

NEW NORMAL FUNCTIONAL CURRICULUM
Instructional Guide for Special and
Inclusive Education
Life Skills
Class PP - VIII



Royal Education Council
Royal Government of Bhutan

NEW NORMAL FUNCTIONAL CURRICULUM
Instructional Guide for Special and
Inclusive Education
Life Skills
Class PP - VIII



Royal Education Council
Royal Government of Bhutan

Published by:

Royal Education Council
Royal Government of Bhutan
Paro, Bhutan.

Tel: +975 - 08 – 271226

Fax: +975 – 08 – 271991

Web site: www.rec.gov.bt

© 2021 Royal Education Council, Royal Government of Bhutan

All rights reserved. This publication is not for sale. No part of this book may be produced in any form without permission from the Royal Education Council.

Provisional Edition 2021

ISBN:

Acknowledgements

The Royal Education Council (REC) would like to acknowledge the contributions of the following professionals and teachers who participated in the process of the development of the Instructional Guide for implementation of the Functional Curriculum for Special and Inclusive Education.

Advisers

1. Kinga Dakpa, Director General, REC
2. Wangpo Tenzin, Curriculum Specialist, Dean, REC

Research and writing

1. Pema Norbu, Sr. Program Officer, ECCD&SEN Division, MoE, Thimphu
2. Karma Norbu, Sr. Program Officer, ECCD&SEN Division, MoE, Thimphu
3. Pema Choegyel, Dy. Program Officer, ECCD&SEN Division, MoE, Thimphu
4. Nyendo, Principal, Changangkha MSS, Thimphu
5. Dechen Tshering, Principal, Wangsel Institute, Paro
6. Nidup (Ms), Teacher, Wangsel Institute, Paro
7. Tshering Wangmo, Teacher, Wangsel Institute, Paro
8. Dessang Dorji, Teacher, Wangsel Institute, Paro
9. Tshering Pelden, SSI, Wangsel Institute, Paro
10. Pema Wangmo, VP, Drukgyel LSS, Paro
11. Dema Wangmo, SENCo, Drukgyel LSS, Paro
12. Sonam Tobgyel, Teacher, Drukgyel LSS, Paro
13. Deki Dem, Teacher, Drukgyel LSS, Paro
14. Sangay Choden, Teacher, Drukgyel LSS, Paro
15. Namgay Dem, SENCo, Samtengang PS, Wangduephodrang
16. Kinley Namgyel, Curriculum Specialist, CDC, REC
17. Lhundup Dukpa, Offtg. Dean, PDC, REC
18. Sonam Tshering, Program Officer, IMD, REC
19. Karchung, CD, ECCD & SEN, CDC, REC
20. Wangchuk, CD, ECCD & SEN, CDC, REC

Layout and Design:

Karma Wangmo, IMD, REC

Foreword

COVID-19 has suddenly caused unforgiving disruptions in the public education all over the world, and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This has caused a major problem for children living in poverty worldwide, who often rely on the physical settings of their schools for educational materials, guidance, and, sometimes, the only decent meal of the day.

In the new normal education, human interaction and well-being is a priority. Technology, particularly digital technology that enables communication, collaboration and learning across distance, is a formidable tool – not a panacea but a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, *Learning the treasure within*, in its specification of four pillars of learning as “learning to know”, “to do”, “to be”, and “to live together”. Therefore, curricula must be increasingly perceived as an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world and find purpose and be better able to participate in social and political milieu.

The New Normal Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the Royal Education Council. It is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.

Tashi Delek



Kinga Dakpa
Director General

Table of Content

1. Acknowledgements.....	iii
2. Foreword.....	iv
3. Introduction	vi
4. Curriculum Content.....	viii
5. Class PP	1
6. Class I	5
7. Class II:	9
8. Class III	15
9. Class IV	19
10. Class V	25
11. Class VI	29
12. Class VII	33
13. Class VIII	41

Introduction

This guide has been developed for teachers teaching Functional Curriculum to the learners with special educational needs in special institute/schools with Special Educational Needs (SEN) Programme across the country for the implementation of the Functional curriculum. As Functional Curriculum for SEN is aimed at equipping the learners with a set of competencies, it is crucial for all the teachers to have the understanding about the intent of the curriculum so that they would be able to implement it as desired.

The functional curriculum for SEN has multiple learning areas. Each learning area has a set of competencies to be acquired and demonstrated by the learners at each stage of learning, which are outlined as Standards, Competencies and Objectives. While guiding teachers on what to teach, these standards, competencies and objectives will also inform the stakeholders about the levels of knowledge and skills expected from the learners at various stages of education. Children with disabilities are unique, and in that lies the hidden and unexplored talents and personal disposition. Where there is a flexible curriculum, all children have a chance to learn and benefit from education, and their achievements can be recognised. One of the alternatives to ensure that all children are educated and developed to their optimum capacities, is the implementation of functional curriculum. It caters to the learners with severe or multiple sensory impairments which hinder a learner from participating in the general curriculum setting.

The sample activities given in the guide are suggestive in nature. Teachers can negotiate to adapt and design their own teaching learning activities or experiences that best suit their learners and their environment. What is non-negotiable is the teaching of the competencies that the learners must acquire at each class before they move on to the next class.

The curriculum has a wide range of knowledge, concepts and skills that the students need to master. There are those which the learners can explore, acquire and practice to master on their own, and there are also more complex ones which need to be taught explicitly and practised consistently to gain a satisfactory level of mastery. Classroom teaching and instructional time should focus on teaching those concepts and skills that the students cannot learn on their own, while encouraging learners to explore some areas to learn and practice on their own.

The major shift in the curriculum is the teaching and development of skills by the learners. Therefore, the curriculum contents should be used as vehicles to move towards the acquisition of competencies. The competencies for each class are further broken down as objectives that should serve as signposts for teachers to decide what to teach.

Since, competencies are at the heart of curriculum and its implementation, teachers should make conscious choice of the most suitable teaching-learning approaches. And, because the teaching focusses on acquiring skills/competencies, assessment will also be on the acquisition and demonstration of the skills -skills in terms of literacy and numeracy, social, behavioural and affective domains that are demonstrable/measurable. Various assessment approaches and tools may be used for assessment, recording and reporting. Teachers are asked to be consistent to meaningfully assess students and report to stakeholders at various levels. Further, the focus of assessment should be for learning rather than assessment of learning which would happen periodically.

Curriculum Content

The Functional Curriculum contents serve as the means for the delivery of education towards achieving the competencies desired at various classes. Cross curricular linkages, various approaches and other co-curricular activities also contribute towards a systematic and comprehensive learning. In this age of advanced communication and information technology, contents are widely available from a number of sources, therefore, the contents of the curriculum have been kept flexible enough so that teachers can select, structure and sequence them to best suit the learners need while maintaining coherence and consistency.

While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies. The teaching-learning materials should be used as means to create a learning environment that is competency-based where the students need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task.

The assessment should be competency-based wherein the teachers should assess the learners' mastery of the given tasks. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills to realise their potential to the maximum

Class PP	
Competency 1: Use greeting and courtesy words.	
Core Concepts (Topic/Chapter/Theme)	Learning Objectives
Interpersonal relationship: <ul style="list-style-type: none"> ➤ Greetings ➤ Courtesy 	<ul style="list-style-type: none"> ➤ Greet using greeting words ➤ Speak using courtesy words
<p>Topic: Greetings.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Greet using greeting words <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Role play: <ul style="list-style-type: none"> ➤ Demonstrate greetings ➤ Let children act out role-play ○ Blended learning: <ul style="list-style-type: none"> ➤ Use theme-based audio-visual materials (songs, music, pictures, videos, and others) (<i>Use resource links:</i> https://youtu.be/dLsjQLdp8WM (Short video animation on greetings), https://youtu.be/gVIFEVLzP4o (Interactive video explaining basics of greetings), https://youtu.be/oM-eV2RSQM (Video to teach simple greeting through songs)) ➤ Make audio-visual clips and send to children through various social media platforms. ➤ Seek parents' support to guide the children to carry out the assigned task. <p>Topic: Courtesy.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Speak using courtesy words. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Role play: <ul style="list-style-type: none"> ➤ Demonstrate how to use courtesy words. ➤ Let children act out role-play. 	

○ **Blended learning:**

- Use theme-based audio-visual materials (songs, music, pictures, videos, and others (*Use resource links: https://youtu.be/XpcM-vE_swg (Video on courtesy words ‘Says please, sorry and thank you’), https://youtu.be/aNc0J9c_oec (Video on ‘Magic word please when you want something’) and <https://youtu.be/EzkPhZ2ToIY> (Video talk on ‘Magic word- Please and Thank you’).*
- Make audio-visual clips and share with children through various social media platforms.
- Seek parents’ support to guide the children to carry out the assigned task.

Assessment:

○ **Anecdotal record:**

- Observe children using greetings and courtesy words with the members of the school community.
 - Observe children using greetings and courtesy words with members in their community.
 - Parents make short video clips and share with their respective teachers.
- Follow up with the parents to track children’s learning and performances (Video Conference, Worksheet submission, telephone calls, etc.).

Competency 2: Talk about themselves and others.	
Core Concepts (Topic/chapter/themes)	Learning Objectives
➤ Introduction of self and others	➤ Talk about himself/herself and others.
<p>Topic: Introduction of self and others.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Talk about himself/herself and others. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Let children introduce themselves to friends and family (<i>Use resource links: https://youtu.be/8qbHygXF1oo (Video talk on 'Introduce self') and https://youtu.be/B8vUNpFhRyE (Video on 'Introduce yourself' and greetings).</i> ○ Blended learning <ul style="list-style-type: none"> ➤ Story telling with puppets/toys: Tell a story about friends and family using puppets/toys. ➤ Make audio-visual clips and share with children through various social media platforms. ➤ Parents share good practices amongst each other through social media platforms. 	
<p>Assessments:</p> <ul style="list-style-type: none"> ○ Checklists: <ul style="list-style-type: none"> ➤ Observe children in formal, informal and natural setting. ➤ Follow up with the parents to track children's learning and performances (Video Conference, Worksheet submission, telephone calls, etc.). 	

Competency 3: Express one's feelings.

Core Concepts

(Topic/chapter/themes)

- Likes and dislikes.

Learning Objectives

- Tell their likes and dislikes.

Topic: Likes and dislikes.

Learning Objectives:

- Tell their likes and dislikes.

Pedagogy/Learning Experiences:

- **Activity-based learning:**

- Let children express their likes and dislikes, love and care.

- **Blended learning:**

- Use audio-visual materials for teaching likes and dislikes (*Use resource links:* <https://youtu.be/nE8ttvPACeg> (Short animated read aloud video on title 'I like and I don't like), <https://youtu.be/HvDmGYdQP7Y> (Rhyme video on title 'I like bananas) and <https://youtu.be/rjwrzBArZjA> (Rhyme video on title 'Do you like fruits...)).

Assessment:

- **Anecdotal records:**

- Keep periodical records of children's work, behaviours and performances.
- Observe and understand likes and dislikes of children.

Class I	
Competency 1: Use greeting and courtesy words while communicating with others.	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
➤ Greetings and courtesies	➤ Greet using greeting and courtesy words.
<p>Topic: Greetings and courtesies.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Greet using greeting and courtesy words. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to greet and say the courtesy words. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make videos and share with children through various social media groups (Use resource links: https://youtu.be/9UaBuxd8luM (Video on Greetings) and https://youtu.be/AdZk314eVJQ (Video on the title 'Hello How Are You?')). ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children to the community and allow them to greet and respond using the greeting and courtesy words. ○ Seek parents' support to guide the children to carry out the assigned task. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep periodical records of the children's behaviours and performances. ➤ Develop tools according to the need and use them to record the child's learning. ➤ Make videos while the child performs the assigned task. ➤ Collect videos and voice records from the parents and upload in the group online forum. 	

Competency 2: Talk about themselves and others.	
Core Concept (Topic/chapter/themes/Skills)	Learning Objectives
➤ Introduction of self and others.	➤ Tell about himself and others.
<p>Topic: Introduction of self and others.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Tell about himself and others. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Blended learning: <ul style="list-style-type: none"> ➤ Make videos on self-talk and talk about others. ➤ Let children listen to the speaker (<i>Use resource link: https://youtu.be/OqI8glexK7w</i> (video talk on Myself) ○ Role play: <ul style="list-style-type: none"> ➤ Allow children to listen to and watch the role play in which simple instructions are provided with clarity. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Let children go out in open area and let them take turns to talk about themselves and others. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Let children listen to voice mails and let them send voice mails talking about themselves and others. ➤ Use CFA tools as per the need-Tools, checklists, rubrics, rating scale, etc. ➤ Use Google spreadsheet for recording the details. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Upload the video clips in the learning platform and ask them to watch and resend the understanding from it. ➤ Video call with children and parents. 	

Competency 3: Express one's feelings.**Core Concept****(Topic/chapter/themes/Skills)****Learning Objectives**

➤ Likes and dislikes

➤ Tell their likes and dislikes.

Topic: Likes and dislikes.**Learning Objectives:**

- Tell their likes and dislikes.

Pedagogy/Learning Experiences:

- **Activity-based learning:**

- Display the foods and vegetables to allow children to choose.
- Ask them to share their likes and dislikes in any other field of their interest.

- **Place-based learning:**

- Take children to open community and let them express their thoughts.

- **Author's chair:**

- Allow children to sit on a chair with their favourite object and talk about it.

- **Blended learning:**

- Make videos and share with children through various social media groups (Use resource links: <https://youtu.be/-8oWLqacuOg> (Video on 'What color do you like?'), <https://youtu.be/2eyY0GuVo0> (Video talk on I don't like salad) and <https://youtu.be/fEfm9li9N4E> (Video talk on 'I like and I don't like').
- Seek parents' support in child's learning.

Assessment:

- **Anecdotal records:**

- Keep records of the children's likes and dislikes.
- Use CFA tools as per the need-Tools, checklists, rubrics, rating scale, etc.
- Use Google spreadsheet for recording the details.

- **Video-based/Conferencing:**
 - Upload the video clips in the learning platform and ask them to watch and resend the understanding from it.
 - Video call with children and parents and let children talk about his/her likes and dislikes.

Class II	
Competency 1: Use greeting and courtesy words while communicating with others.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Greetings and courtesies	➤ Greet using greeting words: <ul style="list-style-type: none"> ▪ (Revise greetings words from Lower classes). ▪ How are you? ▪ Kuzuzangpola. ➤ Use courtesy words: <ul style="list-style-type: none"> ▪ (Revise courtesy words from lower classes) ▪ I am fine, thank you.
<p>Topic: Greetings and courtesies.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Greet using greeting and courtesy words. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Role play: <ul style="list-style-type: none"> ➤ Demonstrate the greeting words by rephrasing the words repeatedly through action. ➤ Bring children from the general class to act out the play. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children to the community and make them greet others and respond to their greetings. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make videos and send to children through various social media platforms. Let children listen to the rhymes and use the words to greet and respond politely (<i>Use resource links: https://youtu.be/03XqDWozJOW (Video song title 'How are you? I am fine thank you.'), https://youtu.be/leCrbOnUbkl (Video song title 'Hello, Hello')</i>) ➤ Invite children to attend video chat and observe their learning. 	

<ul style="list-style-type: none"> ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Collaborate with parents to guide the children to carry out the assigned task. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep records of the children’s behaviour and performances. ➤ Use CFA tools as per the need-Tools, checklists, rubrics, rating scale, etc. ➤ Use Google spreadsheet for recording the details. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Upload the video clips in the learning platform and ask them to watch and resend the understanding from it. ➤ Video call with children and let them greet. ➤ Parents make video clips and record children’s voice and upload in the group online forum. 	
<p>Competency 2: Talk about self and others.</p>	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Introduction of self and others 	<ul style="list-style-type: none"> ➤ Talk about himself or herself and others. ➤ (Knowing their names, their friends, parents, teachers and other relatives).
<p>Topic: Introduction of self and others.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Talk about himself or herself and others (Knowing their names, their friends, parents, teachers and other relatives). <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Invite people from the community to talk to children (classroom visitors). 	

<ul style="list-style-type: none"> ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and send to children through various social media platforms (Use resource links: https://youtu.be/DlhgcgzHiDw (Video song on ‘All about me’) and https://youtu.be/KjI5sPWcD-o (Video song title ‘Family members’)). ➤ Invite children to attend video chat and observe their learning. ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Collaborate with parents to guide the children to carry out the assigned task. ○ Author’s chair: <ul style="list-style-type: none"> ➤ Children take turns to sit on the chair and talk about themselves and others. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Use CFA tools as per the need-Tools, checklists, rubrics, rating scale, etc. ➤ Use Google spreadsheet for recording the details. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Upload the video clips in the learning platform and ask them to watch and resend the understanding from it. ➤ Video call with children and listen to their talk. ➤ Make video of the children’s talk. Ask parents to send video clips of their children. 	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Likes and dislikes.	➤ Talk about their likes and dislikes.
<p>Topic: Likes and dislikes.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Talk about their likes and dislikes. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out in the open environment to let them express their thoughts and feelings about the animals, trees, flowers, plants and 	

stones (Use resource links: <https://youtu.be/RE5tvaveVak> (Video song on vegetables) and <https://youtu.be/S2hX3N7mHYk> (Video talk on vegetables and fruits)).

- Display the objects with various size, texture and shapes and allow children to choose.
- Ask them to share their likes and dislikes in any field of their interest.
- **Blended learning:**
 - Make video clips and share with children through various social media platforms (Use resource links: <https://youtu.be/ddDN30evKPc> (Short Rhyme video on title 'Do you like...), https://youtu.be/W_siaVSv3Qs (Rhyme video on title 'I Like.. don't like) and https://youtu.be/_2eyY0GuVo0 (video talk on title 'I don't like...)).
 - Invite children to attend video chat and observe their learning progress.
- **Collaborative learning:**
 - Collaborate with parents to guide the children to carry out the assigned task.
- **Author's chair:**
 - Allow children to sit on a chair with their favourite object and talk about it (Use resource link: <https://youtu.be/3jZqFjCJlii> Video pictures on likes and dislikes).

Assessment:

- **Anecdotal records:**
 - Use CFA tools as per the need-Tools, checklists, rubrics, rating scale, etc.
 - Use Google spreadsheet for recording the details.
- **Video-based/Conferencing:**
 - Upload the video clips in the learning platform and ask them to watch and resend the understanding from it.
 - Video chat with parents and children.

Competency 3: Express one's feelings.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Instructions	➤ Give and follow simple instructions: <ul style="list-style-type: none">▪ Listen▪ Come▪ Sit▪ Stand▪ Go

Topic: Instructions.**Learning Objectives:**

- Give and follow simple instructions (Listen, come, sit, stand, go, etc).

Pedagogy/Learning Experiences:

- **Place-based learning:**
 - Take children out around the campus letting them listen to and give simple instructions.
- **Blended learning:**
 - Make videos and sent to children through various social media platforms (Use resource links: <https://youtu.be/zcSTzu9e4fo> (Video on giving simple instructions), <https://youtu.be/fuZktwZKYNE> (Video on giving Classroom commands) and <https://youtu.be/oYWoKhJ7hOQ> (Video on classroom instructions).
 - Send voice messages with clear instructions.
 - Invite children to attend video chat and observe their learning progress.
- **Collaborative learning:**
 - Collaborate with parents to guide the children to carry out the assigned task.
- **Differentiated Instructions:**
 - Give different instructions to children as per their abilities.

Assessment:

- **Anecdotal records:**
 - Use CFA tools as per the need-Tools, checklists, rubrics, rating scale, etc.
 - Use Google spreadsheet for recording the details.
- **Video-based/Conferencing:**
 - Upload the video clips in the learning platform and ask them to watch and resend the understanding from it.
 - Conduct online interview with parents and children.

Class III	
Competency 1: Talk about self and others.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Introduce yourself and others.	<ul style="list-style-type: none"> ➤ Talk about himself or herself and others. ➤ (Knowing their names, their friends, parents, teachers, relatives, animals and objects).
<p>Topic: Introduce yourself and others.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Talk about himself or herself and others (Knowing their names, their friends, parents, teachers, relatives, animals and objects). <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place based learning: <ul style="list-style-type: none"> ➤ Invite speakers from the community to talk to the children. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and send to children through various social media platforms. Let children listen to the talk and respond (Use resource links: https://youtu.be/GiRUF7hvWuM (Video song on family members), https://youtu.be/xsb0blEs45Y (video song on My Family') and https://youtu.be/tGEjSHUBftY (video song on the title 'My best friend')). ➤ Invite children to attend video chat and let them talk about people around them. ➤ Seek parents' support to guide the children to carry out the assigned task. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Video-based/ Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child talks about themselves and others. ➤ Parents make short video clips and record children's voice and upload in the group online forum. 	

- **Anecdotal records.**
 - Develop the tools according to the need and use them to record the child’s progress.
 - Use CFA tools as per the need-tools, checklists, rubrics, rating scale, etc.

Competency 2: Follow directions from teachers and give directions to others.

Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Giving instructions and directions. 	<ul style="list-style-type: none"> ➤ Give and follow simple instructions from familiar person. ➤ Give directions to others.

Topic: Giving instructions and directions.

Learning Objectives:

- Give and follow simple instructions from familiar person.
- Give directions to others.

Pedagogy/Learning Experiences:

- **Place-based learning:**
 - Take children around the campus and let them listen, give simple instructions/directions (*Use resource links:* <https://youtu.be/PFz9POflcPw> (Video song on the title ‘Following instructions’) and <https://youtu.be/Ot-uvhjelg> (Talk on the title ‘Giving directions’).
- **Differentiated Instructions:**
 - Give different instructions to children as per their abilities (*Use resource links:* https://youtu.be/q6W_nLnjdfq (Video on giving simple instructions) and <https://youtu.be/wdc7VK7FcSM> (Video on giving classroom commands).
- **Blended learning:**
 - Make video clips and send to children through various social media platform.
 - Send voice messages with clear instructions.

<ul style="list-style-type: none"> ➤ Seek parents support asking them to send short video clips of children following the instructions and directions through online forum. ➤ Invite children to attend video chat and observe their learning progress. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child performs the assigned task. ➤ Online interview with parents and children. ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep records of the children’s work, behaviours and performances timely. ➤ Develop the tools according to the need and use them to record the child’s progress. 	
<p>Competency 3: Express one’s feelings.</p>	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Likes and dislikes (people and places). 	<ul style="list-style-type: none"> ➤ Talk about their likes and dislikes about people and places.
<p>Topic: Likes and dislikes (people and places).</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Talk about their likes and dislikes about people and places. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Activity-based learning: <ul style="list-style-type: none"> ➤ Ask children to share their likes and dislikes about people and places. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children around the community, interact with the people and look around the places (<i>Use resource links:</i> https://youtu.be/w4iJMBEi7YE (Video song title ‘I like, I don’t like..’) 	

Foods) and <https://youtu.be/0FUjHOS1XoQ> (Video song on Watermelon).

○ **Author's chair:**

- Allow children to sit on the chair and talk about which place and people they like and dislike (*Use resource links:* <https://youtu.be/cNiotcVs-XI> (Video talk on favorite fruits) and <https://youtu.be/C6x1sUU> (Video song title 'Texture').

○ **Blended learning:**

- Make video clips and share with children through various social media groups (*Use resource links:* <https://youtu.be/frN3nvIHUK> (Short rhyme video on the title 'Do you like...'), https://youtu.be/VYA_CV_1dsM (Rhyme video on the title 'Like don't like) and https://youtu.be/_2eyY0GuVo0 (Rhyme video on the title 'I don't like...)).
- Invite children to attend video chat and talk with them and their parents.

Assessment:

○ **Video-based/Conferencing:**

- Make video clips while the child is walking and talking with others.
- Video chat with parents and children.

○ **Anecdotal records.**

- Keep periodical records of the children's behaviours and progress.

Class IV	
Competency 1: Follow directions from teachers and others.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Following directions.	<ul style="list-style-type: none"> ➤ Follow directions initially from a familiar person and then from a less familiar person. ➤ Follow two step familiar routine (entry/exit, wake up/meal timing)
<p>Topic: Following directions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow directions initially from a familiar person and then from a less familiar person. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: ○ Take children around the campus and let them listen, give simple instructions/directions (<i>Use resource links:</i> https://youtu.be/OILvbpWxyul (Talk on the title ‘Following instructions’). ○ Differentiated Instructions: <ul style="list-style-type: none"> ➤ Give different instructions to children as per their abilities (<i>Use resource links:</i> https://youtu.be/OILvbpWxyul (Video on giving simple instructions) and https://youtu.be/fuZktwZKYNE (Video on giving classroom commands). ○ Blended Learning: <ul style="list-style-type: none"> ➤ Make video clips and send to children through various social media platform. ➤ Send voice messages with clear instructions. ➤ Seek parents support to send short video clips of children following the instructions and directions (<i>Use resource link:</i> https://youtu.be/oO-vtwm13Tc (Video on classroom instructions). ➤ Invite children to attend video chat and observe their learning progress. 	

Topic: Following directions.

Learning Objectives:

- Follow two step familiar routine (entry/exit, wake up/meal timing).

Pedagogy/Learning Experiences:

- **Place-based learning:**
 - Take children to the immediate environment and allow them to experience familiar routine.
- **Differentiated Instructions:**
 - Prepare different routines as per the children's abilities.

Assessment:

- **Video-based/Conferencing:**
 - Make video clips while the child performs the assigned task.
 - Online interview with parents and children.
- **Anecdotal records/Checklist:**
 - Keep periodical records of the children's assignments.
 - Develop the tools according to the need and use them to record the child's progress
 - Keep periodical records of the children's assignments.
 - Develop the tools according to the need and use them to record the child's progress

Competency 2: Talk about himself/herself and others

Core Concept

(Topic/chapter/themes)

- Family members

Learning Objectives

- Tell the relationship amongst their family members (father, mother, sister, brother, grandfather, grandmother)

Topic: Family members.

Learning Objectives:

- Tell the relationship amongst their family members (Father, mother, sister, brother, grandfather, grandmother).

Pedagogy/Learning Experiences:

- **Place-based learning:**
 - Invite speakers from the community to talk to the children about the family (*Use resource link: <https://youtu.be/rYvvnf5XRk0>* (video song about family members with family tree).
- **Blended learning:**
 - Make video clips and share with children through various social media platforms. Let children watch and respond (*Use resource links: <https://youtu.be/u9kpdmCtO34>* (Talk by kids on the title 'My family') and <https://youtu.be/tGEjSHUBftY> (Talk by a teacher on the title 'My best friend')).
 - Invite children to attend video chat and let them talk about people around them.
 - Seek parents' support to guide the children to carry out the assigned task.

Assessment:

- **Video-based/Conferencing:**
 - Make videos while the child talks about themselves and others.
 - Parents make short video clips and record children's voice and upload in the group online forum.
- **Anecdotal records.**
 - Keeping periodical records of the children's behaviours and performances.
 - Develop the tools according to the need and use them to record the child's progress.

Competency 3: Express and manage their emotions and behaviours.	
<ul style="list-style-type: none"> ➤ Likes and dislikes. 	<ul style="list-style-type: none"> ➤ Tell their likes and dislikes. ➤ Talk about people and places. ➤ Express the need for help.
<p>Topic: Likes and dislikes.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Talk about people and places. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Activity-based Learning: <ul style="list-style-type: none"> ➤ Ask children to share their likes and dislikes about people and places. ➤ Take children around the community, interact with the people and look around the places. ○ Author’s chair: <ul style="list-style-type: none"> ➤ Allow children to sit on a chair and talk about which place and people they like and dislike (<i>Use resource link: 1.</i> https://youtu.be/tDVS9XSqt90 (Video song on the title ‘Texture’). ○ Blended Learning: <ul style="list-style-type: none"> ➤ Make video clips and share with children through various social media groups. ➤ Invite children to attend video chat and talk with them and their parents. 	
<p>Topic: Likes and dislikes.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Express the need for help. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Activity-based Learning: <ul style="list-style-type: none"> ➤ Take children around the community, interact with the people and look around the places. ➤ Ask children to express their need for help. ○ Blended Learning: <ul style="list-style-type: none"> ➤ Make video clips and send to children through various social media groups. 	

<ul style="list-style-type: none"> ➤ Invite children to attend video chat and talk with them and their parents. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ➤ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is walking around and talking with others. ➤ Video chat with parents and children. ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep periodical records of the children’s behaviours and progress. 	
<p>Competency 4: Practice proper hygiene.</p>	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
<ul style="list-style-type: none"> ➤ Personal hygiene 	<ul style="list-style-type: none"> ➤ Maintain good personal hygiene by utilizing a routine.
<p>Topic: Personal hygiene.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain good personal hygiene by utilizing a routine. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to wash, brush, flush.....etc. to stay clean. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and send to children through various social media groups (Use resource links: https://youtu.be/K_NX2qLZHGQ (Video talk on the title ‘Personal hygiene’) and https://youtu.be/-CIYf70ky4 (Video talk on the title ‘Cleanliness of body’). ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children to the immediate environment and allow them to perform the desired task. ➤ Seek parents’ support to guide the children to carry out the assigned task. 	

Assessment:

- **Video-based/Conferencing:**
 - Make video clips while the child performs the assigned task.
- **Anecdotal records.**
 - Keep periodical records of the children's hygiene status.
 - Develop the tools according to the need and use them to record the child's hygiene practices.

Class V	
Competency 1: Accept directions from others and give directions to others.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> ➤ Following directions. 	<ul style="list-style-type: none"> ➤ Follow two step familiar routine (entry/exit, wake up/meal timing) ➤ Follow three steps unfamiliar directions/task/routines.
<p>Topic: Follow directions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow two step familiar routine (entry/exit, wake up/meal timing). ○ Follow three steps unfamiliar directions/task/routines. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Differentiated Instructions: <ul style="list-style-type: none"> ➤ Give different instructions to children as per their ability (Use resource link: https://youtu.be/L2Sj1TJEmjU (Video talk on ‘Three step directions’)). ○ Hands on practice: <ul style="list-style-type: none"> ➤ Practice two step and three step directions. Make routines (Use resource link: https://youtu.be/vAiRpy9J324 (Video talk on title ‘One step at a time’)). ○ Blended Learning: <ul style="list-style-type: none"> ➤ Share video clips to the children to remind timing of the day (Use resource link: https://youtu.be/bVIJ1NpfPFc (Video song on the title ‘Wake, wake, wake-up call’)). ➤ Send voice messages with clear instructions. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Observation: <ul style="list-style-type: none"> ➤ Give children instructions step wise and get them to follow. ➤ Make videos while the child is performing the assigned task. ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep periodical records of the children’s work, behaviours and performances. 	

<ul style="list-style-type: none"> ➤ Develop the tools according to the need and use them to record the child's progress. 	
Competency 2: Express and manage their emotions and behaviours.	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Family members 	Tell the relationship amongst their family members (father, mother, sister, brother, grandfather, grandmother)
<p>Topic: Family members.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Tell the relationship amongst their family members (Father, mother, sister, brother, grandfather, grandmother). <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Role play: <ul style="list-style-type: none"> ➤ Teach the family relations (<i>Use resource link: https://youtu.be/ZVh-RzKnqQ0</i> (Talk about family members with family tree). ➤ Let children play pretend play on family members. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make videos and sent to children (<i>Use resource link: https://youtu.be/2KaFP8sHmcE</i> (Talk by kids on title 'About me, my friends and my family') and https://youtu.be/L14QtTGtjF4 (Video song on title 'My best friend'). ➤ Invite children to attend video chat and let them talk about their family. ➤ Seek parents' support to guide the children to carry out the assigned task. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Parents make video while the child is talking about themselves and others. ➤ Keep periodical records of the children's behaviours and performances. 	

- Develop the tools according to the need and use them to record the child's progress.

Topic: Likes and dislikes.

Learning Objectives:

- Tell their likes and dislikes to seek help and provide help to others.

Pedagogy/Learning Experiences:

- **Place-based learning:**
 - Take children out in the community and let them talk about what they observe.
 - Take children out in the community, interact with the people and look around the places.
- **Author's chair:**
 - Allow children to sit on a chair and talk about which place and people they like and dislike (*Use resource link: <https://youtu.be/0yv9VHBACew>* (Video song title 'Texture').
- **Blended Learning:**
 - Share video clips to children through various social media groups.
 - Video chat to talk with children and their parents (*Use resource link: <https://youtu.be/Urb3GYD63oq>* (Video on 'Ask for help').

Assessment:

- **Video-based/Conferencing:**
 - Make video clips while the child walks around and talks with others.
 - Video chat with parents to find out children's likes and dislikes at home.
- **Anecdotal records.**
 - Keep record of children's behaviours and skills.

Competency 3: Practice proper hygiene.

Core Concept (Topic/chapter/themes/skills)	Learning Objectives
➤ Personal hygiene	➤ Maintain good personal hygiene by utilizing a routine.

	<ul style="list-style-type: none"> ➤ (Washing of hands and face, brushing teeth, proper use of toilet, hair care, using facial cream, using hair oil etc....)
<p>Topic: Personal hygiene.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain good personal hygiene by utilizing a routine. ○ (Washing of hands and face, brushing teeth, proper use of toilet, hair care, using facial cream, using hair oil etc....). <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate children how to wash, brush, flush.....etc. to stay clean. ○ Place-based learning <ul style="list-style-type: none"> ➤ Take children out in the community and allow them to perform the desired task. ➤ Seek parents' support to guide children to carry out the assigned task. ○ Video lessons. <ul style="list-style-type: none"> ➤ Share video clips to children through various social media groups (Use resource links: https://youtu.be/l6XGE-Xuq3M (Video talk on title 'Personal hygiene') https://youtu.be/9MG56G9XR1k (Video talk on title 'Cleanliness') and https://youtu.be/AuzeN9qO8io (Video on personal cleanliness for kids)). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child performs the task. ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of children's work. ➤ Develop the tools according to the need and use them to record the child's learning. 	

Class VI	
Competency 1: Give directions and follow directions from teachers and others.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> ➤ Give and follow directions. 	<ul style="list-style-type: none"> ➤ Follow and give three steps unfamiliar directions/task/routines.
<p>Topic: Give and follow directions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow and give three steps unfamiliar directions/task/routines. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Differentiated Instructions: <ul style="list-style-type: none"> ➤ Give three steps directions to different children as per their ability (Use resource link: https://youtu.be/vJyjYQkhULs (Video talk on 'Three step directions') ○ Place-based learning: <ul style="list-style-type: none"> ➤ Make routines and let children practice two and three step directions. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and share with children (Use resource link: https://youtu.be/vJyjYQkhULs (Video on 'Three step direction')). ➤ Send voice messages with clear instructions to follow routines/task/directions at home. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep periodical record of the children's work, behaviours and performances. ➤ Develop the tools according to the need and use them to record the child's progress. ➤ Make video clips while the child is performing the assigned task. 	

Competency 2: Express and manage their emotions and behaviors by seeking help.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Seeking help.	➤ Recognize and seek help for themselves and others by respecting other's view.
<p>Topic: Seeking help.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Recognize and seek help for themselves and others by respecting other's view. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Allow children to participate in the community works. ➤ Teach them to ask for help and give help. ○ Activity based learning: <ul style="list-style-type: none"> ➤ Give children enough practice to give help and seek help. ○ Blended learning: <ul style="list-style-type: none"> ➤ Share video clips to children (<i>Use resource links:</i> https://youtu.be/opqJBzO8L5w (Video on the title 'Helping others-moral story'). ➤ Invite children to attend video chat and let them talk. ➤ Seek parents' support to guide the children to carry out the assigned task. <p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Parents make short video clips and share. ➤ Keep record of the children's behaviours and performances. 	

Competency 3: Apply proper hygiene practices.	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
➤ Personal hygiene	➤ Maintain good personal hygiene by following a routine (Washing of hands and face, brushing teeth, proper use of toilet, hair care, using facial cream, using hair oil etc....)
<p>Topic: Personal hygiene.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain good personal hygiene by following a routine (Washing of hands and face, brushing teeth, proper use of toilet, hair care, using facial cream, using hair oil etc....) <p>Pedagogy/ Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate grooming skills to stay clean (<i>Use resource link: https://youtu.be/EjXi7oa9Ujk</i> (Video title ‘Grooming song’). ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out and allow them to perform the desired task. ➤ Seek parents’ support to guide the children to carry out the assigned task. ○ Blended learning: <ul style="list-style-type: none"> ➤ Share video clips and sent to children through various social media groups (<i>Use resource links: https://youtu.be/eh0_KjbrCBs</i> (Video song on title ‘Personal hygiene’), https://youtu.be/hTFn6w-5NpM (Video song on title ‘Cleanliness’) and https://youtu.be/1pmHlcbfdW0 (Video talk on personal cleanliness for kids). 	

Assessment:

- **Video-based/Conferencing:**
 - Make videos clips while the child performs the assigned task.
- **Anecdotal records.**
 - Keep periodical record of the children's work.
 - Develop the tools according to the need and use them to record the child's learning.

Assessment:

- **Video-based/Conferencing:**
 - Make video clips while the child performs the assigned task.
- **Anecdotal records.**
 - Keep periodical records of the children's hygiene status.
 - Develop the tools according to the need and use them to record the child's hygiene practices.

Class VII	
Competency 1: Follow and give directions.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Giving directions.	➤ Follow and give three steps unfamiliar directions, tasks and routines.
<p>Topic: Giving directions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow and give three steps unfamiliar directions, tasks and routines. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Differentiated Instructions: <ul style="list-style-type: none"> ➤ Give three steps directions to children as per their abilities (<i>Use resource link: https://youtu.be/L2Sj1TJEmjU</i> (Video talk on ‘Three step directions’). ○ Place-based learning: <ul style="list-style-type: none"> ➤ Make routines and let children practice two step and three step directions. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and send to children. ➤ Send voice messages with clear instructions (<i>Use resource link: https://youtu.be/L2Sj1TJEmjU</i> (Video on ‘Three step direction’). <p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep records of the children’s work, behaviours and performances. ➤ Develop CFA tools according to the need and use it to record the child’s progress. ➤ Make video clips while the child is performing the assigned task. 	

Competency 2: Talk about him/her and others.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Relationships.	➤ Tell relationship amongst their family members, relatives and the community.
<p>Topic: Relationships.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Tell relationship amongst their family members, relatives and the community. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Allow children to mingle with people in the community. ➤ Ask the relations they share amongst themselves. Give children enough practice. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and share with children (<i>Use resource links:</i> https://youtu.be/z5TeZqa3zZs (Video on the title 'Relation and relatives'), https://youtu.be/0y3Ds3D6fJA (Video on the topic 'Family relationship') and https://youtu.be/zBf5ZeNm9Lk (Video on the title 'Family relationship')). ➤ Invite children to attend video chat and let them talk. ➤ Seek parents' support to guide the children to carry out the assigned task. <p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep records of the children's work, behaviours and performances. ➤ Develop tools according to the need and use them to record the child's learning. ○ Video-based/conferencing: <ul style="list-style-type: none"> ➤ Video chat with children and parents. 	

Competency 3: Express and manage their emotions and behaviours.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Likes and dislikes.	➤ Express their likes and dislikes recognizing the need for help for themselves and others.
<p>Topic: Likes and dislikes.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Express their likes and dislikes recognizing the need for help for themselves and others. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out and allow them to talk about their choices. ➤ Let children collect things from the environment that they like and express why they liked it. ○ Blended learning: <ul style="list-style-type: none"> ➤ Send video clips to children through various social media groups (Use resource link: https://youtu.be/wFohi5HiBZk (Video on the title 'Likes and dislikes')). ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents' support to guide children to carry out the assigned task. <p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of children's work. ➤ Develop the tools according to the need and use them to record the child's learning. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the assigned task. ➤ Video chat with children and parents to ask about the child's likes and dislikes. 	

Competency 4: Apply proper hygiene following a routine.	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
➤ Personal hygiene	➤ Maintain good personal hygiene following a routine.
<p>Topic: Personal hygiene.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain good personal hygiene following a routine. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Show children the grooming skills to stay clean (<i>Use resource link: https://youtu.be/YRbFHn8zGG4</i> (Video title 'Grooming song'). ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out and allow them to do the desired activities. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and share with children through various social media groups (<i>Use resources: https://youtu.be/088hBFNwn28</i> (Video talk on title 'Personal hygiene'), https://youtu.be/1pmHlcbfdW0 (Video talk on title 'Cleanliness') and https://youtu.be/hTFn6w-5NpM (Video talk on personal cleanliness for kids). ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents' support to guide the children to carry out the assigned task. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep record of the children's work. ➤ Develop the tools according to the need and use them to record the child's learning. ○ Video based/conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the assigned task. 	

<ul style="list-style-type: none"> ➤ Video chat with children and parents to ask about the child's learning. 	
<p>Competency 5: Tell the differences between work and play.</p>	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
<ul style="list-style-type: none"> ➤ Work and play. 	<ul style="list-style-type: none"> ➤ Identify appropriate work behaviour and play behaviour.
<p>Topic: Work and play.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Identify appropriate work behaviour and play behaviour. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate where and how to exhibit appropriate behaviours at appropriate times. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out and allow them to observe. ➤ Show them the difference between work and play. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and share with children through various social media groups. (Use resource links: https://youtu.be/dHJsrIYRcPs (Video on the title 'Work and Play') and https://youtu.be/aAR3Fj0TEWY (Video on the title 'Work and play')). ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents' support to guide children to carry out the assigned task. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children's work. ➤ Develop the tools according to the need and use them to record the child's learning. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the assigned task. 	

<ul style="list-style-type: none"> ➤ Video chat with children and parents to ask about the child's learning. 	
Competency 6: Obey the rules of a specific work setting/area.	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
<ul style="list-style-type: none"> ➤ Demonstration of positive behaviour. 	<ul style="list-style-type: none"> ➤ Greet appropriately and remain guided by the norms of that place.
<p>Topic: Demonstration of positive behaviour.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Greet appropriately and remain guided by the norms of that place. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning. <ul style="list-style-type: none"> ➤ Allow children to interact with others in the immediate environment and let them carry out assigned task independently. ➤ Show them free and restricted/prohibited areas and explain the consequences. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and share children through various social media groups. ➤ Allow children to watch videos on different places (<i>Use resource links: https://youtu.be/oB1Vw-ri-Tc (Video talk on the title 'Obeying rules')</i> and https://youtu.be/aONEOKvVixk (Video on the title 'I can follow the rules')). ○ Collaborative Learning: <ul style="list-style-type: none"> ➤ Seek parents' support to guide the children during the visits. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of children's work. ➤ Develop the tools according to the need and use them to record the child's behaviour. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the assigned task. 	

- Video chat with children and parents to ask about the child's learning.

Class VIII	
Competency 1: Follow and give directions.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Giving directions.	➤ Follow and give three steps unfamiliar directions, tasks and routines.
<p>Topic: Giving directions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow and give three steps unfamiliar directions, tasks and routines. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Differentiated Instructions: <ul style="list-style-type: none"> ➤ Give three steps directions as per their abilities. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Practice two step and three step directions and make routines (<i>Use resource link: https://youtu.be/J-QmN62q-qw</i> (Video song on the title 'Three step directions'). ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and send to children. ➤ Send voice messages with clear instructions. <p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children's work, behaviours and performances. ➤ Develop CFA tools according to the need and use it to record the child's progress. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the assigned task. 	

Competency 2: Manage emotions and behaviours.	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Express one's thoughts and feelings. 	<ul style="list-style-type: none"> ➤ Identify emotional triggers and emote at appropriate time.
<p>Topic: Express one's thoughts and feelings.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Identify emotional triggers and emote at appropriate time. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Allow children to mingle with people in the community and interact. ➤ Let children express their thoughts and feelings appropriately (<i>Use resource link: https://youtu.be/eMOnyPxE_w8</i> (Video song on the title 'Feelings and emotions'). ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and share. ➤ Arrange video chat with the children and let them talk. ➤ Seek parents' support to guide the children to carry out the assigned task (<i>Use resource link: https://youtu.be/KGyXe7zcv0M</i> (video on the title 'How to manage emotion'). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children's work, behaviours and performances. ➤ Develop tools according to the need and use them to record the child's learning. ○ Video based/conferencing: <ul style="list-style-type: none"> ➤ Video chat with the children and parents to ask about the child's emotions. 	

Competency 3: Work cooperatively with others.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Working together.	➤ Exhibit ability to work and communicate with others.
<p>Topic: Working together.</p> <p>Learning Objectives: Exhibit ability to work and communicate with others.</p> <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Game-based learning: <ul style="list-style-type: none"> ➤ Let children play in groups to learn the skills to work in teams (<i>Use resource links: https://youtu.be/4duPBWzf46E (Motivational video on the title ‘Teamwork’) and https://youtu.be/6fbE52YDEjU (Video on the title ‘Teamwork can make a dream work’).</i> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out and let them work in kitchen/flower garden. ➤ Let children do social work in the school. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and share to children through various social media groups. ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents’ support to guide the children to carry out the assigned task. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s work. ➤ Develop the tools according to the need and use them to record the child’s learning. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the task assigned. ➤ Video chat with children and parents to ask about the child’s learning. 	

Competency 4: Apply proper hygiene following a routine.	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
➤ Personal hygiene	➤ Maintain good personal hygiene by following a routine.
<p>Topic: Personal hygiene.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain good personal hygiene by following a routine. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to follow the routine (<i>Use resource link:</i> https://youtu.be/EjXj7oa9Ujk (Video title ‘Grooming song’). ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and share with children through various social media groups. (<i>Use resource links:</i> https://youtu.be/putSNzERfUE (Video talk on title ‘Personal hygiene’), https://youtu.be/4PaaR1B0b2w (Video talk on title ‘Cleanliness’) and https://youtu.be/1pmHlcbfdW0 (Video talk on personal cleanliness for kids). ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents’ support to guide children to carry out the assigned task. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of children’s work. ➤ Develop the CFA tools according to the need and record child’s learning. ○ Video based/conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the assigned task. ➤ Video chat with children and parents to ask about the child’s learning. 	

Competency 5: Tell the differences between work and play.	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
➤ Work and play.	➤ Identify appropriate work behaviour and play behaviour.
<p>Topic: Work and play.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Identify appropriate work behaviour and play behaviour. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate where and how to exhibit appropriate behaviours at appropriate times. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out and allow them to observe people performing different activities. ➤ Show them the difference between work and play. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and share through social media groups (Use resource links: https://youtu.be/dHJsrIYRcPs (video on title 'Work and play') and https://youtu.be/XMYGd6lu8uY (Video on the title 'Work and play')). ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents' support to guide the children to carry out the assigned task. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children's work timely. ➤ Develop the tools according to the need and use them to record the child's learning. ○ Video based/conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the assigned task. ➤ Video chat with children and parents to ask about the child's learning. 	

Competency 6: Orient the rules of a specific work setting/area.	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
➤ Demonstration of positive behaviour.	➤ Greet appropriately and remain guided by the norms of that place.
<p>Topic: Demonstration of positive behaviour.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Greet appropriately and remain guided by the norms of that place. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children to different workplaces and allow them to interact. ➤ Show them the free and restricted/prohibited areas and explain the consequences. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and send to children through various social media groups. ➤ Ask children to watch the videos on different places. ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents' support to guide the children during the visits. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children's behaviour. ➤ Develop the tools according to the need and record the child's behaviour. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the assigned task. ➤ Video chat with children and parents to ask about the child's learning. 	