Play/Corners Time	
30 mins	Circle Time – Song/Movement
30 mins	L1 – Oral Language
20 mins	L1 – Word recognition
15 mins	**Snack time**
1 hr	Mathematics
30 mins	Art and Craft
30 mins	L1 – Reading/Writing
45 mins	**Lunch Break**
1 hr	L2 – Oral Language, Word recognition
30 mins	Play

Illustration 2

From	To	Mon	Tue	Wed	Thu	Fri
09:00	10:00	Math	Math	L2	Math	L2
10:00	10:45	L1	L1	L1	L1	L1
10:45	11:00	**Snacks**				
11:00	12:00	L1	L1	L1	L1	L1
12:00	13:00	L2	L2	Math	L2	Art
13:00	13:45	**Lunch**				
13:45	14:45	Art	Math	Art	Art	Math
14:45	15:30	Library	Gardening	Sports	Gardening	Sports

Part B
Details of syllabus

1. Language

Curricular Goals and Competencies

Curricular Goals	*Competencies*
CG-9 Children develop effective communication skills for day-to-day interactions in two languages	**C-9.1** Listens to and appreciates simple songs, rhymes, and poems
	C-9.2 Creates simple songs and poems on their own
	C-9.3 Converses fluently and can hold a meaningful conversation
	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others
	C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say
	C-9.6 Narrates short stories with clear plot and characters
	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
CG-10 Children develop fluency in reading and writing in Language 1 (L1)	**C-10.1** Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/syllables
	C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks
	C-10.2 Recognises all the letters of the alphabet of the script and uses this knowledge to read and write words
	C-10.3 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation
	C-10.4 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own
	C-10.5 Reads short poems and begins to appreciate the poem for its choice of words and imagination
	C-10.6 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material
	C-10.6 Writes a paragraph to express their understanding and experiences
	C-10.7 Shows interest in picking up and reading a variety of children's books
	C-10.8 Writes a paragraph to express their understanding and experiences
	C-10.9 Shows interest in picking up and reading a variety of children's books
CG-11 Children begin to read and write in Language 2 (L2)	**C-11.1** Develops phonological awareness and are able to blend phonemes /syllables into words and segment words into phonemes/syllables
	C-11.2 Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences

Approach

By the time children come to classes 1 and 2, they have already developed some of the core early language and literacy Competencies in their pre-school years. These need to be improved and expanded upon. While play and activities continue even in classes 1 and 2, language learning becomes more focused on attainment of literacy skills. And even though the pre-school years have activity books and workbooks, light language-specific textbooks are introduced with rhymes, stories, and language tasks/activities.

In order to understand the approach for teaching language in classes 1 and 2, it is important to also understand how children in this age group of 6-8 years are markedly different than those in the pre-school years (3-6 years old).

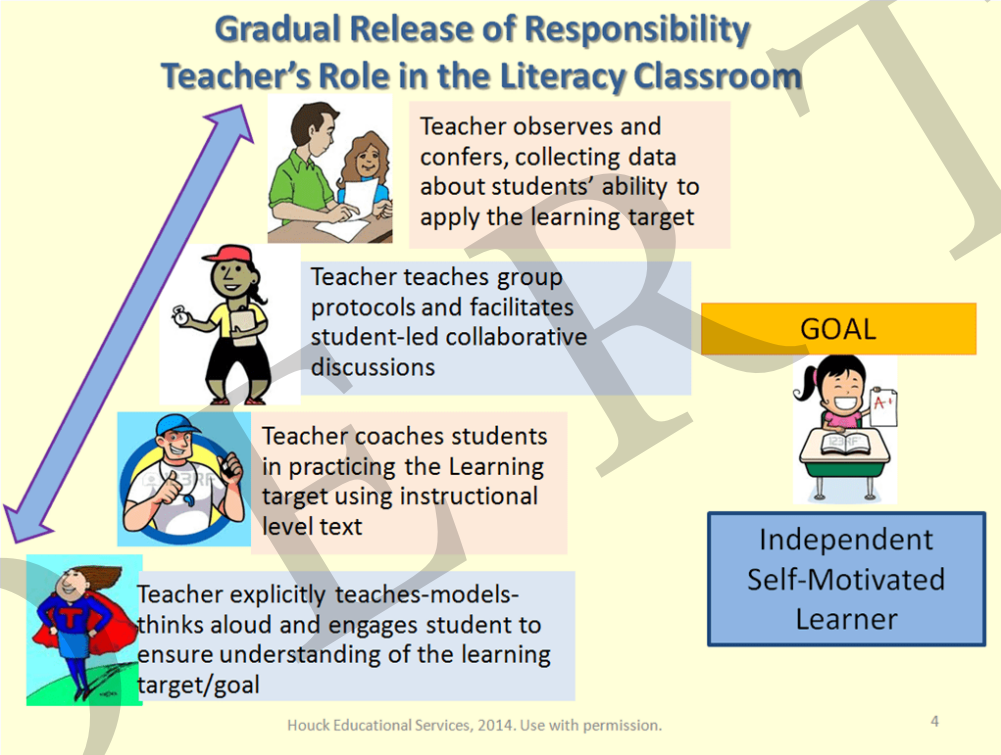
- ***They have improved attention spans and focus.*** This has an implication on the length/duration and complexity of rhymes/songs, stories, and language activities.
- ***They are better equipped to handle abstract concepts.*** This has an implication on the concerted efforts to move towards conventional reading and writing through improved sound-symbol associations and developing an intuitive sense of how grammar works, without being taught explicitly.
- ***They think more logically and critically.*** This has an implication on asking deeper, more thought-provoking questions while eliciting a listener's/reader's response and solving more complex language puzzles and games such as crosswords, riddles, finding rhyming words, etc.
- ***They are able to follow multiple instructions.*** This has an implication on the complexity of language tasks/activities (both class work and home assignments).
- ***They begin to use language more creatively as a tool.*** Children in this age group understand that they can use language for a variety of purposes such as making a request, asking questions, telling stories, cracking jokes, narrating an experience, expressing joy and wonder, playing games, fibbing, expressing gratitude, engaging in humour by telling jokes or riddles, asking for permission, arguing while playing a game, etc. The use of language also becomes more creative.
- ***They are emotionally mature and understand the perspectives of others.*** Children can engage in cooperative play where they play with other children, work well in pairs/groups while distributing responsibilities, form complex friendships, follow social norms, and are better at resolving conflicts through negotiations.

Here are some of the key considerations of teaching language in classes 1 and 2:

- ***Balance between meaning and form:*** Both skills-focused (lower-order skills) and meaning-focused (higher-order skills) activities are required in Grades 1 and 2 when children are learning reading and writing. Teachers need to arrive at a good balance between skills-focused activities (e.g., phonological awareness, decoding, writing letters and words correctly) and meaning-focused activities (e.g., oral language development, engaging with books, drawing, and original writing).
- ***Building social interactions.*** A language classroom should be interactive, and the aim must be to focus on refining higher-order thinking skills, both in speech and writing. Both homogeneous and heterogeneous grouping must be judiciously tried for small-group interactions. Pair work is also important.
- ***Transferability of literacy skills.*** According to the language transfer theory, language and literacy skills can be transferred from one language to another. For example, the skills needed for reading Khasi are the same needed for reading English. A child who reads well in Khasi need not totally relearn basic literacy skills in English. This is also why a strong case is made for first developing literacy in a familiar language.
- ***Translanguaging.*** Children have the remarkable ability in acquiring and using more than one language. Translanguaging is the ability to move fluidly between languages. While children do this in the pre-school years too, in classes 1 and 2 they are better equipped to respond to translanguaging as a pedagogical approach. This means that teachers must strategically use translanguaging in the classroom while teaching language. Some strategies for translanguaging in classes 1 and 2 are actively encouraging children to use all the languages they know, even if they are different from the target

language; grouping students who know the same language; writing journals in whichever language children know; labelling objects in the classroom; setting up reading corners with books of all languages (including bilingual books); teaching key words/vocabulary; checking background knowledge in home language; and making bilingual picture-based dictionaries. Most importantly – give children time!

- ***Scaffolding and Gradual Release of Responsibility.*** Children need to be scaffolded to become independent in oral language and literacy. Scaffolding in learning is a method where the teacher provides tailored support to the learner, gradually reducing it as the learner gains competence. The Gradual Release of Responsibility (GRR) Model is an application of scaffolding, where the teacher initially models a skill or strategy, then guides students in practicing it, and finally, students apply it independently. Often called the "*I do, We do, You do*" model, it gradually shifts the responsibility for learning from the teacher to the student, helping them become competent and self-sufficient learners.



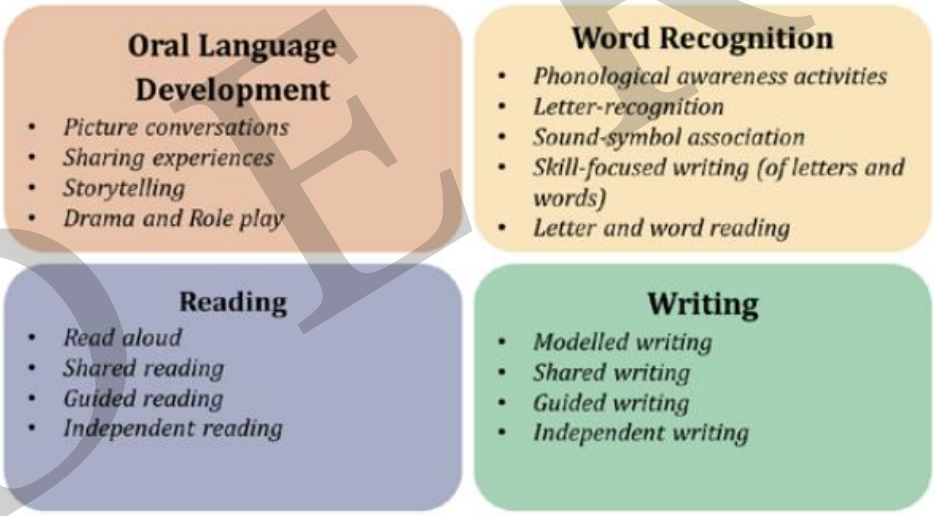
Source: https://www.houcked.com/2-flow-for-the-gradual-release-of-responsibility/

- ***Using children's literature.*** Reading children's literature is not just vital from the language point of view but also for cognitive, socio-emotional, and cultural development. It expands children's understanding of the world, develops critical thinking, and enhances communication skills. Literature also provides a safe space for children to process complex emotions, build empathy, and learn how to navigate real-life situations.
- ***Building cultural awareness and expression.*** A classroom also consists of children from different cultural backgrounds. This is an opportunity for a teacher to introduce stories, songs, folklores, poems, and books belonging to a variety of cultures and languages. Moreover, there can be activities like designing recipe books where each child contributes a recipe, dressing up in traditional attire and describing it in front of the class, writing/drawing an experience of celebrating a festival, doing a role-play of a folklore, and bringing traditional instruments and talking about them. When children get a chance to listen, sing, read, and engage with cultural elements through language and literature, their

perspective broadens. They also become more aware of their own culture, which helps them develop a strong sense of identity.

- ***Judicious use of textbooks.*** At this stage, children also begin to read poems, stories, authentic materials, etc., and do tasks/activities given in a prescribed textbook. The textbook is only one of the many tools that the teacher can use in achieving the desired Competencies and Learning Outcomes, with storybooks, children's magazines, authentic materials, letters, etc., being other examples. Textbooks for classes 1 and 2 must be 'light' in terms of content. The content must be carefully curated so that it is meaningful and contextual to children. It should give scope for designing interesting pre-, while, and post-reading activities around the main components/areas of language development in the Foundational Stage (described ahead). Although a textbook is meant for children, it also guides a teacher through teacher's notes and suggests ideas for optimal utilisation and to go beyond the textbook.

To make language learning more effective and systematic, NCF-FS lists down eight essential components that are required to be developed in children. To work on these components, it suggests teachers to follow the Four Blocks Model to plan a day or a week. The Four Blocks Model has four major blocks for a balanced approach to language and literacy instruction – oral language, word recognition, reading, and writing. The blocks are not sequenced. Activities for the four blocks may be implemented in an integrated manner, but children must spend time working on each of the blocks on a regular basis. As we are talking about classes 1 and 2 of the Foundational Stage, the activities for each block should be aligned with the Learning Outcomes.



- **Block 1: Oral language:** Oral language refers to the ability to understand and use spoken language effectively. Strong oral language skills provide a solid foundation for reading, writing, and overall communication. This block includes the following components:
    - **Rhymes/songs/poems:** This includes both enjoying listening to, humming along to, and singing/reciting rhymes, songs, and poems as well as having conversation about them and asking questions.
    - **Free/guided conversation:** Free conversation means spontaneous and unstructured exchange between children or between children and the teacher where children engage in informal discussions, share ideas, express themselves, and practice communication skills e.g., children talk while playing a game or express their likes and dislikes. Guided conversation has a predetermined topic e.g., talking about a story or talking about a festival that children have recently celebrated.

- **Picture conversations:** Children describe pictures, talk about them, share observations, ask questions, and express their thoughts.
- **Sharing experiences:** Children share personal stories, events, or experiences and actively listen to the experiences of others. They engage in conversation and maintain the thread of conversation among them.
- **Storytelling:** Children share stories from their imagination or from their life using expressive language, gestures, etc. This includes extending stories and telling stories similar to ones they have heard/read in the class.
- **Drama and role play:** Children participate in imaginative activities where they take on different roles and act out scenarios for their own stories or stories they have heard/read in class. This may or may not include the use of props or costumes.

- **Block 2: Word recognition:** This block is to help children recognize whole words e.g., sight words, and to help children build their vocabulary. The activities in this block should be in the form of language games suggested below.
  - **Phonological awareness activities:** Activities to play with sounds e.g., environmental sounds (like noticing the rustling of the leaves; flowing of water; sounds of animals, objects, and vehicles), rhyming words (enjoying rhyming words, identifying rhyming words in familiar songs/poems, and producing rhyming words), alliteration (e.g., through tongue twisters), and breaking words into syllables by clapping or any other action.
  - **Letter recognition and sound-symbol association:** In the pre-school years, this begins with recognising a few letters and their corresponding sounds to gradually being able to recognize all letters and their corresponding sounds. Letters and sounds should be introduced through familiar words e.g., the names of children or the objects they commonly see around them. Slowly, letters can be shown in isolation too. It is not necessary to introduce letters and their corresponding sounds alphabetically. By classes 1 and 2, children will learn to produce rhyming words and alliterations, break down syllables into consonants and vowel sounds as well as combine sounds to form the most familiar words.
  - **Skill-focused writing (of letters and words):** This means providing multiple opportunities for children to engage with writing letters and words through emergent literacy tasks where they can draw, scribble, and write. This includes both free and guided opportunities to make lists and labels, write messages and letters, design greeting cards, record attendance, respond to yes/no worksheets, create picture/word dictionaries, describe pictures, extending a rhyme by adding new words, completing incomplete sentences, etc.
  - **Letter and word reading:** To identify letters and words by reading them out. In the pre-school stage, word recognition can begin with children's names and sight words, as they are the most familiar and frequently occurring words that children encounter orally and in print. A print-rich environment is essential for helping children read – including charts, story books, and flashcards of letters and words. The letters and words that children write by themselves in the emergent literacy tasks mentioned above should also be used for reading.
- **Block 3: Reading:**, This block focuses on developing a meaningful connect with the world of print (how print works), understanding the conventions of print (book handling, directionality i.e., from top to bottom and left to right, different pages of the book e.g., cover page, spacing between words), reading pictures, and reading pictures with minimal text that includes familiar words (including sight words) and familiar short sentences. A variety of children's literature and a print-rich environment are essential for helping children become better readers. Reading corners and/or libraries play a crucial role in helping children develop the desire/habit of reading. This block includes the following components:

- **Read aloud:** The intentional and interactive practice of a teacher or adult reading a book or text aloud to children for developing listening skills, vocabulary, comprehension, and a love for reading. It also models fluent reading and introduces children to different genres and literary elements. It is recommended that stories which are at the listening level of children should be used for read aloud. The listening level of children means text that is aligned with the current level of oral comprehension of children, including words, phrases, and sentence structure/length that children can independently understand without explanation.
- **Shared reading:** A collaborative reading experience between the teacher and children using text with accompanying visuals in large font e.g., a textbook or story chart. Here, the teacher provides extensive reading support by involving children in finger-point reading, maintaining a steady pace of reading, asking comprehension and prediction questions, pausing to recognize familiar letters and words, etc. Shared reading promotes interactive discussions, vocabulary development, comprehension skills, and a positive reading environment where children actively engage with the text. Repeat reading of familiar texts is encouraged to help children become more independent readers.
- **Guided reading:** An instructional approach where the teacher groups children as per their reading levels and assigns reading tasks by providing graded texts. Children read more independently compared to shared reading, and the role of the teacher is to provide targeted support and scaffolding by equipping children with specific reading strategies (e.g., using visual cues to read, breaking words into syllables, chunking sentences into clusters of words, and looking for sight words). The teacher continuously monitors the reading progress of children. Once children are able to independently read their graded text, they may be provided with texts of the next reading level.
- **Independent reading:** Children read books or texts on their own, without direct guidance from the teacher. It allows children to apply their reading skills, build fluency, develop reading strategies, and explore a variety of texts at their own pace, fostering a sense of autonomy and a love for reading. Independent reading must be encouraged by having dedicated slots for exploring the reading corner and reading each other's work. Books that have been frequently used for read aloud and shared reading are ideal for independent reading. However, children should be free to choose the books they want to read, even if the books have not been read in class before or are beyond their current reading level. Learner-created texts are also great for independent reading as they hold personal meaning for children.

- **Block 4: Writing:** In the pre-school years, this includes drawing, scribbling, and making initial attempts at writing familiar words and sentences through emergent literacy tasks. Writing can be in the form of narrative writing (e.g., messages, letters, greeting cards, and journals) and non-narrative writing (e.g., lists, labels, and tally marks). The focus of writing in the pre-school years should be on meaning and expression, and not on copy writing from the board/book, having "good" handwriting, and writing with accurate spellings and grammar. Whatever the children or the teacher write should be used for conversation and reading. This block includes the following components:
  - **Modelled writing:** An approach where the teacher demonstrates the writing process by writing on the board, chart paper, slate, or paper. Children participate in the writing process by offering suggestions. The teacher "thinks aloud" while writing. For example, while writing about a nature walk experience, the teacher may say the following – "*I am first going to write the day we went for the nature walk right on top, which was Monday. [Teacher writes 'Monday']. 'Monday' is spelled M-o-n-d-a-y. [Teacher spells out each letter of the word while writing] What should I write next? [Children say the name of the place where they went for the nature walk] Ok, let me write 'school garden' just under*

'Monday"'. The teacher continues with the writing process through an interactive think aloud. Another recommended practice for modelled writing is when the teacher captions the child's work or writes down what the child says verbatim. For example, the teacher may write the following on a child's drawing – "*Fedora Lamin has made a cat and an ice-cream. She says – This is a cat. I love cats. This is an ice-cream. I love ice-cream.*" Such a process provides a clear example of effective writing and helps children understand the writing process e.g., choosing words and structuring and organizing sentences.

- **Shared writing:** A collaborative writing approach where the teacher and children work together to compose a text through a "shared pen" exercise. The teacher guides the writing process, eliciting responses from the children, and children develop a sense of ownership over the writing. For example, the teacher shows a picture of a family picnic. Children talk about the picture for some time. The teacher writes a few sentence stems and children complete them with support e.g., *This is a picture of…, We see…, I want to…*
- **Guided writing:** An instructional approach where the teacher groups children as per their writing levels and assigns writing tasks in the form of word games, worksheets, etc. Children write more independently compared to shared writing, and the role of the teacher is to provide targeted support and scaffolding by equipping children with specific writing strategies (e.g., talking about what they want to write, using visual cues to write, inventing spellings, using the word wall). The teacher continuously monitors the writing progress of children.
- **Independent writing:** Children write on their own, without direct guidance or intervention by the teacher. It promotes autonomy and creativity. Independent writing is for all children – even when they are at the initial stages of writing such as drawing, scribbling, and inventing spellings. All children should get the time to express themselves through independent writing. The teacher can caption children's drawings and scribbles if they are not yet able to write conventionally.

Learning Teaching Material

- Reading corner with children's literature:
  - Board books (books with cardboard pages and rounded corners for very young children; these are easy to handle and safe)
  - Sensory books ("touch and feel" books to stimulate senses e.g., storybook about animals with textured materials used for the animals' skin/fur/scales/etc.)
  - Picture cards and charts
  - Big pictures (large visuals of scenes with lots of details)
  - Wordless picture books
  - Big books
  - Story charts
  - Graded books (books for different reading levels e.g., for emergent readers and for those beginning to read)
  - Learner-created texts e.g., picture dictionaries, picture stories, captioned drawings, story books, etc.
  - Children's literature in the form of story books, magazines, encyclopaedias, and comics.
- Flashcards:
  - Letter cards
  - Picture cards
  - Picture-word cards
  - Sight word cards

    - Story cards
- Charts:
    - Birthday chart
    - Classroom norms/rules
    - Stories and rhymes
    - Visual timetable (Daily routine)
    - Calendar
    - Interactive charts/labels e.g., name chart, attendance, classroom duties, record of books read by children, How I feel today… (emotions chart), Games I want to play… (voting chart)
- Classroom labels
- Word wall:
    - Sight words
    - Familiar words
    - Thematic word families e.g., family, weather, transport, community helpers, and clothing.
    - New words I (children) have learnt…
- Digital content e.g., audio/video of rhymes, songs, stories
- Language games e.g., board games, word/sentence puzzles, word searches and crossword puzzles of short familiar words, tongue twisters, riddles, word dominos, CVC word sliders, Chinese whisper, picture-word matching, etc.
- Material for writing corner:
    - Paper e.g., drawing sheets, writings sheets, notepad, notebook, etc.
    - Writing instruments e.g., sketch pen, pencil, chalk, crayon, colour pencil, paint, marker, etc.
    - Running board (blackboard surfaces painted at the bottom of the walls)
    - Other basic stationery materials e.g., eraser, sharpener, glue, safety scissors, etc.
- Worksheets, activity books, and workbooks
- Props for storytelling and role-play e.g., puppets of various kinds (stick/finger/hand/sock/etc.), old clothes, accessories, etc.
- Worksheets, activity books (drawing and/or colouring), and workbooks.

Teaching familiar and unfamiliar language

Familiar or unfamiliar languages are with respect to a person. In Meghalaya, for example, a Garo-speaking child is familiar with Garo but not with Khasi, whereas for a Khasi-speaking child, it is the other way round. Some children may also be familiar with Assamese, Bangla, Hindi, etc., and may even have them as their home languages. When it comes to English, familiarity would again vary from child to child, depending on the home environment. Due to media and print exposure, children may also recognise a few words, phrases, expressions, greetings, etc., in languages like Korean and Japanese. In any case, it is clear that children come to school with a repertoire of languages, which must be seen as a resource in language learning and not as a hindrance.

A child can effortlessly learn a number of languages orally simply through exposure and interaction. In a school setting where the child must learn a new language, care must be taken to not teach it in isolation. Restricting children from using the languages they know previously defeats the purpose of learning language. When students get the opportunity to use their background knowledge to learn something new, the resultant learning is more meaningful and long lasting. For example, when students come to school,

they already understand many concepts related to family. In fact, they may even understand complex concepts such as gendered roles and responsibilities and conflicts in family life! However, the same children need support in developing vocabulary, an intuitive sense of word order and sentence structure, and fluency in a new language they are learning at school.

While oral language development may take place effortlessly through interaction and exposure, some deliberate literacy acts are required to teach reading and writing through phonics and decoding exercises. These should not be seen as a burden. It has been seen that students take great interest in such exercises, no different than puzzles and problems! Interestingly, teaching students how to read and write is effortful irrespective of the language familiarity! The current discourse on literacy instruction, reflected in all major educational policies of our country, strongly recommends that children must first develop familiarity with any one script of a familiar language, after which the literacy skills easily transfer to any more languages learnt. This transfer of literacy skills has been explained earlier in this document.

The bottom line is that developing oral language and literacy competencies in young learners must be done in a fear-free environment through a wide variety of children's literature, with support of the familiar languages, in an interactive and print-rich environment, with opportunities for explicit literacy development. Taking support of parents and the community in this instruction, even if in the oral domain, is a fruitful and culturally responsive approach.

Assessment

Methods of assessment	***Suggested pointers for assessment of the language and literacy domain***
Observations of the child	Teacher observes children using pointers such as: • Child takes interest in speaking to friends. • Child participates in conversations with friends/teacher. • Child is willing to follow instructions. • Child asks questions e.g., during a read-aloud or during a conversation. • Child shares interests, life experiences, preferences, etc. • Child retells stories in own words. • Child enjoys to create own stories. • Child approaches the reading corner and makes book choices. • Child talks about chosen books e.g., talking about pictures. • Child recognizes sight words during shared reading of big books/ charts. • Child engages in emergent writing tasks e.g., drawing and scribbling. • Child notices environmental sounds. • Child breaks words into syllables. • Child suggests rhyming words for a given word. • Child extends a rhyme with support by adding familiar words/phrases/sentences. • Child uses new words introduced in stories, conversation, etc.
Analysis of children's work (artefacts)	Teacher analyses children's work (artefacts) using pointers such as: • Child shows control in holding a pencil/ various writing instruments. • Child attempts to write familiar letters/words/phrases/sentences.

	• Child draws and labels pictures. • Child invents spellings while writing. • Child writes about daily life experiences. • Child's writing shows progress over time. • Child writes messages/cards/letters to teacher/friends/family with a sense of audience. • Child is willing to follow instructions while creating an artwork.
Self assessment	Children observe themselves using pointers such as: • I like listening to stories. • I can tell stories of my own. • I like singing rhymes and poems. • I am happy to talk to my teacher and my friends. • I can follow my teacher's instructions. • I like going to the book corner and reading books. • I take care of books and keep them back in their place. • I enjoy learning new words. • I can write my name/ my friend's name. • I like writing short messages/cards/letters to my teacher/friends/family. • I like to draw and share what I have drawn. • I like to act like my teacher, family members, etc.
Peer assessment	*The points listed above can be used for peer assessment also*

2. Numeracy

Curricular Goals and Competencies

Curricular Goals	*Competencies*
CG-8 Children develop Mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	**C-8.1** Sorts objects into groups and sub-groups based on more than one property
	C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers
	C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s
	C-8.4 Arranges numbers up to 99 in ascending and descending order
	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
	C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition
	C-8.7 Recognises multiplication as repeated addition and division as equal sharing
	C-8.8 Recognises basic geometric shapes and their observable properties
	C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment
	C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months
	C-8.11 Performs simple transactions using money up to INR 100
	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements
	C-8.13 Formulates and solves simple Mathematical problems related to quantities, shapes, space, and measurements

Approach

Mathematical concepts are abstract e.g., learning to understand numbers, doing number operations, and concepts on space and shapes and measurement. These gradually progress to higher order at the later stages of schooling. It is important that children learn these abstract concepts through concrete experience and gradually move from the concrete to the pictorial to abstract notions. This is because children understand Mathematical concepts better when they are engaged with concrete experiences.

Real life and prior knowledge also help children understand Mathematical concepts and develop the ability to connect Mathematics to real life situation and apply Mathematical skills in real life.

The higher goal of Mathematics education is to develop problem-solving skills to apply knowledge and skills in real life. Setting up rich Mathematical tasks helps children build problem-solving abilities (the steps being – understanding the problem, devising strategies, solving, and checking the solution and justification). Children should learn more than one way of problem solving. Hence, Mathematics learning should focus on developing concepts (knowledge) as well as skills (or in a broad sense, capacities).

Children enter class 1 with diverse backgrounds and prior pre-school experience. Hence, they should be provided with ample opportunities for experimentation, exploration, investigation, problem-solving, critical thinking, and enriching interactions.

Mathematics makes use of vocabulary (e.g., addition and multiplication) and symbols (e.g., + and ×) to communicate Mathematical ideas. Children encounter this for the first time in the classroom. Hence, there should be ample space for Mathematical communication in the classroom where children express their Mathematical thinking and reasoning and listen to the justifications and arguments of others.

Joy, curiosity, and wonder is an important Curricular Aim of Mathematics. In other words, learning Mathematics is not only about developing knowledge and capacities but also about developing positive attitudes (or dispositions) towards the domain. Children enjoy Maths learning when they are engaged in activities like puzzles, riddles, games, poems, stories, and problems.

Let us examine two approaches for teaching Mathematics in the Foundational Stage.

Approach 1: ELPS

E: Experience: Learning the Mathematical concept through concrete objects e.g., counting concrete objects like sweets, toys, pencils etc. for learning numbers.

L: Spoken language: Describing the experience in language. For example, describing what is being counted, how many are have been counted.

P: Picture: Representing Mathematical concepts in a pictorial form. For example, if count of number of pencils is 2, drawing 2 pencils to represent the count.

S: Written symbols: Mathematical concept that has been learned through concrete experience and pictorial can be generalized in written symbol form such as writing the number itself. For example, Writing 2 for 2 pencils.

Approach 2: Four Blocks Model

As Mathematical concepts are abstract, ELPS (mentioned above) can be integrated with the Four Blocks Model.

Block 1 (Oral Math Talk): At the beginning of class, a short session can be taken where children sing a poem/rhyme with numbers. The teacher and children can also have a short conversation about their experience with Mathematics they encounter in their life e.g., How many spoons of tea leaves are needed to make a cup of tea? How far is the school from their houses? How many books do they have to carry that day? What is the shape of bamboo shoot? etc.

Block 2 (Skill teaching (combining all strands): This is the teaching of Mathematical concepts, problem-solving, and communication through concrete experience, systematic activities, and instruction that follow the Gradual Release of Responsibility Model (you can see the diagram in the previous Language chapter). Teachers can also anticipate a Mathematical task and let children solve it independently before proving guided support.

Block 3 (Skills practice): Providing children with various kinds of rich Mathematical tasks based on concepts, processes, problem-solving, reasoning, and communication for practicing Mathematical

skills. For example, by providing children with worksheets, puzzles, riddles, or even projects. This can act as a follow-up to an activity.

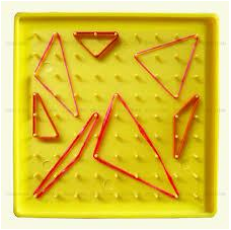
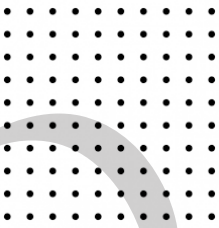
Block 4 (Math game for reinforcing learning/ problem solving): As every child enjoys playing, children can be provided with various kinds of games. These games must be based on problem-solving concepts as well as reasoning and can be individual and group games. The purpose is to reinforce learning. Examples of games are Ludo, Tic-Tac-Toe, fire in the mountain, matching games, math quiz games, Simon says, etc.

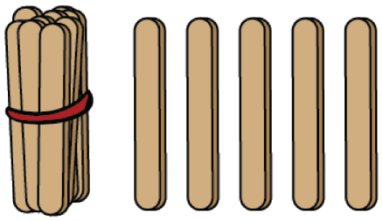
It is suggested that the total time for Mathematics in the day be 60 minutes. The following table reflects the suggested time in the day for Mathematics.

Block		Objectives	Suggested Strategies and Approaches	Suggested time
Blocks 1 & 2	**Math Oral Talk**	Warm-up activities for encouraging oral math	Open-ended/large group discussion. Singing, poems, talk about children's real life math experience, concept, oral calculation, reasoning e.g.: *1-2 Wei - Ar- Nga don shabar* *3-4 Lai-Saw- Ba nga dung khaw* *5-6 San- Hynriew- La wan ki briew* *7-8 Hynñiew- Phra- Ki khot ia nga* *9-10 Khyndai- Shiphew- Ban leit shaiew*	5-10 mins
	Skills teaching (Combining all strands)	Helping children to achieve Mathematical skills through structured instruction /activities	GRR/ELPS/Problem-solving approach: Conducting activities to build concepts, processes, application, strategies and reasoning. e.g., Count and tell how many by giving pebbles and leaves and ask children to place one leaf with each pebble or using dot dominos.	20-25 mins
Blocks 3 & 4	**Skills practice**	Helping children to master skills through skills practice	Providing math tasks through workbooks or worksheets for individual, peer, group practice e.g., worksheet on matching two sets with same number, where students count pictures in first set and to match with the same count in another set.	15 mins
	Math game for reinforcing learning	Reinforcing taught skills through games Focusing on problem solving	Playing math games with children to reinforce learning and supporting children who are struggling e.g., Treasure hunt game – Each pair is given a picture flash card (say five pencils). Children search for flashcards that are of same count as the picture flashcard given to them.	15 mins

To become Mathematically proficient, children need to build conceptual understanding, procedural understanding, strategies competence/application, communication, reasoning, and a positive attitude towards Mathematics.

Learning Teaching Material

Suggested material	Concept addressed
Tangram set  Geoboard  Geometrical shape models  Dot sheets 	Shapes (2D and 3D geometrical shapes) and patterns
Dice  Counters (like marbles, pebbles, buttons, etc.) 	Numbers and number operations

Number flash cards  Number grids 	Numbers and number operations
Bundles and sticks 	Numbers and number operations
Play notes and coins 	Indian currency, addition and subtraction
Bead string 	Counting, counting in groups of 5/10, addition, subtraction, multiplication
Ropes, sticks, pencils, spoon, straw etc (for non-standard measurement)	Measurement: Length
Containers (like cardboard boxes and cans) 	Measurement: Volume
Weighing scales and weights 	Measurement: Weight
Board games like Ludo, Snakes and Ladders	Counting backward and forward, addition, subtraction

 	
Picture cards on seasons, events	Sequencing e.g., daily routine, seasons, and events.
Time telling tools (clock dials, stop watches, and sand timers)   	Time
Work sheet resources, song and rhymes, puzzles on number writing, sorting, pattern etc.	Pattern, number, and shapes.

Assessment

Class 1

Methods of assessment	***Suggested pointers for assessment of Numeracy***
Observations of the child	Teacher observes children using pointers such as: • Child compares and sorts objects based on one/two attributes like shape and colour. • Child arranges objects based on size. • Child recognizes and repeats patterns of sounds/actions in pairs. • Child counts objects up to 20 numbers. • Child writes numerals up to 50. • Child arranges familiar incidents/events in order. • Child identifies activities that take short and long durations • Child distributes objects equally to 4-5 recipients. • Child uses vocabulary denoting distance, weight, height. • Child uses vocabulary denoting positional words. • Child uses number knowledge to solve simple riddles and puzzles. • Child identifies Indian currency coins up to ₹50. • Child creates diverse figures from tangram shapes. • Child carefully follows simple instructions with multiple steps. • Child recognizes the +.- symbols for addition and subtraction operations. • Child uses concrete objects to model and solve addition sums up to two digits using addition facts (without regrouping) • Child uses concrete objects to model and solve subtraction problems by using subtraction facts. (without regrouping) • Child develops relationship between addition and subtraction of numbers.
Analysis of children's work (artefacts)	Teacher analyses children's work (artefacts) using pointers such as: • Child writes numerals up to 50.

	• Child matches shapes, colour in worksheets. • Child draws 2D shapes free hand with some accuracy and control. • Child used objects, pictures, shapes to make patterns. • Child solves puzzles with geometric and non-geometric shapes. • Child arranges objects in order. • Child compares and classifies objects.
Self assessment	Children observe themselves using pointers such as: • I like sorting objects. • I like making different patterns. • I count numbers up to100. • I like arranging objects in order. • I like comparing and classifying objects. • I like matching shapes, size, colour. • I enjoy solving puzzles. • I like singing songs and rhymes. • I like creating figures from different 2 D shapes. • I identify special days, time and currencies. • I share objects equally. • I describe physical features of various solids and shapes. • I listen to and comprehend instructions.
Peer assessment	*The points listed above can be used for peer assessment also*

Class 2

Methods of assessment	***Suggested pointers for assessment of Numeracy***
Observations of the child	Teacher observes children using pointers such as: • Child compares and sorts objects based on two/ three attributes like shape, size and colour. • Child recognizes and repeats patterns of sounds/actions in pairs. • Child counts objects up to 100 numbers. • Child arranges familiar incidents/events in order. • Child writes numerals up to 100. • Child distributes objects equally to 4-5 recipients. • Child uses vocabulary denoting distance, weight, height. • Child uses vocabulary denoting positional words. • Child names days of the weeks and months of the year. • Child uses number knowledge to solve simple riddles and puzzles. • Child identifies Indian currency coins (up to ₹500). • Child draws 2D and 3D shapes on a plane surface. • Child creates diverse figures from tangram shapes. • Child describes the physical features of various solids/shapes in their own language e.g., a ball rolls and has no corners, a box slides and has corners. • Child carefully follows simple instructions with multiple steps.

	• Child compares the capacity of two vessels – in terms of different sizes of glasses, bucket, jugs, bottle • Child compares the capacity of two lengths using uniform non-standard units • Child uses concrete objects to model and solve addition sums up to two digits using addition facts (with regrouping) • Child uses concrete objects to model and solve subtraction problems by using subtraction facts. (with regrouping) • Child recognizes the × symbols for multiplication operations. • Child develops relationship between addition and multiplication of numbers.
Analysis of children's work (artefacts)	Teacher analyses children's work (artefacts) using pointers such as: • Child writes numerals up to 100. • Child matches shapes, size or colour in worksheets. • Child draws 2D shapes free hand with some accuracy and control. • Child used objects, pictures, shapes to make patterns. • Child solves puzzles with geometric and non-geometric shapes. • Child arranges objects in order. • Child compares and classifies objects.
Self assessment	Children observe themselves using pointers such as: • I like sorting objects. • I like making different patterns. • I count numbers. • I like arranging objects in order. • I like comparing and classifying objects. • I like matching shapes and size • I enjoy solving puzzles and riddles. • I like singing songs and rhymes. • I like creating figures from different 2 D shapes. • I identify special days, time and month. • I share objects equally. • I describe physical features of various solids and shapes. • I listen to and comprehend instructions
Peer assessment	*The points listed above can be used for peer assessment also*

3. Illustrative Learning Outcomes for Classes 1 & 2

This section contains illustrative Learning Outcomes for Language and Numeracy. Each academic year is split into two terms: Term 1 and Term 2. Here are a few dos and don'ts regarding how to use the Learning Outcomes.

DOs	DONTs
Do consider the Learning Outcomes to be illustrative in nature.	**Don't** consider the Learning Outcomes to be a complete list.
Do use the Learning Outcomes as broad guidelines to plan content, pedagogy, and formative assessment.	**Don't** use the Learning Outcomes to conduct summative assessments e.g., tests or exams, as they are inappropriate for the Foundational Stage.
Do use the Learning Outcomes to get a sense of the expectations from children in each class of the Foundational Stage.	**Don't** use the Learning Outcomes to pre-determine children's pace of learning – some may achieve the Learning Outcomes faster and some may take more time.
Do move on to the next level of Learning Outcomes when a child has achieved the expected Learning Outcome for his/her class.	
Do appreciate that Learning Outcomes are comprised of knowledge, capacities, values, and dispositions that help develop broad Competencies in different domains.	**Don't** see the Learning Outcomes as a list of concepts for the child to memorize or behaviours to achieve.
Do define your own Learning Outcomes for your classroom, taking care to maintain a connection to the Competencies.	**Don't** consider the given Learning Outcomes to be fixed and unchangeable.

Language 1 (L1)

Language 1 (L1) Class 1	
Competency	**Learning Outcomes**
C-9.1 Listens to and appreciates simple songs, rhymes, and poems	• Listens to longer (4-8 sentences), songs / poems (unfamiliar) with attention and have conversation about them and ask questions. • Sings/recites songs and poems (10 sentences) in groups or individually.
C-9.2 Creates simple songs and poems on their own	• Extends/ creates short rhymes with the help of the teacher.
C-9.3 Converses fluently and can hold a meaningful conversation	• Engages in conversation like talks about their surroundings • Waits for their turn to speak and allow others to speak.

	• Engages with non-fictional content like read aloud or discussion by linking their own experiences and talks about it.
C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	• Follows and responds to instructions comprising of several steps (8-9 instruction at a time). • Gives simple instructions while working in a group, e.g., while playing games.
C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	• Listens attentively to stories and responds to questions based on the story. • Interprets the intent of the plot and characters in a story and retells the story in a different form.
C-9.6 Narrates short stories with clear plot and characters	• Narrates their own short stories with simple plots and characters.
C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	• Predicts the meaning of unknown words in texts using picture and context cues. • Begins to use acquired vocabulary introduced in the class
C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/syllables	• Combines sounds (vowels and consonants) to form the most familiar words • Listens to and produces onomatopoeic words, alliterations and rhyming words • Segments familiar words into syllables and blends syllables to form familiar words (1-2 syllable words) • Identifies rhyming words and produces and creates simple rhyming words. • Identify the beginning and ending sounds in spoken words with teacher's support.
C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	• Recognises simple punctuation marks (full stop, question mark).
C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words	• Recognises all aksharas and connects to corresponding sounds. • Reads multi-syllable words (including consonant clusters) • Begins to visually recognize and connect letters to corresponding sounds. • Recognises all the letters. • Reads simple two-syllable words that are familiar and with known letters.
C-10.4 Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation.	• Reads story or paragraphs with comprehension, comprising 20 to 30 words. • Uses punctuation marks while reading.
C-10.5 Reads short stories and comprehends its meaning – by	• Begins "Independent reading" of books of equal textual and visual content.

identifying characters, storyline and what the author wanted to say – on their own (L1).	
C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination	• Reads short poems on walls, bulletin boards, by themselves. • Comprehends the meaning of the poem and enjoys singing.
C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material	• Reads and understands simple instructions like on how to play a game
C-10.8 Writes a paragraph to express their understanding and experiences	• Writes simple words when dictated by using invented/ conventional spellings • Writes simple sentence(s) comprised of 4/5 words on a given topic. • Uses a combination of text and drawing/ scribbling to express ideas and emotions.
C-10.9 Shows interest in picking up and reading a variety of children's books	• Attempts to read short poems, stories on walls, bulletin boards, by themselves. • Enjoys library time by picking books of one's own choice.

Language 1 (L1) Class 2	
Competency	**Learning Outcomes**
C-9.1 Listens to and appreciates simple songs, rhymes, and poems	• Shows interest in listening to certain kinds of longer songs and poems (3-4 stanzas) and explain the reasons for their preference • Sings/recites longer rhymes/ song longer (3-4 stanzas) individually.
C-9.2 Creates simple songs and poems on their own	• Extends simple poems and songs on their own. • Creates simple poems with rhyming words.
C-9.3 Converses fluently and can hold a meaningful conversation	• Maintains the thread of the conversation across multiple exchanges. • Waits for their turn to speak and allow others to speak. • Engages in discussion about a topic and raise and respond to questions.
C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	• Follows instructions that have conditional branching (for e.g., if it is raining, do not water the plants, do weeding instead, otherwise water the plants). • Follow instructions to accomplish simple tasks • Give clear instructions that include preciseness (eg. precise direction, spatial and temporal dimension)
C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	• Listens attentively to slightly complex stories and have conversations based on questions.

	• Interprets the intent of the plot and characters in a story and retells the story in a different form and also raises questions by themselves based on the story.
C-9.6 Narrates short stories with clear plot and characters	• Create their own stories, with complex plots and multiple characters (as a group) • Waits for their turn to speak and allow others to speak.
C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	• Begins to use acquired vocabulary (synonyms, antonyms, etc) from specific themes and topics introduced in the class • Infers the meanings of new and unknown words in context and expands existing vocabulary. • Uses children's dictionaries to identify meanings of unknown words encountered in texts.
C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/syllables	• Combine sounds (vowel and consonant) to form the most familiar and unfamiliar words • Produces rhyming words and alliteration • Break down larger words into syllables and blends syllables to form familiar words (2-3 syllable words) • Produces more rhyming words. • Identify the beginning, middle andending sounds in spoken words with ease.
C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	• Uses simple punctuation mark (full stop, question mark, comma) appropriately
C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words	• Reads multi-syllable words (including consonant clusters) and non-words with accuracy • Read simple three to four syllable words (familiar and unfamiliar words) • Recognizes sight words, commonly used articles, pronouns and connecting words
C-10.4 Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation.	• Reads and comprehends short passages fluently. • Uses appropriate intonation, pauses and voice modulation while reading short passages.
C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1).	• Begins "independent reading" of books of more textual content than visual content • Reads and identifies characters, plot, sequences, and point of view of the author
C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination	• Read short poems and infers the imagination of the poet. • Comprehends the meaning of the poem by themselves and enjoys singing.

C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material	• Reads a short set of simple written instructions and follows them like rules of classroom.
C-10.8 Writes a paragraph to express their understanding and experiences	• Writes short sentences when dictated • Writes short journals, stories or descriptions of events and experiences.(4-5 sentences) • Uses more of text than drawing/ scribbling to express ideas and emotions.
C-10.9 Shows interest in picking up and reading a variety of children's books	• Enjoys reading poems, stories, short journals on walls, bulletin boards, by themselves. • Enjoys library time by picking books of one's own choice. • Enjoys 'silent reading' of library books and shares about them in morning assembly/ circle time.

Language 2 (L2)

Language 2 (L2) Class 1	
Competency	**Learning Outcomes**
C-9.1 Listens to and appreciates simple songs, rhymes, and poems	• Listens to and enjoys a wide variety of songs and poems in the target language. • Sings/recites short songs and poems with actions, gestures and intonation in groups or individually • Talks or draws/ scribbles in response to poems, songs/ rhymes using a few words/ phrases including expressing likes/ dislikes.
C-9.2 Creates simple songs and poems on their own	• Enjoys familiar songs and poems based on the day-to-day life. • Extends simple rhymes/ songs with teacher's support by substituting words (e.g., onomatopoeic words, naming words, action words, etc)
C-9.3 Converses fluently and can hold a meaningful conversation	• Uses short greetings and polite forms of expressions in English in everyday scenarios like *'Hello','Good morning",* etc from the target language with familiar people. • Responds to yes/ no and one-word questions on daily life experiences. • Talks about self/ situations/ pictures/ rhymes/ stories in home language with some words in English. • Listens to others and waits for their turn to speak in a conversation
C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	• Listens and follows short instructions in English like *'Wash your hands', 'Arrange the toys and books'*, etc. • Gives short bilingual instructions to others e.g., while playing games

C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	• Listens attentively and enjoys participating in interactive storytelling / read aloud sessions for a short duration (about 10-15 minutes). • Expresses likes/dislikes about the story. • Responds orally to simple comprehension and predication questions about the plot and characters using a few words in English. • Retells the story in correct sequence in home language by using some English words.
C-9.6 Narrates short stories with clear plot and characters	• Reshares familiar stories in bilingually. • Narrates stories animatedly using actions and expressions. • Narrates their own experience of an incident/ situation using a few words/ phrases in English. • Creates and narrates own short with more simple plots and characters.
C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	• Begins to use appropriate vocabulary for some common and familiar objects such as telling names of friends, objects, pictures (shapes, images, etc.) • Predicts the meaning of unknown words in texts using pictures. • Creates picture-word dictionaries of familiar English words by drawing and writing words.
C-11.1 Develops phonological awareness and are able to blend Phonemes /syllables into words and segment words into phonemes/syllables	• Listens to and produces onomatopoeic words, alliterations and rhyming words • Segments familiar words into syllables and blends syllables to form familiar words (1-2 syllable words) • Identifies rhyming words and produces and creates simple rhyming words. • Identify the beginning and ending sounds in spoken words with teacher's support.
C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences	• Begins to visually recognize letters (Aa-Zz, both upper case and lower case) • Begins to associate letters with their corresponding sounds. • Recognizes and reads sight words. • Reads simple phrases in English. • Engages in emergent writing activities e.g., drawing, colouring and scribbling to express ideas and emotions. • Write down short 4-5 words on dictation by using invented/ conventional spellings.

Language 2 (L2) Class 2	
Competency	**Learning Outcomes**

C-9.1 Listens to and appreciates simple songs, rhymes, and poems	• Listens to and enjoys longer songs and poems in the target language (3-4 stanzas) • Sings/recites longer songs and poems with actions, gestures and intonation, individually. • Talks or draws/ scribbles in response to poems, songs/ rhymes using a few words/ phrases including expressing likes/ dislikes. • Responds orally and in writing to simple comprehension questions based on rhymes, poems and songs using short phrases/ sentences including expressing likes/ dislikes.
C-9.2 Creates simple songs and poems on their own	• Extends simple rhymes/ songs with teacher's support by substituting words (e.g., onomatopoeic words, naming words, action words, etc) and repetitive sentences in familiar rhymes/ songs/poems. • Creates simple rhymes with rhyming words.
C-9.3 Converses fluently and can hold a meaningful conversation	• Initiates conversations and asks questions based on daily life experiences in English, like '*What is your favourite fruit?' 'Will you play with me?"* etc. • Talks about self/ situations/ pictures/ rhymes/ stories with increasing use of English. • Participates in role plays, skits, etc. based on daily life experiences using short phrases/ sentences in English. • Listens to others and waits for their turn to speak in a conversation
C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	• Listens and follows instructions comprising several steps- 4 to 5 steps at a time. • Give clear multi-step biliungual instructions to accomplish short tasks to others.
C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	• Listens attentively and enjoys participating in interactive storytelling/ read aloud sessions for a longer duration (about 15-20 minutes). • Expresses likes/dislikes about the story and asks questions. • Responds orally to simple comprehension and predication questions about the plot and characters using a few phrases/ sentences in English. • Retells the story in correct sequence by using more vocabulary from the story.
C-9.6 Narrates short stories with clear plot and characters	• Reshares familiar stories using more English phrases/ sentences. • Narrates stories animatedly using actions, expressions and voice modulations. • Narrates their own experience of an incident/ situation by using phrases/ sentences in English. • Creates and narrates own short with more complex plots and characters.

C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	• Begins to use acquired vocabulary (synonyms, antonyms, etc) from specific themes and topics introduced in the class. • Infers the meanings of new and unknown words in context and expands existing vocabulary. • Creates and uses dictionary by drawing and using words in short sentences in English.
C-11.1 Develops phonological awareness and are able to blend Phonemes /syllables into words and segment words into phonemes/syllables	• Listens to, produces and creates onomatopoeic words, alliterations and rhyming words • Segments familiar words into syllables, blends syllables to form familiar words (2-3 syllable words) and isolates consonant and vowel sounds in syllables. • Produces and creates more rhyming words. • Identify the beginning, ending and middles sounds in spoken words with ease.
C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences	• Recognizes all the letters in the alphabet (Aa-Zz, both upper case and lower case) and forms them correctly in writing. • Associates all the letters with their corresponding sounds. • Recognises and reads sight words, commonly used articles, pronouns, and connecting words. • Reads simple three to four- syllable words that are familiar. • Reads a short passage of 2-3 sentences. • Identifies blends and diagraphs and begins to decode/ write longer words by using invented/ conventional spellings • Uses a combination of text and drawing/ scribbling to express ideas and emotions. • Write down short 2-3 simple sentences on dictation by using invented/ conventional spellings.

Numeracy

Numeracy **Class 1**	
Competency: C-8.1 Sorts objects into groups and sub-groups based on more than one property	
Learning Outcomes	**Content**
• Sorts objects into groups based on attributes they recognize and distribute the rule of sorting. (e.g.. Sort animals that live in the same surrounding- dogs, cats, rats, snakes within this are able to classify grass-eating and meat-eating animals).	• Sorting of classifying objects and things based on one attributes e.g. colour, shape, size etc.).
Competency: C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers	
Learning Outcomes	**Content**
• Recognizes the unit of a repeating pattern, and extends the patterns of 3 to 4 objects/	• Extending a given pattern.

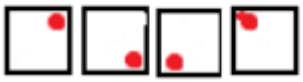
pictures/ shapes repetitions ABC (pen book - pencil; pen-book pencil in ABC| ABC| ABC| pattern. • Creates new pattern based different features – colour, shape, size. • Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers). • Fills in missing elements of simple, repeating patterns in different aspects (e.g., red - blue, red, blue, red, ___;) with adult help.	• Describing sequences of repeated patterns found in shapes in the surroundings and in numbers. • Completing a given sequence of simple patterns in shapes in the surroundings and in numbers such as 1,3,2,3...
Competency: C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s	
Learning Outcomes	**Content**
• Counts objects greater than 20 using number names till 99 and observe the pattern as groups of 10, up to 99. • Counts forward and backward from a specific number (between 0 and 99).	• Forward and backward Counting and writing numerals. • Counting 0-100 using concrete objects like bead string, ten frames, and bundles and sticks. • Writing numbers in sequence (both forward and backward). • Representation for groups of tens and ones.
Competency: C-8.4 Arranges numbers up to 99 in ascending and descending order	
Learning Outcomes	**Content**
• Compare and order quantities (numbers) up to and including 20, in various contexts.	• Comparing and ordering numbers up to 20 (not more than 3 quantities).
Competency: C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	
Learning Outcomes	**Content**
• Recognizes the symbol zero to represent absence of object/thing. • Recognizes and writes numerals up to 20 and in words up to 10. • Compares two numbers up to 20 and uses vocabulary like 'bigger than' or 'smaller than'.	• Introduction to zero. • Reads and writes numerals up to 20. • Writing of number names up to 10. • Comparing numbers (up to 20) using vocabulary 'bigger than' or 'smaller than'.
Competency: C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	
Learning Outcomes	**Content**
• Uses real-world situations and concrete objects to model and solve addition sums up to 18 using addition facts. • Uses real-world situations and concrete objects to model and solve subtraction (e.g., taking away of chocolates in given set) problems up through 9 using subtraction facts. • Develops relationship between addition and subtraction of numbers.	• Addition as combining and increase in context. • Addition vocabulary and addition using symbols. • Read and representing addition fact. • Vertical and horizontal addition. • Addition pairs (addition fact 10). • Creating word problem on addition.

• Recognizes the +/- symbols for addition/ subtraction operations.	• Subtraction as decrease or reduction and separation. • Add and subtract numbers up to 20. • Word problems on addition and subtraction. • Using currency and coins to sum up to an amount (up to 20); finding the amount with different combinations with given currency; matching same amount.
Competency: C-8.7 Recognises multiplication as repeated addition and division as equal sharing	
Learning Outcomes	**Content**
• Solves small - number multiplication problems by grouping. • Uses trial and error and sharing into groups for solving division problems.	• Introduction to multiplication by repeated addition in each context. • Introduction to division as equal sharing (repeated subtraction) by trial and error.
Competency: C-8.8 Recognizes basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space	
Learning Outcomes	**Content**
• Develops and uses vocabulary of spatial relationship (e.g., top, bottom, on, under, inside, outside, above, below, near, far, before, after). • Collects objects from the surroundings having different sizes and shapes (e.g., pebbles, boxes, balls, cones, pipes). • Sorts, classifies and describes the objects on the basis of shapes, and other observable properties. • Observes and describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls, a box slides). • Compares shapes based on specific attributes (e.g., length, area, volume).	• Spatial vocabulary – on, under/inside-outside, bottom-top, above-below. • Identifying, sorting, describing and comparing things based on physical properties - long/round; What rolls/slides?
Competency: C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment	
Learning Outcomes	**Content**
• Distinguishes between near, far, thin, thick, longer/ taller, shorter, high, low. • Measures short lengths in terms of non-uniform units (in the context of games e.g., 'Gilli Danda' and 'marble games'). • Estimates short distance and length and verifies using non-uniform & non-standards units (e.g., hand span, forearm, footsteps, finger)'.	• Identifying tallest/shortest, thickest/thinnest by observation; Nearest-farthest from a position. • Measuring length using non-standard units (hand span, fingers, foot span), • Comparing weight - heavy/light. • Capacity – Measuring capacity using non-standard units (cup, glass, spoon, mug). • Estimating consumption of water for different events.

• Compares and place in order from light to heavy objects or vice-versa. • Estimates and measures volumes of containers using uniform nonstandard units like a cup/spoon/mug.	
Competency: C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months	
Learning Outcomes	**Content**
• Distinguishes between events occurring in time using terms like earlier and later. • Gets the qualitative feel of long and short duration, of school days v/s holidays. • Narrates the sequence of events in a day.	• Sequencing events in a day. • Identifying events in a day. • Identifying activities that take short and long durations.
Competency: C-8.11 Performs simple transactions using money up to INR 100	
Learning Outcomes	**Content**
• Identifies Indian currency notes and coins. • Adds up notes and coins to form amounts up to ₹20.	• Introduction to currency and coins up to 100. • Using currency and coins to sum up to an amount (up to 20); finding the amount with different combinations with given currency; matching same amount.
Competency: C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements	
Learning Outcomes	**Content**
• Constructs full sentences to describe a Mathematical problem related to quantities, shapes, space, and measurements.	• Spatial vocabulary – on, under/ inside-outside, bottom-top, above-below. • Creating word problem on addition or subtraction as decrease or reduction and separation. • Describing sequences of repeated patterns found in shapes in the surroundings and in numbers. • Describing and comparing things based on physical properties - long/round; What rolls/slides? • Let us talk – Explaining whether you reach or do not reach number on skip counting. • Sharing experiences of visit to a market to familiarise on simple money transaction.
Competency: C-8.13 Formulates and solves simple Mathematical problems related to quantities, shapes, space, and measurements	
Learning Outcomes	**Content**
• Recognizes situations in the real world as simple Mathematical problems. • Solves simple numerical problems using different strategies.	Puzzles – Based on numbers, same total, identifying shapes, posing questions, guessing numbers, extending the patterns.

Competency: C-8.14 Collects and records data (using pictures and numerals) and draws inferences in real life contexts	
Learning Outcomes	**Content**
• Sorts given data (example: classifying based on use of things/ colours etc.) based on one attribute and describes rules using for sorting. • Collects data (through observations and interviews) to a formulated question (favourite fruit/ colour); records and organizes the data using methods of their choice. • Analyses data presented in pictures and tables by asking and answering questions about the data and drawing inferences, making convincing arguments and taking informed decisions.	• Counting the images and inferring based on the counts. • Data collection of simple activities of real life. • Drawing inferences from the data at the appropriate level.
Competency: C-8.15 Feels confident and sees Mathematics as doable and worthwhile	
Learning Outcomes	**Content**
• Shows confidence in applying Mathematics in simple problem solving, to express Mathematical ideas and reason.	*Seen across all curricular components.*

Numeracy **Class 2**	
Competency: C-8.1 Sorts objects into groups and sub-groups based on more than one property	
Learning Outcomes	**Content**
• Sorts objects into groups and subgroups (e.g., in a group of blocks, first sorts based on colour, then within the colour, sorts based on shape, then sorts based on size. Sorts between trees and creepers, within that sort fruit bearing and non-fruit bearing, within that edible or non-edible).	• Sorting of classifying objects and things based on two attributes e.g. colour, shape, size etc.).
Competency: C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers	
Learning Outcomes	**Content**
• Describes the rule of patterns and applies this on abstract patterns such as number, symbol, and analogic thinking patterns. (e.g., using colours in pattern while drawing and painting. Using symbols or dots of same quantity into different patterns.	• Pattern seen in number chart/number grid, filling missing number based on pattern seen in number chart, exploring patterns in numbers. • Exploring number pattern on number grid. • Extending pattern in shapes, creating patterns using shapes.

 Analogical 	
Competency: C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s	
Learning Outcomes	**Content**
• Demonstrates skip counting in 2s or 3s on a number line (graduated) or blocks / picture. • Reads and writes Indian numerals for numbers up to ninety-nine using place value in groups of tens and ones. • Counts in groups of 10s,20s,30s, up to 99.	• Skip counting from zero (forward and backward). • Reading and writing numbers up to ninety nine. • Counting in tens and ones. • Sequencing numbers in order up to 99. • Formation of the greatest and the smallest two-digit numbers.
Competency: C-8.4 Arranges numbers up to 99 in ascending and descending order	
Learning Outcomes	**Content**
• Arranges numbers from a given set of numbers in ascending and descending order(up to 100).	• Comparing numbers. • Arranging given set of numbers in ascending and descending order in real life context (not more than 3 quantities). • Using greater than or less than symbol represent comparison.
Competency: C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	
Learning Outcomes	**Content**
• Recognises, reads, writes number names and numerals up to 99 using place value concept. • Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits).	• Reading and writing numbers up to ninety nine. • Counting in tens and ones. • Comparing and sequencing numbers in order up to 99. • Formation of the greatest and the smallest two-digit numbers (with and without repetition of given digits).
Competency: C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	
Learning Outcomes	**Content**
• Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set) (for e.g., for 57 + 33, the child can take 3 out of the 33 and add it to 57 to make it 60 and then add 30 to it to come to 90).	• Addition and subtraction of two-digit numbers by drawing representations of tens and ones without and with regrouping (use materials like, garland, bead string, blocks, open number line).

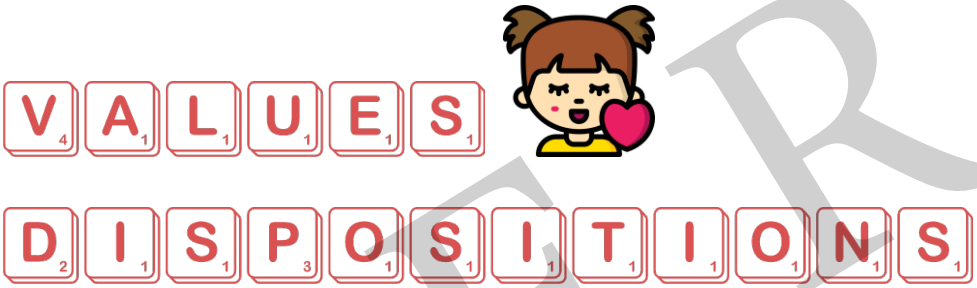
• Adds two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/ situations. • Subtracts two numbers up to 99 using place value and applies them to solve simple daily life problems/ situations. • Appreciates and applies relationship between addition and subtraction of number. • Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/context. • Comprehends and solves simple word problems.	
Competency: C-8.7 Recognises multiplication as repeated addition and division as equal sharing	
Learning Outcomes	**Content**
• Uses repeated adding to solve simple multiplication problems up to 99. • Uses repeated subtraction to find out how many groups for solving division problems.	• Introduction to situations involving repeated addition and situations involving equal sharing. • Making equal groups using strategy of counting in groups – pairs, groups of three, groups of four, groups of five). • Use of × symbol in a multiplication context. • Constructing multiplication table – 2 to 10.
Competency: C-8.8 Recognises basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space	
Learning Outcomes	**Content**
• Identifies 3D shapes by their names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces). • Identifies 2D shapes by their names (e.g., square, rectangle, triangle and circle) and describes their observable characteristics (e.g., the pages of a book are rectangular and have 4 sides, 4 corners'. • Distinguishes between straight and curved lines and draws/ represents straight lines in various orientations (e.g., vertical, horizontal, slant). • Traces 2D outlines of 3D objects. • Identifies objects by observing their shadows.	• Identifying shapes that are similar to 3 dimensional shapes (cuboid, cube, sphere, cylinder and cone). • Introduction to geometrical attributes (such as edges, corners, faces, face). • Identifying the basic 3-D shapes such as cuboid, cube, cylinder, cone, sphere by their names. • Tracing the 2-D outlines of 3-D objects. • Identifying 2-D shapes viz., rectangle, square, triangle and circle by their names. • Introducing geometrical properties (number of edges, and corner) of these 2-D shapes. • Making design using different shapes. • Identifying different types of lines - horizontal (sleeping), vertical (standing) and slant lines, straight and curved lines. • Making shapes using lines.
Competency: C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment	
Learning Outcomes	**Content**

• Measures lengths & distances along short & long paths using uniform (non-standard) units, extends to longer lengths. • Estimates and measures length/ distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/ spoon/ bucket. • Appreciates the need for a simple balance. • Arranges in order containers as per their volumes based on perception & verifies by pouring out.	• Measurement lengths and distances using uniform (non-standard) units. • Comparing two or more objects by their weight. • Making of simple balance to measure weight. • Guessing which is heavier/lighter. • Comparing containers in terms of internal volume (capacity) – in terms of different sizes of glasses, bucket, jugs, bottle.
Competency: C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months	
Learning Outcomes	**Content**
• Gets a feel for sequence of seasons (varying locally). • Measures duration of time using standard units -days, hours (e.g., 7 days a week and 24 hours in a day).	• Introduction to calendar (days and months). • Listing local fruits, vegetables, flowers, festivals in a season/ month. • Sequencing the events occurring over longer periods in terms of dates/days.
Competency: C-8.11 Performs simple transactions using money up to INR 100	
Learning Outcomes	**Content**
• Identifies Indian currency notes and coins. • Adds up notes and coins to form amounts up to ₹100. • Subtracts notes and coins from an amount up to ₹100.	• Currency – notes and coins up to ₹500. • Combination that amounts to money not exceeding ₹ 100. • Addition and subtraction of small amounts of money mentally. • Transacting an amount using 3-4 notes. • Conversion of paise to rupee.
Competency: C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements	
Learning Outcomes	**Content**
• Comprehends texts and extracts simple Mathematical problems embedded in the text. • Creates simple Mathematical riddles and puzzles.	• Discussion when quantities and are compared. • Sharing strategies of solving problem/puzzles. • Discussion on observations on shadows formed at different times of the day and the reasons behind it. • Discussion on things which heavy/light. • Discussion on favourite season, local foods or events in different season. • Let us talk – on calendar (months, days and weeks). • Discussion on importance of calendar in daily life, duration taken for different activities.

	• Sharing of travel experiences to familiarise idea of duration. • Usage time and direction vocabulary in context. • Discussion on usage of compass and navigation app. • Sharing experiences of visit to a fair to familiarise on simple money transaction. • Observing different currency notes and discussion on their features.
Competency: C-8.13 Formulates and solves simple Mathematical problems related to quantities, shapes, space, and measurements	
Learning Outcomes	**Content**
• Uses their number knowledge to solve simple riddles and puzzles. • Recognizes situations in the real world as simple Mathematical problems. • Solves simple numerical problems using different strategies. • Engages in games and puzzles that require quantification.	• Applying the shapes, numbers, and measurement in solving puzzles.
Competency: C-8.14 Collects and records data (using pictures and numerals) and draws inferences in real life contexts	
Learning Outcomes	**Content**
• Collects data (through observations and interviews) to a formulated question (favourite fruit/ colour); record and organise the data using methods of their choice. • Analyse data presented in pictures and tables by asking and answering questions about the data and drawing inferences, making convincing arguments and taking informed decisions. • Reads and represents data using concrete graph model and pictograph.	• Data Collection of simple activities of real life, • Drawing inferences from the data at the appropriate level. • Presenting data in pictograph.
Competency: C8.15 Feels confident and sees Mathematics as doable and worthwhile	
Learning Outcomes	**Content**
• Shows confidence in applying Mathematics in problem solving, to express Mathematical ideas and justifying or providing arguments.	*Seen across all curricular components.*

4. What to teach: Knowledge, capacities, values, and dispositions

Knowledge	Capacities	Values and dispositions
Knowledge includes basic ideas/concepts that help children understand the world. For instance, recognising shapes like circles and squares, or understanding simple concepts like 'big' and 'small' are important for young learners.	Capacities in early childhood refer to abilities that children develop through play and interaction. Examples include fine motor capacities like holding and manipulating writing instruments, social capacities like sharing toys or noticing when a friend is sad, or cognitive capacities like recognising colours and numbers and dealing with quantities.	Values and dispositions in children can be seen as their natural attitudes and approaches to learning. For instance, some children might be naturally curious about insects, showing an interest in taking care of animals and plants. Others might have a disposition towards being persistent.



The listed values like joy, responsibility, and honesty are examples meant to guide children's development. It is crucial that these values align with larger aims of education while reflecting the socio-cultural values of Meghalaya, contributing to the well-being and progress of both individuals and the community at large.

Joy	Responsibility	Care for others	Creativity	Honesty
What is right?	Helping others	Non-discrimination	Resilience	Independence
Initiative	Acceptance	Politeness	Self-respect	Safety
Care for the environment	Persistence	Self-confidence	Problem solving	Friendship
Discovery	Cooperation	Integrity	Open-mindedness	Dignity
Gratitude	Health and hygiene	Exploration	Love	Family

Approach: Values and dispositions

It is crucial to integrate values and dispositions into the curriculum early on to help children develop strong character, become responsible individuals, lead fulfilling lives, and contribute positively to society.

This can be achieved by incorporating ethical and moral awareness through both direct and indirect methods.

> **Direct methods** involve tailored classroom activities, discussions, and readings that focus on ethical considerations. For example, the teacher can avail the Circle Time as an opportunity to solve ethical dilemmas from the previous day, perhaps when two children were refusing to share a pack of crayons with each other. Direct methods also involve singing a 'thank you' rhyme, engaging in discussion during a sharing/reflection time, etc.
>
> **Indirect methods** involve infusing discussions about ethical and moral principles into language and literature content and through everyday school processes. For example, the teacher might tell a story about a boy who feels sad because he has lost his favourite toy. The story can inspire discussion on empathy and helping others. Children can also be encouraged to share their own experiences. Additionally, the teacher may frequently present children with opportunities for collaborative play, taking turns, role-playing, etc.

In the NCF-FS 2022, the expectations for learning ethics, values, and dispositions are seamlessly woven into classroom processes, content selection, teaching methods, and assessment tools.

Adapted from: *NCF-FS 2022*

Dispositions – Language

Children's language dispositions contribute immensely to the development of language capacities. Some of the key dispositions we want children to cultivate in the Foundational Stage are related to oral and written expression, showing a desire or habit of reading (which is also a key component of early language and literacy), playing language games, and engaging in self-correction of pronunciation, spellings, grammar, etc.

The following are some of the indicators to look out for in classes 1 and 2:

- Enjoys listening to rhymes/songs/stories and contributing to their extension/creation.
- Participates in conversations, expressing experiences, feelings, opinions, and preferences.
- Notices and applies vocabulary such as sound words, rhyming words, describing words in speech and writing.
- Plays language games like puzzles, crosswords, chain activities, word ladders, etc. with perseverance.
- Shows curiosity about story books and other printed material in the classroom/school, exploring and reading them, and handling them with care.

- Engages in telling jokes, riddles, and short stories on a variety of topics to teacher/friends.
- Writes short notes in the form of messages and greeting cards to communicate thoughts and feelings to people around them.
- Shows interest and perseverance in error correction, even in the absence of the teacher.

Dispositions – Numeracy

Children's Mathematical disposition has a role in learning of Mathematics. A child who enjoys and engages with Mathematics and Mathematical tasks will show positive attitude and opt for study of Mathematics at higher level. Fear and dislike towards the subject have been a major challenge of Mathematics education.

Improving Mathematical dispositions in children also has an important curricular aim. Interest and positive attitude towards Mathematics learning can be fostered by applying student-centred pedagogy. This should be the primary consideration for teachers to get children motivated and develop confidence in learning and evaluation of Mathematics. To do this, teacher should be familiar with interests and abilities of children.

The following are some of the indicators to look out for in classes 1 and 2:

- Shows confidence in solving problems and communicating the strategy used
- Shows interest in singing rhymes and songs based on numbers.
- Exhibit curiosity and resilience in solving puzzles.
- Enjoy making patterns and in making figures from different shapes.
- Shows excitement in games involving numerical activity.
- Appreciate and show great interest in taking part in activities that involve solving addition, subtraction, and multiplication, division problems, related to real situation.
- Keen on applying the skills in daily life activities.
- Flexible in using different approaches to solve problems.
- Desires and seeks for more challenging tasks after accomplishing the given work.
- Above all exhibits perseverance in all the works they do.

KNOWLEDGE

CAPACITIES

This table outlines how knowledge and capacities are clearly reflected in all the Learning Outcomes (LOs) of Language and Numeracy. A few sample LOs are taken for the purpose of the illustration.

Language and Literacy			
Competency: C-10.9 Shows interest in picking up and reading a variety of children's books			
Grade	**Learning Outcomes**	**Knowledge**	**Capacities**
Pre-School I	• Knows that words are made of letters.	Letters, words	Identifying/ recognizing letters in words
Pre-School II	• Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations.	Vocabulary related to the theme e.g., 'Me & My Family'	Using vocabulary in real life conversations
Pre-School III	• Reads a short set of simple written instructions and follows them.	Print awareness, sound-letter association, instructions	Decoding, reading with meaning, following instructions
Class I	• Attempts to read short poems, stories on walls, bulletin boards, by themselves.	Increase of vocabulary, predicting meaning of unfamiliar words in context, information, reading with accurate pauses and intonation (punctuation marks)	Using vocabulary in daily conversations, Correct pronunciation, reading with comprehension, creative thinking and writing
Class II	• Enjoys 'silent reading' of library books and shares about them in morning assembly/ circle time.	Exposure to new genres, interdisciplinary knowledge	Fluency in reading, pleasure of reading, reviewing of books, critical thinking, life long learning skill

Numeracy			
Competency: C-9.10 Performs simple measurements of time in minutes, hours, days, weeks, and months			
Grade	**Learning Outcomes**	**Knowledge**	**Capacities**
Pre-School I	• Uses vocabulary in daily life like today, tomorrow and yesterday	Time in terms of – day and night; today,	Pattern observation of daily events

	• Differentiates between day and night	tomorrow and yesterday	
Pre-School II	• Identifies and relates special days like Saturday, Sunday, holiday (for example, Sunday is a holiday, Special dish in Mid-day meal) • Names objects in the sky (sun, moon, stars, clouds) • Identifies summer and winter	Events or practices that are particular to special days Natural objects (sun, moon, stars, clouds) seen during different parts of the day	Pattern observation of daily events on special days Sorting of objects and events based on the seasons
Pre-School III	• Recites the names of the days of the week and months of the year • Observes recurrence of events at a regular interval— illustrates using birthdays, festivals, holidays and seasons • Explains clothing and food for summer and winter • Connects sunrise and sunset to, day and night	Names of days of the week and months of the year Routine or process of events followed on special days like birthdays, festivals, season etc..	Narrating weekdays and months of the year in order Observes and narrates the events Associates clothing and food with seasons Pattern seen in the days events like day light to sun and stars to night
Class I	• Distinguishes between events occurring in time using terms like earlier and later • Gets the qualitative feel of long and short duration (for example, school days vs holidays, Play time vs study time) • Narrates the sequence of events in a day • Differentiates among summer, winter and monsoon seasons • Indicates where sun and moon rise and set	Events of a day Duration of events of daily life Sequence of events in a day Events or routine during seasons (summer, winter and monsoon) Directions based on sun and moon rise and set	Distinguishes/compares between longer and shorter duration events based on intuition Sequencing events or routine (Reasoning) Communicating sequence of events Differentiating and classifying events or object based on seasons Pattern observation seen in natural events
Class II	• Gets a feel for sequence of seasons (varying locally) • Measures duration of time using standard units— days, hours (for example, 7 days a week and 24 hours in a day)	Introduction to calendar (days and months) Local fruits, vegetables, flowers,	Read and apply calendar in real life situation Observe and list local fruits, vegetables,

	• Names the directions (north, south, east, west)	festivals in a season/ month Sequence of the events occurring over longer periods in terms of dates/days Cardinal directions	flowers, festivals in a season/month Describing duration in terms of dates/days Locating directions

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