

**Lesson  
No 12**

**Planning Developmentally  
Appropriate  
ECCE Curriculum**

**SUMMARY**

You have already learnt that early childhood (birth to eight years of age) is a crucial stage of life in terms of physical and motor, cognitive, language and social-emotional development of children. The significance of the first 1000 days is being increasingly recognized as crucial for lifelong learning. Continuing during the preschool level, it is important to ensure that necessary maturational and experiential experiences are provided to the children that will help them to learn and grow as per their potential.

In this lesson, you learnt that there is need to plan an age and developmentally appropriate Early Childhood Education curriculum to ensure the holistic development of children to make optimal gains.

**MEANING OF AGE-AND DEVELOPMENTALLY APPROPRIATE ECCE CURRICULUM OR PROGRAMME**

**Build Your Understanding**

- Age and developmentally appropriate curriculum means -curriculum is based on the age of the children as well as their developmental level.
- Planning according to age, needs, interests and development has to provide for the different needs of children.

**NEED AND IMPORTANCE OF CONTEXTUALISATION OF ECCE CURRICULUM**

**Build Your Understanding**

- Apart from being age and developmentally appropriate, the programme must relate to the context of children's social and cultural lives
- Concepts need to relate to real-life concrete experiences and then gradually move to abstract.
- For example, if you are talking about animals, talk about familiar animals from the children's environment first and then gradually show pictures of unfamiliar animals. This is called contextualized learning.
- Diversity can be of two ways –
  - One, where families live in different social, physical and cultural contexts creating a unique milieu
  - Second, in one class, there are children from different contexts
- One uniform curriculum will not work in different spaces. Rural children will respond differently to means of transport or what they see in the environment than urban children will answer.
- Hence, One of the major principles in planning a programme for young children is to attend and address children's social realities and not expect responses to curricular content to emerge only in a specific direction

**PRINCIPLES OF QUALITY ECCE PLANNING**

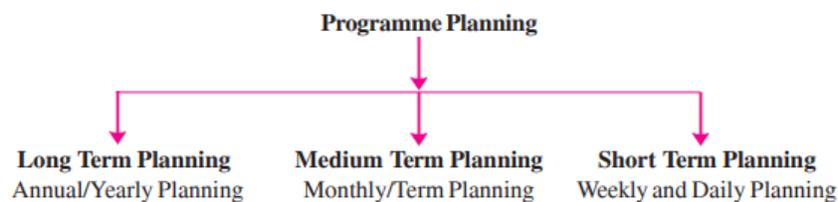
**Build Your Understanding**

- A high quality ECCE programme helps to ensure appropriate opportunities for all children keeping the focus on holistic development of the children.
- Thus, it is important to develop an ECCE programme balancing both children's development and contextual needs.

Keeping in view the objectives of ECCE and developmental characteristics of pre-school children, the MWCD, in its **Curriculum Framework (2013)** has talked about the following Principles of Programme Planning:

- ✓ The activities should be age appropriate and developmentally appropriate.
- ✓ Activities fostering all domains of development should be appropriately planned.
- ✓ The attention span of young children is 15-20 minutes; therefore, the duration of activities should be 20 minutes, with additional time allotted to winding up and initiation of the next activity.
- ✓ There should be a balance between structured and unstructured; active and quiet; outdoor and indoor; self-directed and adult-initiated learning opportunities and individual, small group and large group activities.
- ✓ The learning experiences and activities should progress from simple to complex.
- ✓ The activities should be related to the child's environment.
- ✓ The ECCE programme should never be rigid. It needs to be flexible.
- ✓ Learning opportunities should be interconnected, linking learning experiences across developmental domains.
- ✓ The language used should be the mother tongue of the child.
- ✓ The programme should provide opportunities for exploration and experiential learning.

### PLANNING AND DESIGNING AN ECCE PROGRAMME

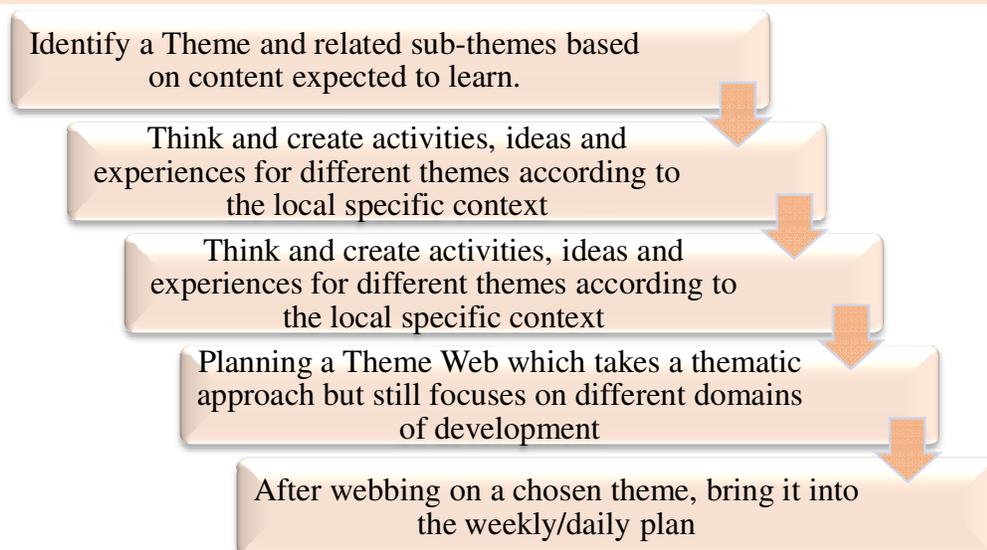


### THEME BASED ECCE PROGRAMME

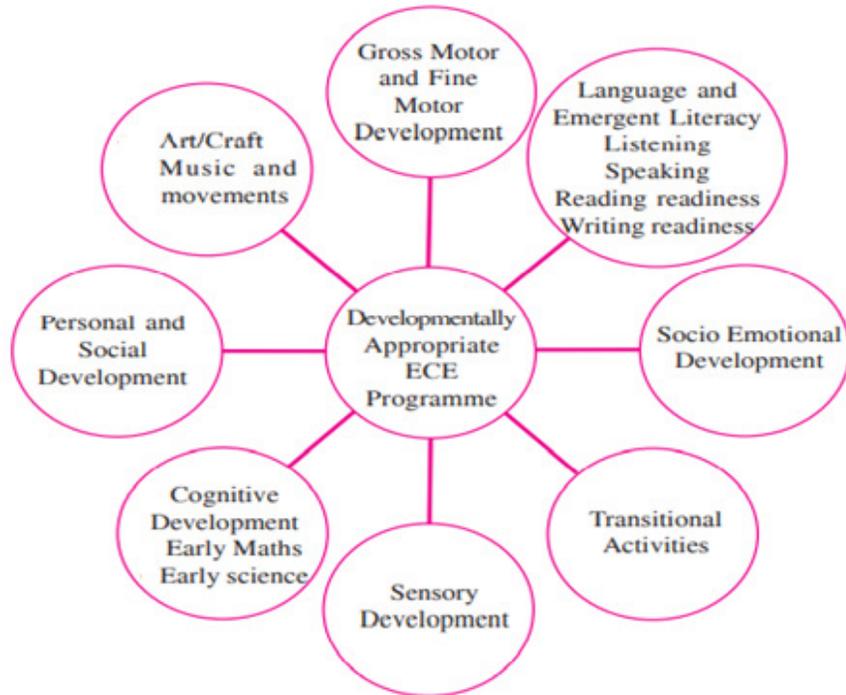
**Themes should be suitable to**

- ✓ Make meaningful connections among the different concepts and develop holistic understanding of the world around them
- ✓ Suit the diverse social, cultural and linguistic contexts in the country
- ✓ Learning experiences that strengthen all domains of development
- ✓ Age and development of the child

### STEPS IN THEME BASED PLANNING



## A BALANCED ECCE PROGRAMME



## HOW TO CONDUCT ACTIVITIES FOR CHILDREN IN THE AGE GROUP OF

THREE TO FOUR YEARS	FOUR TO SIX YEARS
<ul style="list-style-type: none"> <li>▪ Free Conversation</li> <li>▪ Songs And Rhyme</li> <li>▪ Outdoor Activity</li> <li>▪ Play</li> <li>▪ Field Trip</li> </ul>	<ul style="list-style-type: none"> <li>▪ Role play</li> <li>▪ Drawing children’s attention towards display of charts</li> <li>▪ free hand drawing related to topic</li> <li>▪ Real Experience</li> <li>▪ simple experiments</li> </ul>

## APPRECIATING DIVERSITY AND PLANNING AN INCLUSIVE PRESCHOOL

### Build Your Understanding

- Diversity refers to the range of similarities and differences among children, staff and families in an ECCE programme and community.
- It includes - Children’s needs, interests and abilities, home language backgrounds, religions, socio-economic status, urban-rural differences, quality of schooling or lack of it, diverse socio-cultural practices, food habits race, culture, abilities, gender and age.
- For the early learning and childcare experiences, it is important to recognise and respect diversity.
- Each child must feel a sense of belonging and feel positive about his or her own identity
- Providing opportunities for children to explore similarities and differences in a positive atmosphere supports respect for diversity

### Therefore, curriculum must:

- Be context sensitive and culturally relevant
- Foster caring attitudes and empathy
- Respect diversity
- Address gender issues and promote equal rights
- Ensure learning of basic life skill

### **Strategies for an inclusive ECCE centre**

- Encouraging social interactions
- Requesting help/suggestions from children's families
- Simplifying directions to children
- Modifying group activities to allow participation
- Providing extra help to teach skills
- Modifying the daily schedule
- Responding appropriately
- Giving physical assistance to participate in all programme routines and activities
- Assisting with the use of tools, play material, etc
- Rearranging the environment
- Obtaining parent permission to share information with other specialists
- Adapting toys and play materials
- Adapting an existing piece of furniture or equipment to meet individual needs
- Create space and time to sensitively discuss children's different backgrounds, cultures, family structures and abilities
- Introduce different cultures through stories and games

### **EVALUATE YOURSELF**

**Q1.** Explain the meaning and significance of age and developmentally appropriate ECCE curriculum along with the need of contextualisation of ECCE curriculum.

**Q2.** Write a note on appreciating diversity and planning an inclusive preschool.

### **PRACTICE YOUR KNOWLEDGE**

Observe different children in your surroundings and write a report on the inter-relationship among different areas of development and learning through activities.