

Curricular Goals and Competencies for the Foundational stage

The Curricular Goals for the Foundational stage and the Competencies against each of the Curricular Goals have been outlined in this Section. Curricular Goals been numbered as CG 1, CG 2 and so on; Competencies have been numbered as C-1.1, C-1.2 and so on.

Domain: Physical Development	
CG-1 Develops habits that keep them healthy and safe	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food C-1.2 Practises basic self-care and hygiene C-1.3 Keeps school/classroom hygienic and organised C-1.4 Practises safe use of material and simple tools C-1.5 Shows awareness of safety in movements (e.g., walking, running, cycling) and acts appropriately C-1.6 Understands unsafe situations and asks for help
CG-2 Develops sharpness in sensorial perceptions	C-2.1 Differentiates between shapes, colours, and their shades C-2.2 Develops visual memory for symbols and representations C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo C-2.4 Differentiates multiple smells and tastes C-2.5 Develops discrimination in the sense of touch C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences
CG-3 Develops a fit and flexible body	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities C-3.2 Shows balance, coordination, and flexibility in various physical activities C-3.3 Shows precision and control in working with hands and fingers C-3.4 Shows strength and endurance in carrying, walking, and running
Domain: Socio-Emotional and Ethical Development	
CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-4.1 Starts recognising 'self' as an individual belonging to a family and community C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately C-4.3 Interacts comfortably with other children and adults C-4.4 Shows cooperative behaviour with other children C-4.5 Understands and responds positively to social norms in the classroom and school C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children
CG-5	C-5.1 Engages in age-appropriate work at school and/or at home

Develops a positive attitude towards productive work and service or 'Seva'	
CG-6 Develops a positive regard for the natural environment around them	C-6.1 Shows care for and joy in engaging with all life forms
Domain: Cognitive Development	
CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses C-7.3 Uses appropriate tools and technology in daily life situations and for learning
CG-8 Develops mathematical understanding and abilities to recognise 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 5s, 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 of both numerical and word problems C-8.7 Recognises multiplication as repeated addition and division as equal sharing C-8.8 Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space C-8.9 Selects appropriate tools and units to perform 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

	C-8.14 Feels confident and sees Mathematics as doable and worthwhile
Domain: Language and Literacy Development	
CG-9 Develops effective communication skills for day-to-day interactions in two languages¹	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 the meaning of new words by using existing vocabulary
CG-10 Develops fluency in reading and writing in Language 1	C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segments words into phonemes/syllables C-10.2 Understands the basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation C-10.5 Reads short stories and comprehends their meaning - by identifying characters, storyline and what the author wants to say - on their own C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination C-10.7 Reads and comprehends the meaning of short news items, instructions and recipes, and publicity material 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 Begins to read and write in Language 2	C-11.1 Develops phonological awareness and is able to blend phonemes/ syllables into words and segment words into phonemes/syllables 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
Domain: Aesthetic and Cultural Development	

CG-12 Develops abilities and sensibilities in Visual and Performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create Music, role-play, Dance, and Movement C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts C-12.4 Works collaboratively in the Arts C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage
Positive Learning Habits	
CG-13 Develops habits of learning that allows them to engage actively in formal learning environments such as a school classroom	C-13.1 Attention and intentional action: Acquire skills to plan, focus attention, and direct activities to achieve specific goals C-13.2 Memory and mental flexibility: Develop adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions C-13.4 Classroom norms: Adopts and follows norms with agency and understanding

Curricular Goals and Competencies for the Preparatory Stage

Language 1 (R1)	
CG-1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	C-1.1 Converses fluently and meaningfully in different contexts C-1.2 Summarises core ideas from material read out in class C-1.3 Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)
CG-2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	C-2.1 Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts C-2.2 Understands main ideas and draws essential conclusions from the material read
CG-3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences	C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text C-3.3 Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose C-3.4 Uses appropriate grammar and structure in their writing
CG-4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts C-4.2 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas
CG-5 Develops interest and preferences in reading	C-5.1 Borrows books from the Library regularly to read at home C-5.2 Demonstrates interest in reading books from the Library
Language 2 (R2)	
CG-1	C-1.1 Listens to poems, stories, and conversations and locates important ideas in them

Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas	C-1.2 Comprehends narrated/read out stories and identifies characters, storyline, and key aspects C-1.3 Converses meaningfully and coherently C-1.4 Makes oral presentations and participates in group discussions
CG-2 Develops fluency in reading and the ability to read with comprehension	C-2.1 Develops phonological awareness further by blending phonemes/ syllables into words and segmenting words into phonemes/ syllables C-2.2 Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks C-2.3 Reads stories and passages fluently and accurately with appropriate pauses C-2.4 Comprehends the meaning of stories, poems, and story posters C-2.5 Demonstrates interest in picking up and reading a variety of children's books
CG-3 Develops the ability to express understanding, experiences, feelings, and ideas in writing	C-3.1 Writes a paragraph to express understanding and experiences C-3.2 Creates simple posters, invites, and instructions with appropriate information and purpose C-3.3 Writes stories, poems, and conversations based on imagination and experiences
CG-4 Develops a wide range of vocabulary in various contexts and through different sources	C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas
Mathematics	
CG-1 Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences	C-1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers C-1.2 Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$) as parts of unit wholes, as locations on number lines and as divisions of whole numbers C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10x10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems C-1.4 Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka–Fibonacci numbers.

CG-2 Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry	C-2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties C-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha) C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes
CG-3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using nonstandard and standard units	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement C-3.4 Understands the definition and formula for the area of a square or rectangle as length times breadth C-3.5 Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units C-3.6 Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas C-3.7 Evaluates the conservation of attributes like length and volume, and solves daily-life problems related to them
CG-4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	C-4.1 Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares) C-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people) C-4.3 Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper, pencil calculation, in accordance with the context

CG-5 Knows and appreciates the development in India of the decimal place value system that is used around the world today	C-5.1 Understands the development of zero in India and the Indian place value system for writing numerals, the history of its transmission to the world, and its modern impact on our lives and in all technology
Art	
Learning Standards-1	
Visual Arts	
CG-1 Develops confidence to explore, depict, and celebrate human experience through the Arts	C-1.1 Expresses enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations C-1.2 Discusses a variety of ideas and responses while working collaboratively in the Visual Arts
CG-2 Exercises their imagination and creativity freely in the Arts	C-2.1 Creatively uses different combinations of visual elements (line, form, colour, space, texture) while depicting their everyday observations, personal experiences, and feelings C-2.2 Compares and contrasts the visual elements, themes, and expressions of artwork shared in the classroom
CG-3 Explores basic processes, materials, and techniques in the Arts	C-3.1 Makes choices while working with materials, tools, and techniques used in the Visual Arts C-3.2 Practises steps of planning, executing, and presenting while creating visual artwork individually and collaboratively
CG-4 Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices	C-4.1 Recognises visual elements in nature and describes their artistic qualities C-4.2 Demonstrates curiosity towards local Art forms and culture
Theatre	
CG-1 Develops confidence to explore, depict, and celebrate human experience through the Arts	C-1.1 Expresses enthusiasm to depict a variety of objects, people, situations, and experiences in Drama activities C-1.2 Discusses own thoughts and responses while working collaboratively in the Dramatic Arts
CG-2	C-2.1 Creates and performs Drama in the classroom based on everyday events, by combining various characters, roles, situations, spaces, and basic props

Exercises their imagination and creativity freely in the Arts	C-2.2 Compares and contrasts themes and elements of Drama, and related artistic expressions created in the classroom
CG-3 Explores basic processes, materials, and techniques in the Arts	C-3.1 Makes choices while working with materials, tools, and techniques used in the Dramatic Arts C-3.2 Practises steps of planning, executing, and presenting while creating Drama individually and collaboratively
CG-4 Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices	C-4.1 Recognises elements of Drama and Movement in nature and describes their artistic qualities C-4.2 Demonstrates curiosity towards local Art forms and culture
Music	
CG-1 Develops confidence to explore, depict, and celebrate human experience through the Arts	C-1.1 Expresses enthusiasm to practice and perform Music that is familiar to them C-1.2 Discusses own thoughts and responses while working collaboratively in Music
CG-2 Exercises their imagination and creativity freely in the Arts	C-2.1 Practises and performs songs and rhythms in a variety of musical arrangements (arrangement of vocal, instrumental, solo, duet, ensemble/group) C-2.2 Compares and contrasts musical elements (Laya, Taala, Sur, Bhaava), lyrics, and expressions in a variety of musical styles introduced in the classroom
CG-3 Explores basic processes, materials, and techniques in the Arts	C-3.1 Makes choices while working with voices, instruments, and arrangements used in Music C-3.2 Contributes ideas while selecting Music for performance and participates in rehearsals
CG-4 Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices	C-4.1 Recognises musical elements in nature and describes their artistic qualities C-4.2 Demonstrates curiosity towards local Art forms and culture
Dance and Movement	
CG-1 Develops an understanding of their interest and aptitude in the Arts	C-1.1 Evaluates their interest in forms of Dance and Movement by considering its scope of practice and application (performance, choreography, production, recording, Dance and Movement research and management)

	C-1.2 Initiates discussions and takes steps to find more information and resources to pursue their interest in Dance and Movement
CG-2 Extends creative practices and artistic expression in different aspects of their life	C-2.1 Applies the elements and principles of Dance and Movement into their performance work, and incorporates these into their routine life C-2.2 Analyses the development of expression in Dance and Movement work across a series of Movement projects
CG-3 Develops their Art practice through the knowledge of a wide range of Indian Art forms	C-3.1 Extends explorations and refines techniques in Dance and Movement through regular practice and rehearsals C-3.2 Incorporates ideas and elements from various genres of Indian Dance and Movement (traditional, popular, contemporary) into their own artwork
CG-4 Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	C-4.1 Analyses commonalities and differences among diverse forms of Indian Dance and Movement, cultures, and their aesthetic sensibilities C-4.2 Evaluates dance/movement work based on creative expression, artistry and social context
Learning Standards-2	
CG-1 Develops capacities in any one form of Visual or Performing Arts and develops an appreciation for diverse Art practices and traditions in India	C-1.1 Demonstrates rigour and regularity in art-making processes, rehearsals, and performance/displays at the school level and inter-school events (e.g., regularly practises Drama or Music and rehearses specific pieces for performance at an event, allocates a few hours a week to practise vocal/instrumental techniques, and rehearses group song with peers) C-1.2 Imaginatively applies artistic techniques, tools, and materials to express their ideas and feelings while working in the Visual or Performing Arts (e.g., experiments with a variety of threads, needles, and stitch patterns in embroidery; experiments with found materials to create musical instruments) C-1.3 Appreciates diverse forms of artistic expression on the basis of artistic qualities and social context (e.g., appreciates the different forms of classical dance practised in India)
The World Around Us	
CG-1	C-1.1 Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment

Explores and engages with the natural and socio-cultural environment in their surroundings	C-1.2 Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community C-1.3 Asks questions and makes predictions about simple patterns (season change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment C-1.4 Explains the functioning of local institutions (family, school, bank/post office, market, and panchayat) in different forms (story, drawing, tabulating data, reports), and analyses their roles C-1.5 Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes
CG-2 Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of 'Vasudhaiva Kutumbakam'	C-2.1 Identifies natural and humanmade systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home) C-2.2 Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions) C-2.3 Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication)
CG-3 Explains how to ensure the safety of self and others in different (normal as well as emergency) situations	C-3.1 Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals C-3.2 Discusses how to prepare for emergency situations (smoke, fire, small injuries, burns, electrical safety, unseasonal rains, fallen trees) based on discussions with family and community, or personal experiences C-3.3 Develops simple labels and slogans, and participates in roleplay on safety and protection in the local environment to be displayed/done in school and locality
CG-4 Develops sensitivity towards social and natural environment	C-4.1 Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat) C-4.2 Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing) C-4.3 Describes usage of natural resources in their immediate environment

	C-4.4 Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets) C-4.5 Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care) C-4.6 Identifies the needs of people in different situations – in terms of access to resources, equal opportunities, work distribution, and shelter C-4.7 Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one’s environment clean, always helping others in need regardless of background)
CG-5 Develops the ability to read and interpret simple maps	C-5.1 Explains a line drawing of their school, village, and ward C-5.2 Draws a sketch of their school, village, and ward using symbols and directions C-5.3 Reads simple maps of city, state, and country to identify natural and humanmade features (well, lake, post office, school, hospital) with reference to symbols and directions
CG-6 Uses data and information from various sources to investigate questions related to their immediate environment	C-6.1 Performs simple inquiry related to specific questions independently or in groups C-6.2 Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression)
CG-7 Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering	C-7.1 Gains familiarity with using the scientific method in investigations, as well as familiarity with other crosscutting concepts such as energy, matter, and systems that apply across the domains of science and engineering C-7.2 Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades
Physical Education and Well-being	
Learning Standards – 1	
CG-1 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to	C-1.1 Practises a combination of movement, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target) C-1.2 Moves purposefully their body to a beat/rhythm/music

participate in different physical activities/games/sports	C-1.3 Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing) C-1.4 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body
CG-2 Develops an awareness of their personal and social behaviour towards themselves and others	C-2.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas C-2.2 Creates group norms and rules of the game/activity before playing and reviews them regularly C-2.3 Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell C-2.4 Practises care and responsibility towards physical activity material, playground, and facilities C-2.5 Identifies characteristics of safe/unsafe touch in the context of physical activity and describes ways of reporting them
CG-3 Demonstrates mental engagement in physical activity/game situations	C-3.1 Explains the concept of some games, their rules, playing positions, and basic moves C-3.2 Expresses their emotions and thinking process during the game
CG-4 Develops an understanding of the need to develop themselves and self-assess their progress	C-4.1 Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long)
Learning Standards – 2	
CG-1 Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/ sports	C-1.1 Practises a combination of movement, motor skills, and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target) C-1.2 Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing) C-1.3 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body
CG-2 Exhibits awareness of personal and social behaviour towards themselves and others	C-2.1 Demonstrates the ability to play games and activities that require and emphasise teamwork and cooperation C-2.2 Creates group norms and rules of the game/activity before playing and reviews these regularly

	C-2.3 Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell C-2.4 Practises care and responsibility towards physical activity material, playground, and facilities C-2.5 Identifies characteristics of safe /unsafe touch in the context of physical activity and describes ways of reporting them
CG-3 Demonstrates mental engagement in physical activity/game situations	C-3.1 Explains the concepts of some games, their rules, playing positions, and basic moves C-3.2 Expresses their emotions and thinking process during the game

Panchaadi — Five-Step Learning Process

The five-step learning process — panchaadi — is a good guide to formulating the sequence that a Teacher may adopt in planning for instruction for certain concepts and contexts:

Aditi (Introduction): As a first step, the Teacher introduces a new concept/topic by establishing a connection with the child's prior knowledge. Children gather relevant information regarding the new topic with the help of the Teacher by asking questions, exploring, and experimenting with ideas and material.

Bodh (Conceptual Understanding): Children try to understand core concepts through play, inquiry, experiment, discussion, or reading in the second step. The Teacher observes the process and guides the children. The teaching plan has the list of concepts to be learnt by the children.

Abhyas (Practice): The third step is about practice to strengthen understanding and skills through a range of interesting activities. Teachers can organise group work or small projects to reinforce conceptual understanding and attainment of Competencies.

Prayog (Application): The fourth step is about applying the acquired understanding in the child's everyday life. This can be accomplished through various activities and small projects.

Prasar (Expansion): The fifth step is about spreading the acquired understanding (pravachan) and using other resources to learn further (swadhyay). Pravachan is largely mediated through peer learning — conversations with friends, telling each other new stories, singing new songs, reading new books together, and playing new games with each other. Swadhyay is mediated through engaging with materials and experiences related to learning. For each and every new topic learnt, a neural pathway is created in our brain. Sharing and enhancing knowledge strengthens our learning. A neural pathway is incomplete if we do not teach what we have learnt. Teaching makes learning clear and long-lasting.