






STEAM-Based Curriculum Development for Early Childhood Care and Development
International Project for Capacity Development of Early Childhood Development Teachers
The South Asian International Association for Early Childhood Care and Development (SAIA4ECCD) and
The International Association for Quality Education (IAFQE)

Day Plan for Early Childhood Care and Development - 2025

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|---|---|
| Name of School | |
| Class | Upper Kindergarten (UKG) (Age 4 to 5 Years) |
| Number of Students in the Class | 20 |
| Name of Teacher | |
| Month | January |
| Week | 4th Week |
| Day | Friday |
| Duration (Minutes) | |
| Theme of the Week: | Animal |
| Sub Theme (Aim) | |
| Learning Outcomes | |
| <div><div><div>Combining parts to make a new whole</div><div>Creating something new or making something out of different parts</div><div>Judging the value of information or ideas</div><div>Deciding if something is good or bad, right or wrong, useful or not useful</div><div>Breaking down information into component parts</div><div>Dividing something into smaller parts</div><div>Applying the facts, rules, concepts, and ideas</div><div>Using what you know to solve a problem</div><div>Understanding what the facts mean</div><div>Knowing what something is about</div><div>Recognizing and recalling facts</div><div>Remembering information</div></div><div><div>Create</div><div>Evaluate</div><div>Analyze</div><div>Apply</div><div>Understand</div><div>Remember</div></div><div>© tips.uark.edu</div></div> | |
| Values to be inculcated | |
| 21st Century Skills Set | |
| <div><div><div><div><div>Technology Literacy</div><div>Innovative & Designing</div><div>Collaboration & Teamwork</div><div>Problem-Solving</div><div>Critical Thinking</div><div>Information Literacy</div></div><div><div>Entrepreneurship</div><div>Leadership</div></div><div><div>Adaptability to Live in a Multicultural Society</div><div>Social Responsibility & Ethics</div><div>Global & Cultural Awareness</div><div>Civic Literacy & Responsibility</div></div></div></div></div> | |
| Specific Aspects of the National Standards | |
| Multiple Intelligences | |
| <div><div><div>INTRAPROFESSORIAL INTELLIGENCE</div><div>EXISTENTIAL INTELLIGENCE</div><div>INTRAPESSONAL INTELLIGENCE</div><div>LOGIC-MATHEMATICAL INTELLIGENCE</div><div>INTERPERSONAL INTELLIGENCE</div><div>VERBAL-SPATIAL INTELLIGENCE</div><div>MUSICAL INTELLIGENCE</div><div>BODY-KINESTHETIC INTELLIGENCE</div></div><div><div>TYPES OF MULTIPLE INTELLIGENCES</div></div></div> | |
| SDG Goals | |

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| <div>STEAM Education</div>  | |
| <div>Greening Education</div>  | |
| Previous Knowledge | |
| Teaching/Learning Points | |

| Flow of Actions | | | | | | | |
|--------------------------------|-----------------------|-----------------|--------------------|--|----------------|----------------------------|-----------|
| Timi ng | Duration (Minutes) | Lesson Activity | Teaching Method | Teacher’s Role (Teaching Stategies) | Student’s Role | Teaching Aids/Resources | Assesment |
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| Research Project/ (Assignment) | | | | | | | |

Note: try to at least one : Indoor Activity Outdoor activity, story, Rhyme, Hands on Activity, Discusion(Conversations)

