



**Learning Resource Package No. 2:
Standards, Competencies and Domains for 0 to 4 Years Old
April 2015**

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STANDARDS AND COMPETENCIES/INDICATORS FOR THE 0 TO 4 YEARS OLD FILIPINO CHILDREN

Young children aged 0-4 years are by nature active, happy, curious and inquisitive. They begin to explore their environment without hesitation and fear. Anything around them could catch their attention and they could spend hours trying to discover about it using their different senses. This is because of their inherent curiosity. They ask questions and would like to get answers by themselves. As much as possible, they would like to work, learn and play independently. Yet, they are great imitators. They could imitate anyone and anything they see or hear. They are active, investigative and creative. All these are significant expressions of their natural abilities and inborn potentials. Their natural interest about their immediate environment, when appropriately stimulated, could facilitate excellence in their learning. Their human and material environment, when carefully set up, could facilitate their optimum growth and development.

Given these nature and implications to their needs, the development of **STANDARDS, COMPETENCIES AND INDICATORS FOR THE 0-TO 4-YEAR OLD CHILDREN** becomes a requirement if we are to prepare them for Kindergarten. A seamless transition from active and play-based preschool learning to a more structured but informal school-based Kindergarten Education has to be provided and closely monitored to ensure their readiness into becoming life-long learners.

**CARE, DEVELOPMENT AND EARLY
LEARNING STANDARDS and INDICATORS
For ONE (1) to TWO (2) YEARS OLD**

**MGA PAMANTAYAN AT PALATANDAAN SA PANGANGANGALAGA, PAGPAPAUNLAD
AT PAGKATUTO sa MURANG EDAD
PARA SA ISA (1) HANGGANG
DALAWANG (2) TAONG GULANG**

A child, even in infancy and before formal training or instruction i.e. going to “pre-kindergarten”, begins to independently explore or discover things according to his/her abilities. It is natural for him/her to imitate what he/she sees in the surroundings. His/her being curious and inquisitive is noticeable especially if the right opportunity is provided to him/her.

Ang bata, mula sa pagkasanggol at bago pa mabigyan ng patuloy na pagsasanay o pagtuturo tulad ng pagpasok sa "pre-kindergarten" ay nagsisimula nang maggalugad o tumuklas ayon sa kanyang kakayahan at edad. Natural na sa kanya ang manggaya ng mga nakikita ng anumang nasa paligid niya. Nagsisikap siyang ipamalas ang kanyang kakayahan nang nag-iisa. Ang pagiging mausisa at mapagtanong ay kapansin-pansin na higit lalo kung mapagkakalooban siya ng tamang pagkakataon.

A. PHYSICAL HEALTH, WELL-BEING AND MOTOR DEVELOPMENT

A. PAGPAPAUNLAD PAMPISIKAL , KALUSUGAN, KAAYUSAN AT MOTOR

STANDARD: Act in conformity with what is on the environment, move according to what seems comfortable and appropriate within his/her abilities, and perform well the competencies learned with appropriate body balance and coordination.

PAMANTAYAN: *Kumikilos ayon sa nakikita sa kanyang kapaligiran (panimbang), gumagalaw ayon sa kung ano ang maginhawa at angkop sa kakayahan ng kanyang katawan (koordinasyon), at maayos na maisagawa ang mga sinusubukang kasanayan na may angkop na pagbalanse at koordinasyon ng katawan (paggamit ng bahagi ng katawan).*

Indicators

Mga Palatandaan

<p style="text-align: center;">For 1 Year Old Para sa Isang Taong Gulang</p>	<p style="text-align: center;">For 2 Years Old Para sa Dalawang Taong Gulang</p>
<ol style="list-style-type: none"> 1. Stand straight, with legs apart and arms extended for support and balance <i>1. Nakatatayo nang tuwid, magkahiwalay ang paa at banat ang mga braso bilang suporta at pambalanse</i> 2. Crawl skillfully to reach furniture to hold onto for support to be able to stand independently <i>2. Gumagapang nang mahusay para abutin ang kasangkapang tutungkuran para makatayo mag-isa</i> 3. Walk unassisted, but may fall often due to being unable to balance <i>3. Nakakalakad nang walang tulong, ngunit maaring matumba dahil di pa ganap na nakakabalanse</i> 4. Seek support or holds onto furniture to stand and abruptly fall back to a sitting position <i>4. Naghahanap ng tutungkuran or hahawakang kasangkapan para makatayo, minsan ay biglaang mapapa-upo</i> 5. Pick up objects and throws them (possibly repeatedly) <i>5. Pumupulot ng anumang mahawakan at ihinahagis (maaring paulit-ulit)</i> 6. Grab or pull and push toys while walking <i>6. Biglaang sumusunggab, humihila o tumutulak ng laruan habang naglalakad</i> 7. Try to run despite difficulty and frequent falls <i>7. Sumusubok tumakbo kahit hirap at madalas na natutumba</i> 	<ol style="list-style-type: none"> 1. Jump with one foot <i>1. Nakakatalon gamit ang isang paa</i> 2. Throw a ball to playmates in any direction <i>2. Nakapaghahagis ng bola sa kalaro kahit saang direksyon</i> 3. Play “ bounce ” and “ catch ” a ball <i>3. Napatatalbog ang bola at nasasalo ito</i> 4. Swing arms when walking <i>4. Kumakampay ang mga braso habang naglalakad</i> 5. Walk straight <i>5. Nakalalakad nang tuwid</i> 6. Walk in tiptoes in a short distance <i>6. Nakalalakad nang nakatingkayad sa maikling pagitan</i> 7. Run easily with the ability to stop quickly if necessary <i>7. Nakatatakbo nang may kakayahang huminto agad kung kailangan</i> 8. Jump with alternating feet with balance <i>8. Nakakatalon nang may balanse gamit ang nagpapalitang mga paa</i> 9. Build/Stack five to ten blocks / toys <i>9. Nakapagpapatayo /nakapagsasalansan ng lima hanggang sampung blocks/laruan</i> 10. Draw line <i>10. Nakaguguhit ng linya</i> 11. Begin to hold pencil, crayon, and other writing instruments comfortably with

<p>8. Carry toys wherever 8. <i>Nagdadala ng laruan saan man pumunta</i></p> <p>9. Stack two to four objects or toys 9. <i>Nakapagsasalansan ng dalawa hanggang apat na bagay o laruan</i></p> <p>10. Scribble and color without control using whole arm 10. <i>Sumusulat nang mabilis at nagkukulay gamit ang panulat o krayola ng walang kontrol at ang buong braso ang gumagalaw</i></p> <p>11. Hold spoon and fork but cannot feed himself/herself 11. <i>Humahawak ng kutsara at tinidor ngunit hindi nakakakain mag-iisa</i></p> <p>12. Start to drink from glass without spill 12. <i>Nagsisumulang uminom sa baso nang walang tapon</i></p> <p>13. Imitate turning pages of a book 13. <i>Ginagaya ang pagbubuklat ng pahina ng aklat</i></p> <p>14. Dance /sway/move body to the music/rhythm 14. <i>Isinasayaw/iniindak/ginagalaw ang katawan sa tugtog/indayog</i></p>	<p>either the right and left hand 11. <i>Nagsisimula na komportableng humahawak ng lapis, krayola, at iba pang panulat gamit ang kanan o kaliwang kamay</i></p> <p>12. Try to feed self using spoon and fork awkwardly with spillage 12. <i>Sinusubukan gumamit ng kutsara at tinidor, kahit walang karikitan at madalas na may natatapon kung sumusubo</i></p> <p>13. Try to dress self with assistance / support 13. <i>Nagsisikap makapagbihis nang may tulong</i></p> <p>14. Begin to show interest in using the toilet 14. <i>Nagsisimulang magsabi kung kailangang pumunta sa “banyo/palikuran”</i></p> <p>15. Continue to imitate simple songs and finger play movement 15. <i>Patuloy na gumagaya sa payak na mga awit at mga laro gamit ang mga daliri</i></p> <p>16. Brush teeth / wash hands independently 16. <i>Nagsisipilyo ng ngipin / naghuhugas ng kamay nang hindi humingi ng tulong</i></p> <p>17. Pick up toys after playing 17. <i>Pinupulot ang mga laruan matapos maglaro</i></p>
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B. SOCIAL-EMOTIONAL DEVELOPMENT

B. PAGPAUNLAD PANG SOSYAL-EMOSYONAL

STANDARD: Manifest simple tests of one’s own ability to identify people and his/her environment as well as to prove that he/she is capable and competent.

PAMANTAYAN: *Nakapagpapamalas subukin ang sariling kakayahan na kilalanin ang mga tao, maging ang lahat ng nasa paligid para patunayan na anumang subukin ay pagpapatatag ng kakayahan at tiwala sa sarili*

Indicators	
Mga Palatandaan	
For 1 Year Old Para sa Isang Taong Gulang	For 2 Years Old Para sa Dalawang Taong Gulang
<p>1. Identify self in front of a mirror 1. <i>Nakikilala ang sarili sa salamin</i></p> <p>2. Imitate facial movement but unable to make “facial expressions” 2. <i>Nakagagaya ng paggalaw ng mukha ngunit di bilang pagtugon sapagkat hindi kayang magpahayag ng damdamin gamit ang mukha</i></p> <p>3. Cry to demand attention 3. <i>Umiiyak upang mapansin</i></p> <p>4. Indicate desire to play along with others for a short time but often prefers to play by himself/herself 4. <i>Nagpapamalas ng kagustuhang makipaglaro ng sandali, bagamatmas pinipili ang maglaro mag-isa</i></p> <p>5. Imitate the usual or common visible actions and habits of adults around him/her 5. <i>Ginagaya ang mga karaniwang nakikitang kilos at gawi ng matatanda sa kanyang paligid</i></p> <p>6. Show sense of trust 6. <i>Nagpapakita ng tiwala</i></p> <p>7. Allow a stranger to approach when the stranger does something familiar like play “peek – a- boo” 7. <i>Hinahayaang lumalapit ang hindi kakilala upang makihalubilo lalo na at mag ginagawang pamilyar tulad ng “peek-a-boo”</i></p>	<p>1. Begin to understand own feelings like: frightened and happy 1. <i>Nakikilala at nakikipag-usap tungkol sa sariling damdamin halimbawa takot at tuwa/saya</i></p> <p>2. Begin to show empathy looks concerned when another child is sad or gets hurt 2. <i>Nakapagpapakita ng pakikiaramay, interes na tumulong at maunawaan kung bakit ang ibang bata ay malungkot o nasasaktan</i></p> <p>3. Play a lot with adult supervision, possessive, demanding and lacks understanding of own actions 3. <i>Mahilig maglaro sa pamatnubay ng tagapag-alaga, mapang-angkin, gusto laging kanya at siya ang masusunod hindi man niya lubos na nauunawaan ang mga ikinikilos</i></p> <p>4. Verbalize rules but cannot follow them consistently, unless supervised by an adult 4. <i>Nasasabi ang mga panuntunan ngunit hindi pa maasahang makasunod dito at humahanap ng atensyon at pagpayag mula sa nakatatanda</i></p> <p>5. Begin to feel secure to play with others in the presence of trusted adults 5. <i>Nagsisimulang mapanatag makipaglaro sa iba na sa kalapitan ay may nakatatanda madalas kasa-kasama</i></p> <p>6. Continue to show caution around strangers</p>

8. Search and explore freely, when left unattended like go through inside cabinets/climb furniture
8. Malayang naggagalugad kung hindi nababantayan halimbawa pagpasok sa bukas na kabinet, pagpanhik/pagsampa sa kasangkapan
9. Try for himself/herself routines being done to him/her which he/she finds enjoyable and happy, like bathing, dressing, etc., however may notice that he/she may frequently disobey if the same is dictated on him/her
9. Sumusubok gawin mag-isa ang mga nakaugalian niyang gawain halimbawa ang pagpaligo, pagbibihis, pagsasapatos, maging sa pagkain, atbp., , ngunit madalas ding sumuway pag pinapagawa ang mga ito sa kanya
10. Throw tantrums when unable to successfully do what he/she wants to accomplish
10. Nagmamaktol o nag-aalboroto pag di nangyari/nagawa ang nais
11. Show affection for parents or other familiar adults
11. Naipakikita ang pagmamahal sa magulang at sa nakikilalang nakatatanda
12. Seek comfort in adults to respond immediately to his/her needs
12. Naghahanap ng ginhawa mula sa nakatatanda sa inaasahang mabilis na pagtugon sa kaniyang pangangailangan

- 6. Patuloy na nag-iingat at nagmamasid kapag may hindi kakilala sa paligid*
7. Say proudly and confidently the things he/she can do like eating, tying shoes, and personal care daily routines like brushing, taking a bath, selecting clothing and dressing up
7. Nagpagmamalaki ang kakayahang magawa ang ilang gawain tulad ng pagpapakain sa sarili, pagsuot ng sapagtos at ang mga pang-araw-araw na pagngangalaga sa sarili tulad ng pagsosopilyo, pagliligo at pagbibihis
8. Show comfort in daily routine and activities such as getting a book before bedtime, favorite pillow/blanket during nap time, favorite toy during play time
8. Nagpapakita ng ginhawa at kasiyahan sa pang-araw araw na gawain tulad ng pagkuha ng aklat na ipakukwento bago matulog, pagkuha ng paboritong unan o kumot, paboritong laruan, atbp
9. Show sense of trust
 9. Nagpapakita ng tiwala

C. COGNITIVE/INTELLECTUAL DEVELOPMENT

C. PAGPAPAUNLAD PANGKAISIPAN

STANDARD: Express his/her thoughts based on his/her own ability to initiate interactions and understanding of people he/she mingles with.
PAMANTAYAN: *Nagpapahayag ng kanyang kaisipan batay sa kanyang kakayahan bilang pagsisimula ng ugnayan at unawa sa mga taong kanyang nakakasalamuha.*

Indicators	
Mga Palatandaan	
For 1 Year Old Para sa Isang Taong Gulang	For 2 year Old Para sa Dalawang Taong Gulang
<p>1. Enjoy being read to 1. <i>Natutuwang binabasahan</i></p> <p>2. Start to become talkative, can name things he/she encounters everyday (at least 50 items/words in a year) 2. <i>Nagsisimulang maging madaldal, napangangalanan ang maraming pang araw-araw na bagay (hindi kukulangin sa 50 na salita sa kabuoan ng isang taon)</i></p> <p>3. Point to at least three parts of the body, like the head, eyes, hands, etc 3. <i>Naituturo ang hindi kukulangin sa tatlong parte ng katawan, tulad ng ulo, mata, kamay, atbp</i></p> <p>4. Point to familiar persons, things, animal/pet or, toy when asked 4. <i>Naituturo kung tinatanong ang kilalang tao, bagay, alaga/hayop, laruan</i></p> <p>5. Use or say a word that indicates what he/she wants to do, for example, 'me' which means 'I like!' a message that includes other activities that involves him/her – such as eating and going somewhere, etc 5. <i>Gumagamit ng isang salita na nagpapahiwatig ng ibig niyang gawin halimbawa, "ako" na ang kahulugan ay "Gusto ko!" at iba pang gawain na kasama siya - pag-alis, pagkain, atbp</i></p> <p>6. Use two words to mean that he/she wants to eat or do something or</p>	<p>1. Begin to show interest in printed page as well as pretends to read 1. <i>Nagpapamalas ng interes sa mga nakasulat at madalas ay nagpapanggap na nagbabasa ng mga larawang nasa aklat</i></p> <p>2. Ask questions like: "Where's Mommy? "Who's that?" as well as tries to imitate and repeat words and phrases commonly heard 2. <i>Nakapagtatanong halimbawa, "Nasaan ang nanay ko?" at "Sino sya?" at sumusubok gayahin at ulitin ang mga salita at pariralang karaniwang naririning</i></p> <p>3. Say own name and age, and names of people usually around him/her, pets, things and toys 3. <i>Nasasabi ang sariling pangalan at edad at pangalan ng mga taong kasama araw-araw, alagang hayop at mga bagay at laruan</i></p> <p>4. Tell things he/ she wants which the adult/s can easily understand 4. <i>Nakapagsasabi ng gusto na naiintindihan ng nakatatanda</i></p> <p>5. Use words like " Don't like" and "No" about the things around him/ her that he/she/doesn't like 5. <i>Nagsasabi madalas ng "Ayaw" o "Hindi" sa mga bagay sa paligid na hindi gusto</i></p> <p>6. Engage in conversation with an adult, responds if asked using familiar words 6. <i>Nakikipag usap sa nakatatanda, tumutugon kung tinatanong gamit ang pangkaraniwang salita</i></p>

<p>a thing is his or her possession, etc. like “More, milk”</p> <p>6. <i>Gumagamit ng dalawang salita na maaring ang pakahulugan niya ay gusto niyang kumain o gumawa ng anuman o na knya ang isang bagay tulad ng “Gusto pa”</i></p> <p>7. Respond to simple questions with a nod for “Yes” or a shake of the head for “No”</p> <p>7. <i>Nakakasagot sa simpleng tanong sa pamamagitan ng pagtango para umoo or pag-iling para humindi</i></p> <p>8. Enjoy hide and seek or a game for searching for a toy or something he/she wants, whether in one place (principle of object permanence) or elsewhere</p> <p>8. <i>Nakagigiliwan ang larong paghahanap sa isang bagay o laruan na gusto niya, maging ito ay nakapirmi sa iisang lugar (principle of object permanence) o kalaunan matutuhan niya na maghanap na sa ibang lugar</i></p> <p>9. Discover that his/her hands are extension of self</p> <p>9. <i>Natutuklasang kadugtong ng sarili ang mga kamay</i></p> <p>10. Explore the environment with senses</p> <p>10. <i>Naggagalugad ang paligid na ginagamit ang iba’t-ibang pandama</i></p> <p>11. Enjoy looking at picture books</p> <p>11. <i>Nakagigiliwang tumingin sa mga aklat na may larawan</i></p> <p>12. Demonstrate understanding of the relationship of objects by putting them together according to use or function</p> <p>12. <i>Nagpapakita ng pag-unawa sa kaugnayan ng mga bagay ayon sa gamit o saysay</i></p> <p>13. Demonstrate fun in filling -up and emptying containers</p> <p>13. <i>Nagpapakita ng tuwa sa paglalagay at pagtatanggal ng laman mula sa lalagyan</i></p>	<p>7. Pretend that stuffed animals and dolls are imaginary friends and may name them</p> <p>7. <i>Nagpapanggap na mga kaibigan ang mga ang laruan, manika at hayop, maaring pangalanan ang mga ito</i></p> <p>8. Put together and arranges objects according to color, shapes, and functions like socks and shoes</p> <p>8. <i>Napagsasama-sama at naisasalansan ang mga bagay-bagay ayon sa kulay, hugis at gamit nito halimbawa sapatos at medyas</i></p> <p>9. Recognize and tell the color and shape, name, and number of one to three objects</p> <p>9. <i>Nakikilala at natutukoy ang kulay at hugis, pangalan at bilang ng mula isa hanggang tatlong bagay</i></p> <p>10. Enjoy looking at books by himself /herself or with others</p> <p>10. <i>Natutuwang tumingin sa mga aklat nag-iisa o may kasama</i></p> <p>11. Begin to relate familiar books to play experiences</p> <p>11. <i>Nagsisimulang iugnay sa paglalaro ang mga nakikita sa aklat</i></p> <p>12. Hold large writing tools and marks with them</p> <p>12. <i>Nakahahawak at nakakagamit ng malalaking panulat</i></p> <p>13. Respond and follows two step directions like “Please get my shoes and give them to me”</p> <p>13. <i>Nakakatugon at nakakasunod sa panuto na may dalawang hakbang halimbawa: “Pakikuha ang sapatos mo at ibigay mo sa akin”</i></p> <p>14. Sing part of songs, enjoys own music and noises and mimics or repeats sounds that are heard in the surroundings</p> <p>14. <i>Kumakanta ng bahagi ng kanta, natutuwa sa sariling tugtug at ingay at gumagaya sa naririnig sa kapaligiran</i></p> <p>15. Begin to demonstrate behaviors that reflect self-concept like pointing and naming some body parts, expressing feelings in self and others,</p>
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<p>14. Follow simple instructions 14. <i>Nakasusunod sa simpleng panuto</i></p> <p>15. Respond to own name 15. <i>Tumutugon sa sariling pangalan</i></p>	<p>etc. 15. <i>Nagpapakita ng pagkilala sa sarili gaya ng pagtuturo at pagssabi ng pangalan ng ilang bahagi ng kaniyang katawan , pagpaparamdam ng emosyon sa sarili at sa iba</i></p>
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D. CREATIVE AND AESTHETIC DEVELOPMENT (Integrated in Other Domains)

D. PAGPAPAUNLAD SA PAGKAMALIKHAIN AT PAGHANGA SA KAGANDAHAN

STANDARD: Express and demonstrate his/her thoughts, interests, and feelings through creative thinking and expressions by means of music and movements, dance and visual arts and drama /play theatre.

PAMANTAYAN: *Nagpapahayag ng kanyang kaisipan, interes, at damdamin sa pamamgitan ng malikhaing pag-iisip at pamamaraan gaya ng musika, at galaw, sayaw at sining biswal at drama /teatro.*

Indicators

Mga Palatandaan

<p style="text-align: center;">For the 1 Year Old Para sa Isang Taong Gulang</p>	<p style="text-align: center;">For the 2 Year Old At Para sa Dalawang Taong Gulang</p>
<p><i>Music /Musika</i></p> <p>1. Respond to sounds 1. <i>Tumutugon sa mga tunog</i></p> <p>2. Coo and smile to pleasant sounds and cry to harsh sounds 2. <i>Humuhuni at ngumingiti sa magagandang tuno at; napapaiyak sa</i></p>	<p><i>Music /Musika</i></p> <p>1. Respond to sounds 1. <i>Tumutugon sa mga tunog</i></p> <p>2. Respond rapidly to sounds he/she hears, smile and laugh at pleasant sounds and cry or fuss at unpleasant sounds</p>

<p><i>maligasgas na tunog</i></p> <p>3. Calm down when sung to or talked to in soothing voice 3. <i>Kumakalma kung inaawitan o kinakausap sa mahinahong boses</i></p> <p>4. Explore sounds of toys that light up such as baby rattles, blocks, or balls 4. <i>Naggagalugad ng mga sa tunog mula sa mga laruang umiilaw tulad ng baby rattle, blocks at bola</i></p> <p>5. Delight on ability to produce sounds (smack lips, squeals on purpose) 5. <i>Natutuwa sa kakayahang makagawa ng tunog (pagpapatunog mula sa labi at pagtili)</i></p> <p>6. Move, dance, clap, or sway to music (movements may not match rhythm) 6. <i>Kumikilos, sumasayaw, pumapalakpak, o umindak sa saliw ng tugtog (maaaring hindi magkatugma ang kilos at tugtog)</i></p> <p><i>Arts /Sining</i></p> <p>7. Look toward a moving toy or mobile 7. <i>Nasusundan ng tingin ang gumagalaw na laruan</i></p> <p>8. Grasp pencil or crayon in hand, moving it from hand to hand 8. <i>Nahahawakan ang lapis o pangkulay nang papalit palit sa kamay</i></p> <p>9. Make marks on paper 9. <i>Gumagawa ng mga marka sa papel</i></p> <p><i>Dramatic Play/Theatre /Teatro</i></p> <p>10. Begin to discover his/ her body 10. <i>Nagsisimulang tuklasin ang sariling katawan</i></p>	<p>2. <i>Madaling nakatutugon sa nadirinig na mga tunog sa pamamagitan ng pagngiti at pagtawa sa magagandang tunog, umiiyak sa hindi magagandang tunog</i></p> <p>3. Clap, bounce, and begin to “dance” to music 3. <i>Pumapalakpak, nagpapatalbog-talbog at nagsisimulang sumayaw kapag nakadiring ng tugtog</i></p> <p>4. Repeat an action again and again at adult prompting and/or at sound heard 4. <i>Nagpapaulit ulit ng kilos ayon sa udyok ng nakakatanda o kapag nakadiring ng tugtog</i></p> <p>5. Show interest in singing, moving and dancing using body in creative ways 5. <i>Nagpapakita ng interes sa pag-awit, pag-indak at pagsayaw sa iba’t-ibang malikhaing pamaraan</i></p> <p>6. Sing a favorite song while dancing or doing an action, e.g. rocking or swinging 6. <i>Umaawit ng paboritong awitin habang sumasayaw o gumagalaw gaya ng pag yugyog o indayog</i></p> <p>7. Experiment with different sounds using a variety of items found in the surroundings 7. <i>Sumusubok sa paglikha ng iba’t ibang tunog sa pamamagitan ng natatagpuang mga bagay sa paligid</i></p> <p><i>Arts /Sining</i></p> <p>8. Use a variety of drawing tools such as crayons, markers, and paint brushes 8. <i>Gumagamit ng iba’t ibang gamit sa pagguhit gaya ng krayon, pangmarka at brotsa</i></p> <p>9. Demonstrate increasing control when using crayons, markers, and paint brushes</p>
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<p>11. Begin to walk and explore world <i>11. Nagsisimulang lumakad at maggalugad ang mundo o paligid</i></p> <p>12. Use body to make sounds (slap tray, bangs blocks, splash water in tub) but with more control and deliberate effort <i>12. Ginagamit ang katawan sa paglikha ng tunog (tinatabig ang tray, pinagbabangga ang mga blocks, pinaglalaruan ang tubig sa kaniyang banyera nang may kontrol)</i></p>	<p><i>9. Nagpapamalas ng husay ng kontrol sa paggamit ang krayon, pangmarka at brotsa</i></p> <p>10. Scribble and draw without control to create images <i>10. Sumusulat ng mabilis at gumuguhit nang walang kontrol</i></p> <p>11. Attempt to create shapes <i>11. Sumusubok lumikha ng mga hugis</i></p> <p>12. Attempt to create self <i>12. Sumusubok lumikha ng sarili</i></p> <p>13. Experiment with “play dough” and explores the different sensations <i>13. Sinusubukan ang “play dough” at ginagalugad ang iba’t-ibang pakiramdam</i></p> <p>14. Identify favorite color repeatedly, choose that crayon or paint color <i>14. Nakikilala at laging pinipili ang paboritong kulay maging sa krayola o sa pintura</i></p> <p><i>Dramatic Play / Theatre /Teatro</i></p> <p>15. Play “ Follow the Leader” around a simple course <i>15. Naglalaro ng “Follow the Leader” o Sumunod sa Panuto paikot sa simpleng landas/gawain</i></p> <p>16. Try to make toys “work“ after watching others push the buttons or twist the handle <i>16. Sinusubukan paandarin o paganahin ang mga laruan matapos makita sa iba kung paano diinan ang pindutin o boton, o pihitin ang mga hawakan nito</i></p> <p>17. Dart, run, jump, climb with joy, pretend to be bird, truck, etc. as he/ahe moves <i>17. Nakakakalas, nakatatakbo, nakalulundag at nakaaakyat nang masigla, nagkukunwari na isang ibon, trak, at iba pa habang gumagalaw</i></p>
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	<p>18. Start to pretend play like being a fire fighter, etc. <i>18. Nagsisimulang magkunwari -kunwariang paglalaro tulad ng paggaya ng pagiging bumbero, at iba pa</i></p> <p>19. Enjoy silly songs, games, etc <i>19. Kinawiwilihan ang nakatutuwang mga awit, laro at iba pa</i></p> <p>20. Imitate the way adults use tools and appliances around the house <i>20. Ginagaya ang nakatatanda sa paggamit ng kasangkapan sa bahay</i></p> <p>21. Act out familiar scenario like cooking breakfast or comforting a baby <i>21. Gumaganap ng mga karaniwang pangyayari gaya ng pagluluto ng almusal o pag-aalaga sa bata</i></p>
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**CARE, DEVELOPMENT AND EARLY LEARNING STANDARDS and INDICATORS
For THREE (3) to FOUR (4) YEARS OLD**

**MGA PAMANTAYAN AT PALATANDAAN SA PANGANGANGALAGA, PAGPAPAUNLAD
AT PAGKATUTO sa MURANG EDAD Para sa TATLO (3) hanggang APAT (4) TAONG GULANG**

A. PHYSICAL HEALTH, WELL-BEING AND MOTOR DEVELOPMENT	
Learning Domain: Health, Safety and Self-Care	
Standard: Demonstrate an awareness and practice of standard health practices and safety rules including competency in self-help skills needed to perform a variety of physical activities.	
Required Competencies:	
For 3 Years Old	For 4 Years Old
1. Identify personal cleaning tools/materials for self- cleanliness and hygiene such as toothbrush, face towel, clothes, etc.	1. Practice safe-keeping of things pertaining to cleanliness and personal hygiene such as keeping clean clothes in cabinet, putting used slippers/shoes in place, fixing beddings immediately after getting up
2. Develop common health routines and self-care practice such as: washing hands, feeding self, brushing teeth, combing hair, dressing up, taking a bath, wearing slippers and shoes (without shoe lace)	2. Independently develop the practice of basic self-help skills such as washing hands, combing hair, taking a bath, brushing teeth, dressing up, wearing socks and shoes, etc.
3. Express the need for help on the use of toilet/bathroom	3. Independently recognize the need and proper time to use the toilet
4. Use handkerchief or face towel to cover <ul style="list-style-type: none"> - nose and/or mouth when sneezing or - coughing 	4. Practice the habit of using handkerchief/face towel to dry self after playing or to cover nose and/or mouth when coughing or sneezing
5. Apply simple directions in playing and in performing simple exercises	5. Develop a sense of independence in initiating an appropriate game
6. Identify and practice eating nutritious foods such as fruits and vegetables	6. Practice the habit of eating nutritious foods such as fruits and vegetables
7. Demonstrate appropriate behavior by asking permission when leaving	7. Practice safety procedure by asking permission before leaving the

A. PHYSICAL HEALTH, WELL-BEING AND MOTOR DEVELOPMENT

Learning Domain: Health, Safety and Self-Care

Standard: Demonstrate an awareness and practice of standard health practices and safety rules including competency in self-help skills needed to perform a variety of physical activities.

Required Competencies:

For 3 Years Old	For 4 Years Old
the house or classroom	house/room
8. Practice the habit of being in the company of adult/s when going to crowded places	8. Choose freely any familiar adult for his/her company

Learning Domain: Gross Motor Skills

Standard: Demonstrate balance and coordination in movement patterns using different parts of the body in the performance of individual or group physical activities.

Required Competencies:

For 3 Years Old	For 4 Years Old
1. Develop body balance and coordination while walking in forward or backward motion with equal spacing	1. Demonstrate forward and backward steps with equal spacing motion
2. Use left and right leg/foot alternately in hopping with proper body balance and coordination	2. Practice new and challenging large muscle physical activity such as continuously jumping in backward motion from one to six times
3. Practice the correct and appropriate speed in running and making turns	3. Practice body coordination while running and making turns with appropriate and correct speed and slowly stopping the movement upon signal
4. Practice hand, trunk and leg coordination in going up and down the	4. Develop body coordination and exercise caution/practice safety

stairs with railing	rules in independently going up and down the stairs with railing
5. Practice coordination of large muscles in throwing a ball and hitting the target	5. Develop balance and coordination of large muscles in throwing a ball towards any direction, catching a ball from any direction and hitting a target
6. Practice challenging gross motor activities such as walking, running, and jumping on toes	6. Develop body balance and coordination of large muscles in performing movement patterns with rhythm in group such as dancing simple steps with music
7. Use various and appropriate types of playground equipment such as slide, see-saw, and swing with proper guidance and support	7. Demonstrate independence in starting group game/s with 3 to 5 players
8. Develop large muscle coordination in performing movement patterns within a group such as dancing with music	8. Use various and appropriate types of playground equipment with caution and care following the advice of an adult company

Learning Domain: Fine Motor Skills

Standard: Demonstrate competency in fine motor skills needed in performing a variety of activities particularly the eye-hand coordination.

Required Competencies:

For 3 Years Old	For 4 Years Old
1. Develop coordination of fine muscles in performing simple motor tasks such as paper tearing, folding, crumpling, pasting	1. Develop fine motor skills in independently shoe lacing of worn or unworn shoes i
2. Use fine muscle and eye-hand coordination in performing tasks such as inserting shoe laces in holes, tracing, connecting numbers/letters	2. Practice fine motor skills in tying and untying appropriate strings or ropes
3. Develop fine muscle coordination in performing individual or group activity using manipulative tools or unstructured materials such as clay, sand, water, etc.	3. Develop eye-hand coordination in tracing, drawing, coloring and cutting basic lines and shapes using age-appropriate materials such as pencil, crayon and a pair of scissors
4. Practice individual or group activity using fine motor skills for self-	4. Utilize writing, drawing, cutting materials with proper caution

expression such as coloring, painting, building blocks, etc.	and care
5. Demonstrate progress in fine motor skills and eye-hand coordination 5.1 Draw straight and curved lines 5.2 Color drawn pictures of objects, shapes, animals, etc. 5.3 Trace lines to form different shapes	5. Demonstrate progress in fine motor skills and eye-hand coordination by drawing without tracing, coloring within line-boundaries and cutting on-line boundaries
6. Use correctly and with ease writing and drawing materials such as pencil and crayons	6. Demonstrate fine motor activity for self-expression and social interaction using unstructured materials such as clay or play dough, sand, etc.
7. Develop fine motor skills and eye-hand coordination in the initial and correct handling and use of spoon and fork	7. Develop progress in eye-hand coordination in new and challenging activities such as pouring water from pitcher to glass, finger plays, pressing toy computer keys on a keyboard, etc.
8. Demonstrate correct and proper self-feeding	8. Practice habitually the use of fine motor skills and eye-hand coordination in keeping and maintaining self-cleanliness and proper hygiene before, during and after self-feeding
B. SOCIAL-EMOTIONAL DEVELOPMENT AND CHARACTER AND VALUES DEVELOPMENT	
Learning Domain: Self-Awareness and Capabilities	
Standard: Demonstrate awareness of self and capabilities as well as enough self-confidence in expressing thoughts and feelings that lead towards building positive and healthy relationships with others.	
Required Competencies:	
For 3 Years Old	For 4 Years Old
1. Identify self by saying his/her own name. Describe others by their names, age, gender, and other basic characteristics such as color of hair and skin	1. Describe oneself to others by saying self-known basic traits and characteristics, behaviors and interests such as being helpful, friendly, prayerful, etc. and makes positive statements about self, e.g., "I can...", "I will...", "I did..."

2. Recognize and express with confidence what he/she can do as well as honestly accept what he/she cannot still do	2. Express with confidence one's own needs on things he/she likes doing/not doing
3. Properly and freely express oneself about things he/she likes/dislikes	3. Develop flexibility, inventiveness and interest in solving problems by making alternative choices
4. Identify and express freely basic emotions such as being happy, sad, afraid, angry, ashamed, etc.	4. Express freely and with confidence one's thoughts and feelings about a topic of conversation or discussion or about a group activity
5. Demonstrate independence through one's ability to play alone for 10 to 20 min.	5. Demonstrate interest and willingness in performing new and challenging tasks
6. Demonstrate capability of being honest 6.1 Announce things found 6.2 Return borrowed things to the owner 6.3 Keep only things owned 6.4 Strictly follow game rules	6. Identify own emotions and express pride in accomplishments, e.g., "I feel...", "I think...", "I did it!"
7. Demonstrate respect for him/herself 7.1 Talk with pride about oneself but without being boastful or exaggerating the truth 7.2 Refrain from misbehaving or making a fool of himself/herself in public 7.3 Observe right manners/conduct at all times and everywhere	7. Take on responsibilities and accomplish these as best as he/she can 7.1 Do his/her share of work in the classroom 7.2 Do and finish assigned tasks without prompting
8. Take on responsibilities and accomplish these as best as he/she can 8.1 Finish assigned tasks (simple chores, minding a younger sibling) with prompting 8.2 Take care of his/her belongings 8.3 Take care of belongings of others 8.4 Follow daily routines cooperatively with little need for reminding	

<p>9. Appreciate, love and respect God and God's creation</p> <p>9.1 Show care towards plants and animals; does intentionally inflict pain or harm; does not kill or destroy</p> <p>9.2 Help take care of household plants and pets</p> <p>9.3 Throw garbage in appropriate, designated area</p> <p>9.4 Pray alone or with family</p> <p>9.5 Go to place of worship with family</p> <p>9.6 Show appropriate behavior in places of worship</p> <p>9.7 Thank God for blessings received and ask God's forgiveness for wrong doing or hurting someone</p>	
<p>10. Demonstrate knowledge and love for his/her community</p> <p>10.1 Know common community landmarks</p> <p>10.2 Can talk about at least one positive thing about his/her community</p>	
<p>11. Show respect and love for the Philippines</p> <p>11.1 Understand and speak in one or more Philippine languages</p> <p>11.2 Familiar with the Philippine flag</p> <p>11.3 Demonstrate love for country by singing the National Anthem with pride</p>	<p>8. Show respect and love for the Philippines</p> <p>8.1 Know he/she is Filipino</p> <p>8.2 Keep still during flag ceremony</p>
<p>Learning Domain: Relationship with Peers</p> <p>Standard: Acknowledge and demonstrate respect for the feelings and rights of others as well as recognize and adapt expressions, behaviors and actions.</p> <p>Required Competencies:</p>	
<p>For 3 Years Old</p>	<p>For 4 Years Old</p>

<ol style="list-style-type: none"> 1. Demonstrate respect for the needs and rights of peers <ol style="list-style-type: none"> 1.1 Listen when someone is talking 1.2 Wait for one's turn 1.3 Allow others including those with disabilities to join the activity and work cooperatively 1.4 Help someone in a difficult task 1.5 Ask permission to use materials belonging to someone 1.6 Acknowledge the needs and rights of others "It's your turn on the swing." "You may have the floor now." 	<ol style="list-style-type: none"> 1. Demonstrate respect, empathy and care for others <ol style="list-style-type: none"> 1.1 Return what was borrowed 1.2 Keep only things owned 1.3 Strictly follow game rules and agreements 1.4 Pat another's back or shoulder as a sign of affirmation and oneness 1.5 Hold one's hand or arm to comfort 1.6 Give a soft hug to an upset peer 1.7 Help a peer who is ashamed or has difficulty in doing or completing a task
<ol style="list-style-type: none"> 2. Willingly and productively relate with others in group activities <ol style="list-style-type: none"> 2.1 Share ideas and experiences with others 2.2 Join in cooperative play or group conversations/ discussions 2.3 Accept assigned duty or task during group play or classroom management routines 2.4 Lead or follow classroom or group activity procedures, directions, rules and/or routines 	<ol style="list-style-type: none"> 2. Maintains healthy and positive relationship with others <ol style="list-style-type: none"> 2.1 Play and work cooperatively and allow others to join the play 2.2 Avoid bullying or playing bad jokes 2.3 Express feelings through polite actions, and courteous language 2.4 Share experiences with others 2.5 Make friends with one or two playmates to develop a "best friend" relationship
<ol style="list-style-type: none"> 3. Develop self-confidence by joining in every group activity such as group games, group work or group storytelling 	<ol style="list-style-type: none"> 3. Develop self-confidence by joining appropriate group games, group conversations/discussions and expresses thoughts and feelings about the topic

<p>4. Develop impulse control with body and actions</p> <p>4.1 Control movements within allowed space without harming self and/or others</p> <p>4.2 Politely move places with ease within the environment, e.g. moving from one learning area to the other</p> <p>4.3 Politely accept the mistakes of others and not make fun of it</p> <p>4.4 Express frustrations or anger without harming self, others, or things of others e.g., when one or one's group loses a game</p>	<p>4. Develop impulse control with body and actions</p> <p>4.1. Control movements within allowed space without harming self and/or others</p> <p>4.2. Politely move places with ease within the environment, e.g., moving from one learning area to the other</p> <p>4.3 Politely accept the mistakes of others and not make fun of it</p> <p>4.4 Express frustrations or anger without harming self, others, or things of others e.g., when one or one's group loses a game</p> <p>4.5 Act joyfully but with humility when one's group wins the game</p>
<p>5. Relate with peers and other children with love, care and concern</p> <p>5.1 Share his or her snack with one who doesn't have</p> <p>5.2 Lend toys or any learning material to one who left it at home</p> <p>5.3 Greet/call peers and others by first name</p> <p>5.4 Habitually say courteous words such as "Thank you", "Excuse me," "I'm sorry"</p>	<p>5. Initiate any or assigned group activity by leading in following group rules, procedures, directions</p>
<p>Learning Domain: Relationship with Familiar Adults</p> <p>Standard: Show respect, courtesy and concern in interacting and maintaining relationships with familiar adults.</p> <p>Required Competencies:</p>	
<p style="text-align: center;">For 3 Years Old</p>	<p style="text-align: center;">For 4 Years Old</p>

<p>1. Differentiate between familiar and trusted adults with unknown ones</p> <p>1.1 Identify each one of them by name and his/her relations</p> <p>1.2 Distinguish distinct marks or features</p> <p>1.3 Describe the most familiar traits or characteristics</p>	<p>1. Demonstrate ability to seek help or support for comfort and security from familiar adults about a difficult task</p>
<p>2. Tell parents or guardians, names or identities of other familiar adults and experiences shared with them</p>	<p>2. Politely and courteously express feelings and thoughts on the desire or request of an adult</p>
<p>3. Express empathy, care and concern</p> <p>3.1 Obey when requested to run an errand or do a task</p> <p>3.2 Lend a hand in doing simple or light household chores</p> <p>3.3 Say encouraging words to show kindness such as “Take your rest now,” “Don’t tire yourself too much”, “You may get sick”, etc.</p> <p>3.4 Uses “Po” and “Opo” or other culturally appropriate expressions of respect when speaking to elders</p>	<p>3. Express empathy, care and concern</p> <p>3.1 Obey when requested to run errand or do task</p> <p>3.2 Lend a hand in doing simple or light household chores</p> <p>3.3 Say encouraging words to show kindness such as “Take your rest now,” “Don’t tire yourself too much,” “You may get sick,” etc.</p>
<p>4. Identify emotional cues from adults and respond in a positive manner, e.g. cues when parents or familiar adults are sad, angry, disappointed, happy, problematic, etc. and react through kind or comforting words and behaving appropriately</p>	<p>4. Identify emotional cues from adults and respond in a positive manner, e.g. cues when parents or familiar adults are sad, angry, disappointed, happy, problematic, etc. and react through kind or comforting words or behaving appropriately</p>
<p>C. COGNITIVE/INTELLECTUAL AND LANGUAGE DEVELOPMENT TOWARD EARLY LITERACY</p>	

Learning Domain: Cognitive/Intellectual

Standard: Demonstrate the ability to abstract, understand concepts and their logical relations, and to manipulate them to arrive at new ideas or conclusions.

Required Competencies:

For 3 Years Old	For 4 Years Old
<p>1. Demonstrate attention and modulation in age-expected levels of activities</p> <ul style="list-style-type: none"> 1.1 Remain settled while leafing through a picture book for 5 minutes 1.2 Remain settled while listening to a story using picture books for 5 minutes 1.3 Sustain attention and concentration on a tabletop activity for 10 minutes 1.4 Work on school assignment with minimal supervision 	<p>1. Demonstrate attention and modulation in age-expected levels of activities</p> <ul style="list-style-type: none"> 1.1 Sustain attention and concentration on a tabletop activity for 15-20 minutes 1.2 Work on school assignment with minimal supervision
<p>2. Develop and demonstrate basic concepts pertaining to object constancy, space, time, quantity, seriation, etc. and use these as basis for understanding how materials are categorized in his/her environment</p> <ul style="list-style-type: none"> 2.1 Tell which is prettier/nicer of 2 items based on his/her criteria 2.2 Group picture objects according to category 2.3 Tell which is left and right on himself/herself 2.4 Understand concept of conservation at a simple level 2.5 Understand the concept of number-quantity relations for 1-10 	<p>2. Develop and demonstrate basic concepts pertaining to object constancy, space, time, quantity, seriation, etc. and use these as the basis for understanding how materials are categorized in his/her environment</p> <ul style="list-style-type: none"> 2.1 Tell which is the left and right of people facing him/her 2.2 Know the difference between yesterday, today and tomorrow 2.3 Understand the concept of number-quantity relations for 1-20 2.4 Demonstrate concept of addition using fingers or objects 2.5 Demonstrate concept of subtraction using fingers or objects

<p>3. Demonstrate understanding in the cause-effect relationship</p> <p>3.1 Understand reasons behind rules and practices in school</p> <p>3.2 Understand reasons behind rules and practices in the community, like those pertaining to sanitation, environmental preservation, etc.</p>	
<p>4. Demonstrate the ability to follow the logic of events and draw accurate conclusion by evaluating the facts presented to him</p> <p>4.1 Tell what is silly or wrong with absurd pictured scenes</p> <p>4.2 Relate experiences in sequence or as these happened</p> <p>4.3 Appreciate humorous stories or jokes that his/her peers also find funny (e.g knock knock jokes)</p> <p>4.4 Know that certain things are the same and can be substituted for each other</p> <p>4.5 State opposite relationships</p> <p>4.6 Give substantive reasons why he/she likes something or not</p> <p>4.7 Argue a point/stand logically</p> <p>4.8 Complete a simple pattern (e.g. beads, pictures, shapes) without guidance</p>	<p>3. Demonstrate the ability to follow the logic of events and draw accurate conclusion by evaluating the facts presented to him/her</p> <p>3.1 Know that certain elements remain the same even if their position change (e.g. $2+3$ and $3+2 = 5$)</p> <p>3.2 Predict what will happen next in the story</p> <p>3.3 Predict how a story will end half-way through</p>
<p>5. Plan and organize a simple, familiar activity</p> <p>5.1. Dress up following an organize sequence</p> <p>5.2. Bathe following an organize sequence</p>	<p>4. Plan and organize a simple, familiar activity</p> <p>4.1. Plan how he/she will carry out an activity without adult guidance</p>
<p>6. Develop new ideas or concepts or new associations between ideas, existing ideas or concepts</p> <p>6.1 Make pun or joke</p> <p>6.2 Create dance moves</p> <p>6.3 Create lyrics of songs using a familiar melody</p> <p>6.4 Pretend to be a character in his own made-up story</p> <p>6.5 Formulate rules to implement in a game</p>	<p>5. Develop new ideas or concepts or new associations between existing ideas or concepts</p> <p>5.1 Draw or paint things that do not exist in real life (i.e., from fantasy or imagination)</p>

<p>7. Demonstrate the ability to shift to more adaptive cognitive processing strategies in order to effectively deal with new and unexpected conditions in his/her environment, including problem situations</p> <p>7.1 Modify actions based on new experiences (e.g. change block structures that falls)</p> <p>7.2 Explore alternative solutions to a problem and selects one option</p> <p>7.3 Shift activities without much fuss</p> <p>7.4 Know when the topic of conversations has changed and adjust accordingly</p>	<p>6. Demonstrate the ability to store verbal information in short and long term memory</p> <p>6.1 Name/recite the days of the week with no errors</p> <p>6.2 Name/recite the months of the year with some errors</p> <p>6.3 Count 1 to 20</p> <p>6.4 Print numerals 0 to 20</p>
<p>8. Demonstrate the ability to store verbal information in short and long term memory</p> <p>8.1 Repeat 5 to 7 word sentences correctly</p> <p>8.2 Memorize the lyrics of a short song</p> <p>8.3 Memorize a short rhyme</p> <p>8.4 Remember the gist and many details of stories told or read</p> <p>8.5 Count 1 to 10</p> <p>8.6 Print numerals 0 to 10</p>	
<p>Learning Domain: Receptive and Expressive Language</p> <p>Standards:</p> <ol style="list-style-type: none"> 1) Demonstrate awareness and recognition of different sounds/sound patterns heard from immediate environment thereby developing understanding of spoken words and sounds. 2) Demonstrate the ability to listen and express thoughts, feelings and needs clearly in a conversation/discussion or in any social activity and with confidence. <p>Required Competencies:</p>	

For 3 Years Old	For 4 Years Old
<p>1. Recognize different sounds heard in the environment</p> <p>1.1 Imitate the sounds of different animals, different vehicles, different things at home</p> <p>1.2 Identify the sound/s heard</p> <p>1.3 Distinguish the source and direction of sound/s heard</p>	<p>1. Identify the name and sound of every letter of the alphabet</p> <p>1.1 Produce sound of every letter of the alphabet</p> <p>1.2 Name every letter of the alphabet</p>
<p>2. Identify initial and final sound from the given pairs of sounds</p> <p>2.1 Produce the initial sound from the pair of sounds heard</p> <p>2.2 Produce the final sound from the pair of sounds heard</p> <p>2.3 Produce the initial sound of his/her name</p> <p>2.4 Produce the final sound of his/her name</p> <p>2.5 Produce the initial and final sound of each of his/her playmates' name</p>	<p>2. Recognize words that rhyme</p> <p>2.1 Produce initial and final sound of names of familiar objects, things, materials, plants, animals or even simple events found or experienced in his/her environment</p> <p>2.2 Give pair/s of words that have similar or different initial sound</p> <p>2.3 Give pair/s of words that have similar or different final sound</p> <p>2.4 Give pairs of words that rhyme from songs, poems, finger plays, nursery rhymes and conversations</p>
<p>3. Compare similar and different sounds from the pair of sounds heard</p> <p>3.1 Imitate the pair of sound/s heard</p> <p>3.2 Identify if the pair/s of sounds heard is/are similar or different</p> <p>3.3 Recognize and identify which of the 3 sounds heard are similar or different</p> <p>3.4 Produce 2-3 similar/different sound/s</p>	<p>3. Demonstrate a developing understanding of spoken words and sounds</p> <p>3.1 Listen and recite different nursery rhymes</p> <p>3.2 Sing children songs with rhymes</p> <p>3.3 Perform finger plays with rhymes</p> <p>3.4 Listen and recite children's poems with rhymes</p>
<p>4. Recognize rhyming words</p> <p>4.1 Listen and recite nursery rhymes</p> <p>4.2 Listen and recite poems with rhymes</p> <p>4.3 Perform finger plays with rhymes</p>	<p>4. Recognize sounds</p> <p>4.1 Recite from memory variety of nursery rhymes, poems, and finger plays</p>

<p>5. Recognize sound patterns and repeat them such as clapping, stomping, patting, etc. 5.1 Individually and in group produce own sound patterns by clapping , stomping and patting</p>	<p>5. Recognize sound patterns and repeat them such as clapping, stomping, patting, etc. 5.1 Individually and in group produce sound patterns using different materials such as spoon/fork, empty cans, and stick</p>
<p>6. Recognize 1 and 2-syllable words 6.1 Listen to several one-syllable words 6.2 Listen to several 2-syllable words 6.3 Distinguish 1-syllable from 2 -syllable words through sounds heard</p>	<p>6. Identify 1 to 3 or more syllable words 6.1 Listen to several one-syllable word 6.2 Listen to several two-syllable word 6.3 Listen to several three-syllable words</p>
<p>7. Identify 1-syllable and 2-syllable words 7.1 Tell the number of syllable/s from the word/s heard</p>	<p>7. Distinguish 1, 2, and 3 syllable-words 7.1 Produce sound off each and every syllable from the word/s heard 7.2 Tell and sound off the number of syllables from the word/s heard</p>
<p>8. Demonstrate interest in listening to and sharing with others personal experiences, own ideas and feelings about any information heard or read to him/her</p> <p>8.1 Share personal stories or known information in most simple way 8.2 Name familiar things found inside and outside the homes 8.3 Ask or answer questions about the topic or shared experiences 8.4 Use courteous words such as “Good Morning/Afternoon/Evening,” “Excuse me,” “Thank you,” “Please,” “May I have the floor,” etc. 8.5 Give known additional details about the shared information/experiences</p>	<p>8. Participate in group or social activities</p> <p>8.1 Sing, dance, speak or do an activity in the group alone when the occasion calls for 8.2 Tell the names of familiar things found inside and outside the home or school 8.3 Describe and compare people, animals, things, and others found in the environment 8.4 Describe or share personal experience/s or known information 8.5 Retell experiences of others in the group or stories heard</p>

<p>9. Demonstrate interest in listening to different types of stories of different characters such as</p> <ul style="list-style-type: none"> - cartoon character - family members - things inside and outside the home - animal character - plants and trees 	<p>9. Demonstrate interest in listening to and telling stories for children</p> <p>9.1 Identify and choose familiar cartoon or animal characters on pictures and telling short and simple story known about them</p> <p>9.2 Tell short stories about family members</p> <p>9.3 Ask and answer questions about details in the stories heard</p> <p>9.4 Share stories heard about a particular theme, e.g., on heroism, or character transformation</p>
<p>10. Demonstrate interest in understanding the stories heard</p> <p>10.1 Choose and talk about favorite character/s in the story</p> <p>10.2 Choose a story by theme, e.g., on heroism, spirituality, character transformation, etc. and tell reason for the choice</p> <p>10.3 Recall important details in the stories such as character/s, places/events</p> <p>10.4 Choose favorite story from among those heard and give reason for the choice</p> <p>10.5 Recount familiar stories heard through group conversations or creative movements</p>	<p>10. Demonstrate interest in understanding stories heard</p> <p>10.1 Recall important details such as character/place/event</p> <p>10.2 Recall the sequence of events in familiar stories</p> <p>10.3 Retell the stories heard according to sequence of events</p> <p>10.4 Retell the story through simple group presentation, e.g., creative drama, role playing, etc.</p>
<p>11. Creatively express thoughts and feelings about personal experiences and/or anything related to stories/information heard through various medium such as drawing, painting, etc.</p>	<p>11. Creatively express thoughts and feelings about personal experiences and/or anything related to stories/information heard through various medium such as drawing, painting, etc</p>

Learning Domain: Reading	
Standard: Demonstrate interest in learning connections between spoken words and printed materials, between self and events in printed materials through a variety of shared experiences.	
Required Competencies:	
For 3 Years Old	For 4 Years Old
<ol style="list-style-type: none"> 1. Identify one's name in printed form <ol style="list-style-type: none"> 1.1 Sound off every letter in his/her printed name 1.2 Tell the name of every letter in his/her printed name 1.3 Pair the sound and name of every letter in his/her name 	
<ol style="list-style-type: none"> 2. Identify one's name in printed form <ol style="list-style-type: none"> 2.1 Sound off every letter in his/her printed name 2.2 Tell the name of every letter in his/her printed name 2.3 Pair the sound and name of every letter in his/her name 	
<ol style="list-style-type: none"> 3. Recognize letters of the alphabet and the corresponding sound of each <ol style="list-style-type: none"> 3.1 Tell if the shown pairs of letters are similar or different 3.2 Choose and match letter/s with uttered sound/s 3.3 Choose similar letters in a group of 3 to 4 printed letters 3.4 Choose the letter that is different in a group of 3 to 4 printed letters 	<ol style="list-style-type: none"> 1. Identify the name and sound of every letter of the alphabet <ol style="list-style-type: none"> 1.1 Produce sound of every letter of the alphabet
<ol style="list-style-type: none"> 4. Recognize letters of the alphabet and the corresponding sound of each <ol style="list-style-type: none"> 4.1 Tell if the shown pairs of letters are similar or different 4.2 Choose and match letter/s with uttered sound/s 4.3 Choose similar letters in a group of 3 to 4 printed letters 4.4 Choose the letter that is different in a group of 3 to 4 printed letters 	

<p>5. Develop mastery of the sound and name of each letter of the alphabet through group activity 5.1 Sound off each letter of classmate's/playmate's printed name before spelling it 5.2 Choose any one-word label found in classroom, sounding off each of its letter before spelling it</p>	
<p>6. Demonstrate curiosity and interest in learning words in print 6.1 Identify pictures without label 6.2 Match pictures and printed labels 6.3 Spell one-word name/ label /caption of 4 to 5 appropriate and interesting pictures with correct sounds of letters</p>	<p>2. Relate printed picture/s with printed label/caption 2.1 Name and sound off every letter in the label/caption</p>
<p>7. Demonstrate curiosity and interest that print conveys meaning 7.1 Attempt to read captions/labels/names of pictures inside and outside the classroom 7.2 Attempt to read signs found in the community</p>	<p>3. Ask/answer questions with details related to printed pictures/materials 3.1 Describe the connection between people, events or places</p>
<p>8. Identify connections between self and printed pictures of person/s, things, event/s 8.1 Answer questions related to various printed pictures and informational materials</p>	<p>4. Identify connections between self and people/places/events in printed materials 4.1 Tell his/her connection to each printed picture of people/places/events</p>
	<p>5. Recognize similarities and differences between and among printed pictures/one-word texts 5.1 Identify similar picture/words in a group of 3-5 printed pictures/words 5.2 Identify which is/are different in a set of 3-5 pictures/printed words</p>
	<p>6. Identify similarities/differences in pictures/texts according to - colors - sizes - shapes - symbols - numbers - letters - symbols - directions</p>

<p>9. Demonstrate interest on different pictures found in different children's story books</p> <p>9.1 Listen to stories from picture/s</p> <p>9.2 Participate in discussion about the pictures from story books</p> <p>9.3 Arrange 3-4 pictures in sequence to make up a story</p> <p>9.4 Tell his/her own title to the story</p> <p>9.5 Express feelings and thoughts about the story through a chosen medium, e.g., drawing, painting, clay modeling, etc</p>	<p>7. Demonstrate interest and enthusiasm in reading story books</p> <p>7.1 Listen to stories being read from children's books</p> <p>7.2 Listen to stories from pictures in story books</p> <p>7.3 Participate in discussion about the story heard or shown through the pictures</p>
<p>10. Develop his/her own simple story out of the thoughts and feelings expressed through his/ her chosen medium</p>	<p>8. Demonstrate a developing understanding of the story listened to</p> <p>8.1 Tell the character/s in the story</p> <p>8.2 Give the theme of the story, e.g.</p>
	<p>9. Develop the ability to make up story</p> <p>9.1 Develop own story from a series of 3-5 pictures</p>
	<p>10. Tell the story from 1 to 3 types of story books</p> <p>10.1 Describe the picture/s from each page of the story</p> <p>10.2 Talk about picture/s in every page</p> <p>10.3 Arrange 3 to 5 pictures in a sequence to complete the story</p> <p>10.4 Give in own words the moral lesson of the story</p>
	<p>11. Demonstrate creativity in reading by</p> <p>11.1 Give own title and theme to the story</p> <p>11.2 Make his/her own story</p> <p>11.3 Express story in mind through various medium, e.g., drawing, painting, etc.</p>
<p>11. Choose 1 or 2 books out of the given 3 to 4 children's books</p>	<p>12. Demonstrate interest in reading a book by choosing from displayed 3 to 5 children's books</p>

12. Prepare a self-made 2 to 3 page story book using 2 to 3 series of drawn pictures	13. Compose a self-made 3 to 5 page story book using 3 to 5 self-drawn pictures
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Learning Domain: Writing	
Standard: Demonstrate awareness in identifying age-appropriate writing tools and materials in exploring/experimenting/ producing creative expressions and/or representations of own ideas or stories.	
Required Competencies:	
For 3 Years Old	For 4 Years Old
<p>1. Use age-appropriate writing tools such as large pencils, large crayons, markers, paint brushes, etc.</p>	<p>1. Develop greater interest in using paper and a variety of writing tools in individual or group activities</p> <ul style="list-style-type: none"> 1.1 Exhibit skills on tracing 1.2 Exhibit skills on drawing from a pattern 1.3 Exhibit skills on drawing lines, curves and shapes using any writing tool of choice
<p>2. Experiment and explore with the age-appropriate writing tools</p> <ul style="list-style-type: none"> 2.1 Use pencils and/or crayons in tracing and/ or drawing a picture 2.2 Use paper and pencil in drawing from a pattern 2.3 Use paper, pencil or crayon in drawing lines and curves and other basic shapes 2.4 Use a number of sheets of paper and crayons of different colors in scribbling 	<p>2. Demonstrate better control in holding different writing tools</p> <ul style="list-style-type: none"> 2.1 Show correct posture and paper position and the proper way of holding and using the different writing tools 2.2 Recognize and observe line boundaries in tracing, drawing, coloring, connecting the dots and on any writing activity 2.3 Draw lines and shapes within boundaries

<p>3. Practice control in holding and using the age-appropriate writing tools</p> <p>3.1 Identify line/s as boundaries of anything drawn</p> <p>3.2 Observe line boundary/ies in coloring pictures</p> <p>3.3 Connect dots in pictures observing every dot as boundary</p> <p>3.4 Draw vertical, horizontal and diagonal lines observing boundaries</p> <p>3.5 Trace/draw pictures strictly observing the pattern</p>	<p>3. Demonstrate better and improved eye-hand coordination and left to right direction</p> <p>3.1 Coordinate eye/head/hand movement</p> <p>3.2 Coordinate movement in walking/running/jumping</p> <p>3.3 Identify and sound off printed letters of his/her name by counting from left to right direction</p> <p>3.4 Write his/her own name using a pattern</p> <p>3.5 Write his/her own name by tracing</p> <p>3.6 Attempt to write and practice writing his/her name without a pattern or tracing</p>
<p>3. Develop and practice eye-hand coordination and the left to right direction</p> <p>3.1 Demonstrate left to right direction by eye-movement, walking, running, head movement, hand movement</p> <p>3.2 Draw horizontal lines on air from left to right direction and up and down</p>	<p>4. Recognize that writing is a way of communicating according to purpose</p> <p>4.1 Gain understanding that paper and various writing tools are used to communicate</p> <p>4.2 Scribble/draw/color/write anything to express an idea</p> <p>4.3 Scribble/draw/color/write and describe and tell something about it</p> <p>4.4 Scribble/draw/color/write anything that represents his/her own story/interest</p>
<p>5. Demonstrate eye-hand coordination by exploring, experimenting, using pencils, crayons, paint brushes, markers and other age-appropriate writing tools</p>	
<p>6. Practice correct and proper sitting position, paper placement and holding of writing tool when writing or drawing</p>	
<p>7. Experiment on writing tools with a combination of written representations e.g., scribbling or drawing to represent a story, an experience or an idea</p>	

<p>8. Practice printing of upper and lower case letters with models</p> <ul style="list-style-type: none"> - name - vowels: Aa, Ee, Ii, Oo, Uu - consonants: Tt, Hh, Mm, Cc/Kk, Ss, Bb, Rr, Pp, Dd, Nn, Ll 	<p>5. Practice printing of upper and lower case letters</p> <ul style="list-style-type: none"> - name - vowels: Aa, Ee, Ii, Oo, Uu - consonants: Tt, Hh, Mm, Cc/ Kk, Ss, Bb, Rr, Pp, Dd, Nn, Ll
<p>CREATIVE AND AESTHETIC DEVELOPMENT (NOTE: To be integrated in all domains)</p>	
<p>Standard: Demonstrate expressive and creative expression through music, visual arts, drama dance and creative movements</p>	
<p>Required Competencies:</p>	
<p>For 3 Years Old</p>	<p>For 4 Years Old</p>
<p>1. Use the senses to explore the environment</p> <ul style="list-style-type: none"> 1.1 Give ideas of what was seen and heard 1.2 Look for patterns (visual and aural) in the environment 1.3 Observe, feel and describe natural and man-made objects 1.4 Draw from observations 	<p>1. Use the senses to explore the environment</p> <ul style="list-style-type: none"> 1.1 Give ideas of what was seen and heard 1.2 Draw images of what has seen 1.3 Look for patterns (visual and aural) in the environment 1.4 Observe, feel and describe natural and man-made objects 1.5 Create art work to represent ideas
<p>2. Demonstrate awareness and appreciation of the environment</p> <ul style="list-style-type: none"> 2.1 Enjoy listening to animal and environmental sounds 2.2 Enjoy listening to music or doing body movements with music 2.3 Control high/low, loud/soft, and fast and slow in vocal speech and song 2.4 Enjoy doing art activity 	<p>2. Demonstrate awareness and appreciation of the environment</p> <ul style="list-style-type: none"> 2.1 Enjoy listening to animal and environmental sounds 2.2 Enjoy listening to music or doing body movements with music 2.3 Control high/low, loud/soft, and fast and slow in vocal speech and song 2.4 Enjoy doing art activity

<p>3. Use materials and resources to explore and freely express oneself</p> <p>3.1 Explore producing variety of lines, colors, shapes, patterns and textures to compose images</p> <p>3.2 Explore producing sounds with different instruments and other objects (pots, pans, comb, paper)</p> <p>3.3 Echo rhythmic patterns either by clapping, patting or playing instruments</p>	<p>3. Use materials and resources to explore and freely express oneself</p> <p>3.1 Explore producing variety of lines, colors, shapes, patterns and textures to compose images</p> <p>3.2 Explore producing sounds with different instruments and other objects (pots, pans, comb, paper)</p> <p>3.3 Produce rhythmic patterns either by clapping, patting or playing instruments</p> <p>3.4 Explore recreating the sounds and rhythm of natural phenomena like sound of light rain, clash of thunder</p> <p>3.5 Respond to rhythm, melody, dynamics, tone and form of music through creative movement and drama</p>
<p>4. Express ideas and feelings about oneself and the world as he/she sees it through drawing, music, dance or creative movements</p> <p>4.1 Express what he/she sees, thinks and feels through a variety of artwork and musical experiences</p> <p>4.2 Express thoughts and feelings through a variety of painting tools</p> <p>4.3 Use malleable materials to model and represent objects and experiences</p> <p>4.4 Hold and shake objects and instruments to produce sounds and simple rhythm</p>	<p>4. Express ideas and feelings about oneself and the environment/world as he/she sees it though drawing, music, dance or creative movements</p> <p>4.1 Express what he/she sees, thinks and feels through a variety of artwork and musical experiences</p> <p>4.2 Express thoughts and feelings through a variety of objects/ tools</p> <p>4.3 Use malleable materials to model and represent objects and experiences</p> <p>4.4 Hold and shake objects and instruments to produce sounds and simple rhythm</p> <p>4.5 Construct 3-dimensional structures using a variety of natural and found objects</p> <p>4.6 Experiment with variety of art tools and invent new ways of using them</p> <p>4.7 Sing and make up simple songs</p> <p>4.8 Play simple accompaniments on pitched and unpitched percussion instruments</p>

	<p>4.9 Use a variety of body movements and dramatic expressions</p> <p>4.10 Use pictures, shapes and other symbols to represent pitch, rhythm, dynamics and simple musical forms</p>
<p>5. Appreciate how others do the same thing differently</p>	<p>5. Appreciate how others do the same thing differently</p>