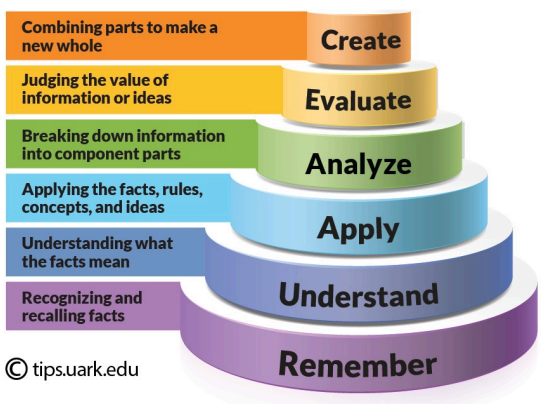
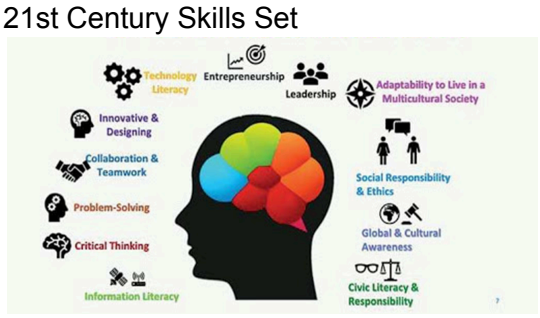
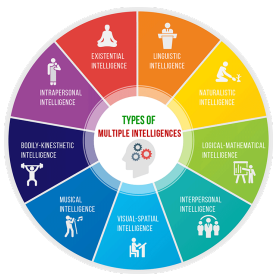
STEAM-Based Curriculum Development for Early Childhood Care and Development
International Project for Capacity Development of Early Childhood Development Teachers
The South Asian International Association for Early Childhood Care and Development (SAIA4ECCD) and
The International Association for Quality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

Day Plan for Early Childhood Care and Development - 2025

Name of School	
Class	Upper Kindergarten (UKG) (Age 4 to 5 Years)
Number of Students in the Class	20
Name of Teacher	
Month	January
Date	20th of January 2025
Duration (Minutes)	180 Minutes
Theme of the Week:	Colors
Sub Theme (Aim)	Blue Color Exploration
Learning Outcomes 	**Remember: Identify places where water collects (sea, pond, lake, river, marsh).** **Understand: Understand characteristics of each water body and the life they support.** **Apply: Create a blue pond with paint, make a boat, and fill bottles with blue-colored water lilies.** **Analyze: Discuss the different aquatic animals suited to each environment.** **Evaluate: Talk about the importance of clean water for aquatic life.** **Create: Make blue fish and aquatic animals using materials and perform a colorful fish song with dance.**
Values to be inculcated	**Teamwork: Engaging in group activities like singing, dancing, or building the water-themed crafts together.** **Curiosity: Sparking an interest in exploring nature and asking questions about aquatic life.** **Fun Learning: Making the learning experience enjoyable with hands-on activities like painting and singing, which also build confidence.** **Appreciation for Nature: Encouraging awe and wonder for the beauty and diversity of aquatic life.**

21st Century Skills Set 	**Critical Thinking:** ● **Thinking about how water helps living things and why it's important to keep it clean.** **Creativity:** ● **Making blue ponds, boats, and animals with arts and crafts.** **Collaboration:** ● **Working together to create and perform the fish song and dance.** **Communication:** ● **Sharing ideas about water and animals through talking, singing, and dancing.** **Problem Solving:** ● **Finding ways to keep water clean and safe for animals.** **Digital Literacy:** ● **Using technology (if available) to learn more about water and aquatic life.** **Global Citizenship:** ● **Caring for water and animals to help protect the environment for everyone.**
Specific Aspects of the National Standards	Discussion on places where water collects (Discussing locations like the sea, pond, lake, river, marsh, etc.) Creating a blue-colored water pond Using blue paint to create a boat Filling bottles with water colored with blue-colored water lilies
Multiple Intelligences 	**Linguistic Intelligence:** ● **Children can talk about the water bodies, sing the colorful fish song, or tell stories about aquatic animals.** **Logical-Mathematical Intelligence:** ● **They can count the number of fish they make or measure the amount of water for their pond.** **Spatial Intelligence:** ● **Kids can create their own blue ponds, boats, and aquatic animals using different materials, imagining where they belong in the water.** **Musical Intelligence:** ● **The children can sing the fish song, dance, or even create rhythms based on water sounds.** **Bodily-Kinesthetic Intelligence:** ● **They can act out swimming fish or create movements to represent how water flows and how boats move.** **Interpersonal Intelligence:** ● **Children can work together to create their water-themed crafts and perform as a group in the fish song and dance.** **Intrapersonal Intelligence:** ● **They can reflect on what they know about water, how they feel about nature, or how to protect aquatic environments.** **Naturalistic Intelligence:** ● **Kids can learn about different water habitats and care for any plants**

	or animals they create, understanding how nature supports life.
SDG Goals 	**SDG 6: Clean Water and Sanitation** • **Discussing the importance of clean water and its role in sustaining aquatic life.** **SDG 13: Climate Action** • **Educating children about the impact of pollution on water bodies and the need to protect natural resources.** **SDG 14: Life Below Water** • **Learning about aquatic animals and their habitats, and the importance of protecting water bodies.** **SDG 4: Quality Education** • **Providing an interactive, hands-on learning experience that teaches children about nature, water, and aquatic life.** **SDG 15: Life on Land** • **Understanding the relationship between land and water and how human activities affect both.** .
STEAM Education 	**Science: Learn about water bodies, aquatic life, and how water supports life.** **Technology: Use digital tools to explore aquatic ecosystems and water pollution.** **Engineering: Create blue ponds, boats, and other water-themed projects, experimenting with materials.** **Arts: Paint, craft, sing, and dance to express ideas about water and nature.** **Mathematics: Count fish, measure water for ponds, and explore simple math concepts through the activity.**
Greening Education 	**Blue Day is a fun and educational activity designed to teach preschool children about the importance of water and aquatic life. It involves hands-on activities that focus on water bodies like seas, ponds, lakes, and rivers.**
Type of Learners Body Smart (Kinesthetic) People smart (Interpersonal) Word smart (Linguistic) Logic smart (Logic) Nature smart (Environmentalist) Self Smart (Intrapersonal) Picture smart (Visual) Music smart (Auditory)	**Body Smart (Kinesthetic): Dance and act out swimming fish.** **People Smart (Interpersonal): Work with others to make aquatic crafts and sing in groups.** **Word Smart (Linguistic): Talk about water, write stories, and sing songs.** **Logic Smart (Logical): Count fish, measure water, and solve water-related problems.** **Nature Smart (Environmentalist): Learn about aquatic life and how to protect water.** **Self Smart (Intrapersonal): Reflect on the importance of water and nature.** **Picture Smart (Visual): Create and draw blue ponds and fish.** **Music Smart (Auditory): Sing the fish song and create water rhythms.**
Previous Knowledge	**Colors and their uses**: Children should be familiar with blue as a color and its application in different materials, such as paint, water, and natural objects like

	water lilies. **Aquatic life**: Prior knowledge of aquatic environments, including fish, water plants, and other aquatic animals, is beneficial. Children should have some exposure to the idea of ponds, lakes, or rivers and the creatures that live in them. **Art and Craft Skills**: Understanding how to use different materials (such as bottles, paper, or clay) to create representations of objects (like fish or boats) is important. **Songs and Dance**: Basic knowledge of how to sing, perform movements, or dance to a song, especially one about colorful fish, helps in participation. **Water-related Concepts**: Basic concepts of how water can be colored, its properties, and how it interacts with objects in an aquatic setting.
Teaching/Learning Points	1. **Color Recognition:** **Children will learn to recognize and identify the color blue in different objects around them, such as the sky, water, and various materials.** 2. **Understanding Nature:** **They will explore how blue is seen in nature, like blue flowers (e.g., water lilies) and animals (e.g., blue fish), helping them connect colors to the natural world.** 3. **Art and Creativity:** **Children will use blue paint to create art, like painting boats or blue-colored fish, promoting creativity and fine motor skills.** 4. **Aquatic Life:** **By learning about blue fish and other water animals, children will understand the diversity of life in aquatic environments.** 5. **Singing and Dancing:** **Engaging in a song and dance about colorful fish will help children develop coordination, rhythm, and confidence in performing.**

Flow of Actions							
Timing	**Duration (Minutes)**	**Lesson Activity**	**Teaching Method**	**Teacher's Role (Teaching Stategies)**	**Student's Role**	**Teaching Aids/Resources**	**Assesment**
9:00 am	**10**	**Discussion: Places where water collects (e.g., sea, pond, river, marsh).**	**Flipped Classroom (FC) with visuals**	**- Share a short video or material before the lesson for students to explore at home. - Facilitate discussion and ask reflective questions.**	**Share prior knowledge and ask questions.**	**Pre-shared video or slides on water bodies.**	**Quality of responses during discussion.**
9:10 am	**15**	**Creating a blue-colored water pond.**	**Experiential Learning (EL)**	**- Guide students in exploring colors and materials. - Encourage trial and error to deepen understanding.**	**Paint and decorate a paper pond using creativity.**	**Blue paint, brushes, paper.**	**Observation of how students explore materials.**
9:25 am	**15**	**Making boats using blue paint.**	**Design Thinking (DT)**	**- Teach students how to design boats that float. - Facilitate brainstorming on improving designs.**	**Collaborate to design and test boats.**	**Cardboard, blue paint, scissors, glue.**	**Creativity and design functionality.**
9:40 am	**10**	**Filling bottles with blue water lilies.**	**Problem-Based Learning (PBL)**	**- Present a challenge (e.g., mimic a habitat in a bottle). - Offer guidance and ask open-ended questions.**	**Solve the challenge by filling bottles creatively.**	**Bottles, blue water, paper lilies.**	**Originality and teamwork.**
9:50 am	**15**	**Making blue-colored fish and aquatic animals.**	**Experiential Learning (EL)**	**- Provide examples of aquatic animals. - Encourage hands-on**	**Use materials to create aquatic animals.**	**Paper, markers, fabric, glue.**	**Creativity and effort shown.**

				exploration with various materials.			
10:05 am	**10**	**Singing and dancing to a fish song.**	**Real-World Application**	**- Teach the song's connection to real aquatic environments. - Model enthusiasm and inclusive participation.**	**Sing and dance along while reflecting on aquatic life.**	**Music player, colorful props.**	**Active participation and enthusiasm.**
10:15 am	**5**	**Recap and sharing of work.**	**Reflection (EL) and Real-World Application**	**- Lead a discussion on how their crafts connect to real water bodies and ecosystems. - Give constructive feedback.**	**Share what they learned and their experiences.**	**Students' crafts and discussion.**	**Verbal sharing and self-assessment.**
Research Project/ (Assignment)							

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

Summary of Teaching Methods Applied:

- **Experiential Learning (EL): Children create crafts and reflect on their experiences.**
- **Problem-Based Learning (PBL): Discuss how blue is found in nature and its emotional impact.**
- **Flipped Classroom (FC): Watch a video about blue fish before class to prepare for activities.**
- **Design Thinking (DT): Design and create blue-themed projects using provided materials.**
- **Real World Application (RWA): Relate blue art to real-life examples, like blue fish and flower**

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