

EDUCATORS' GUIDE
Supporting Children in
their Areas of Development

VOLUME

3



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Republic of Singapore

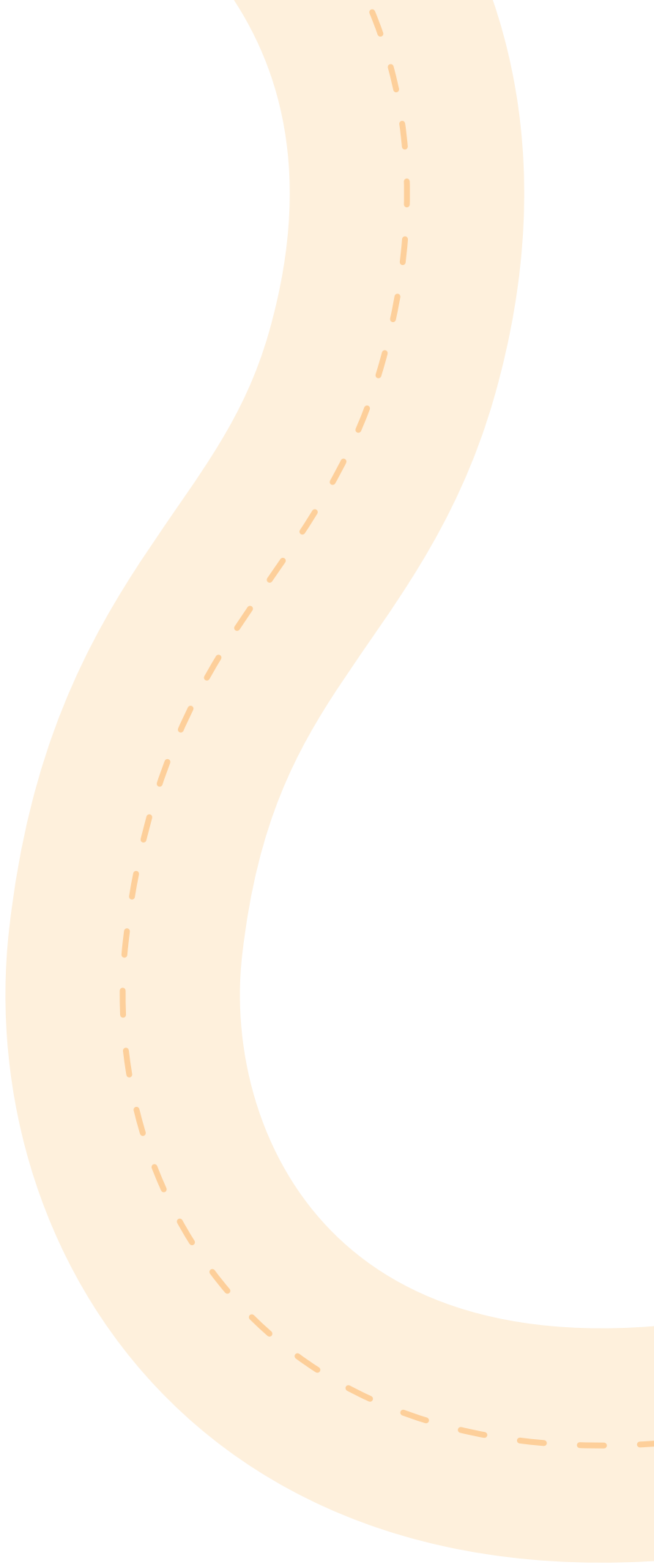
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early **Years**
DEVELOPMENT FRAMEWORK
A Good Start for Every Child

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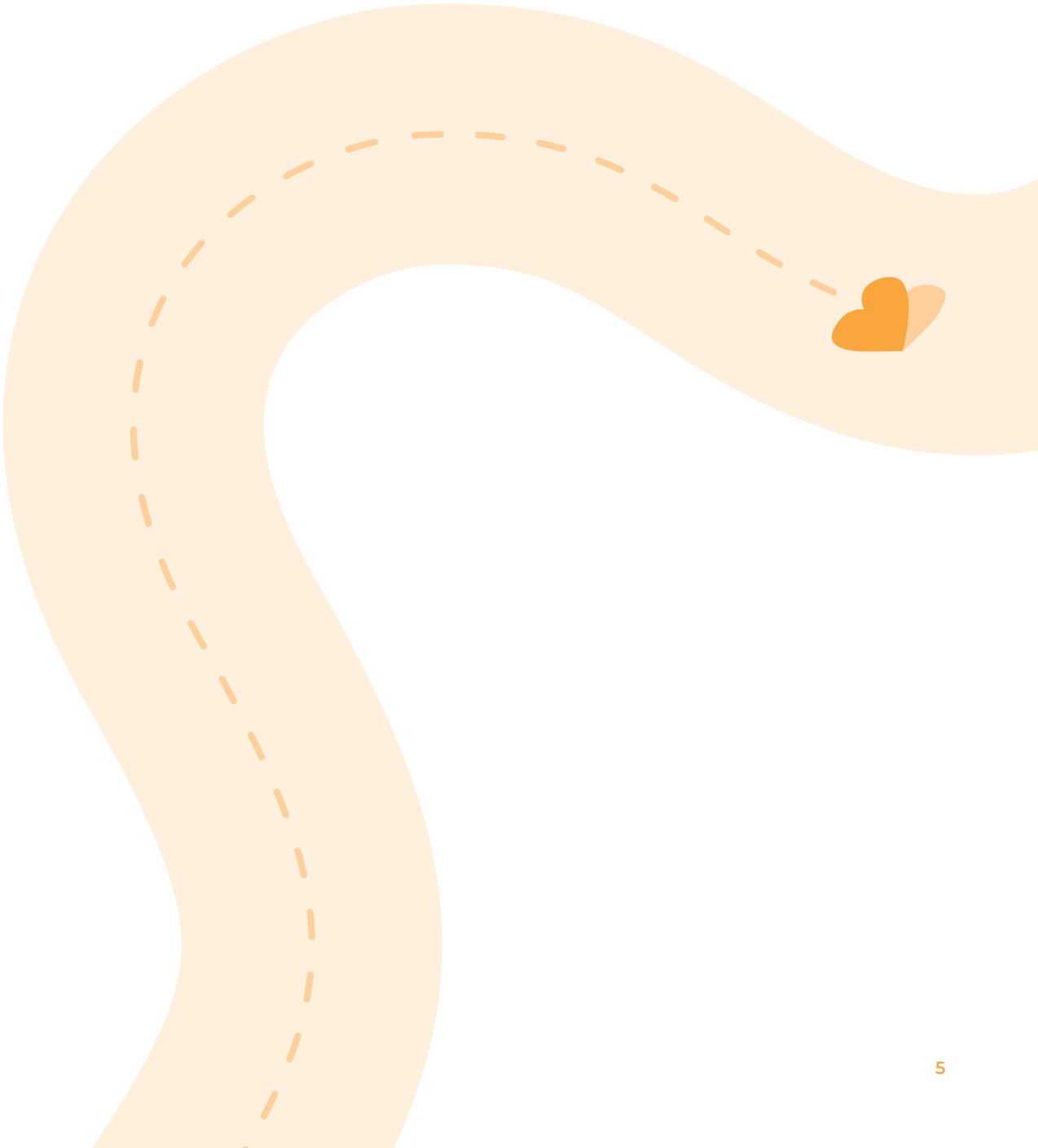
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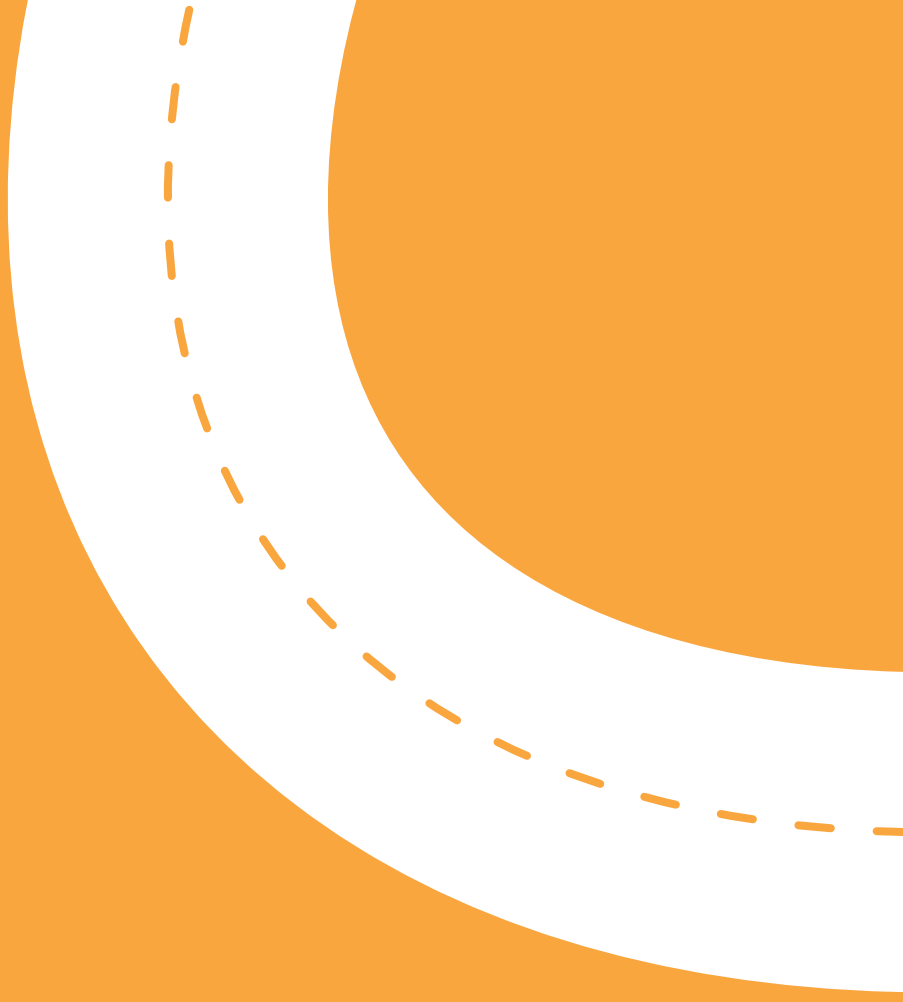
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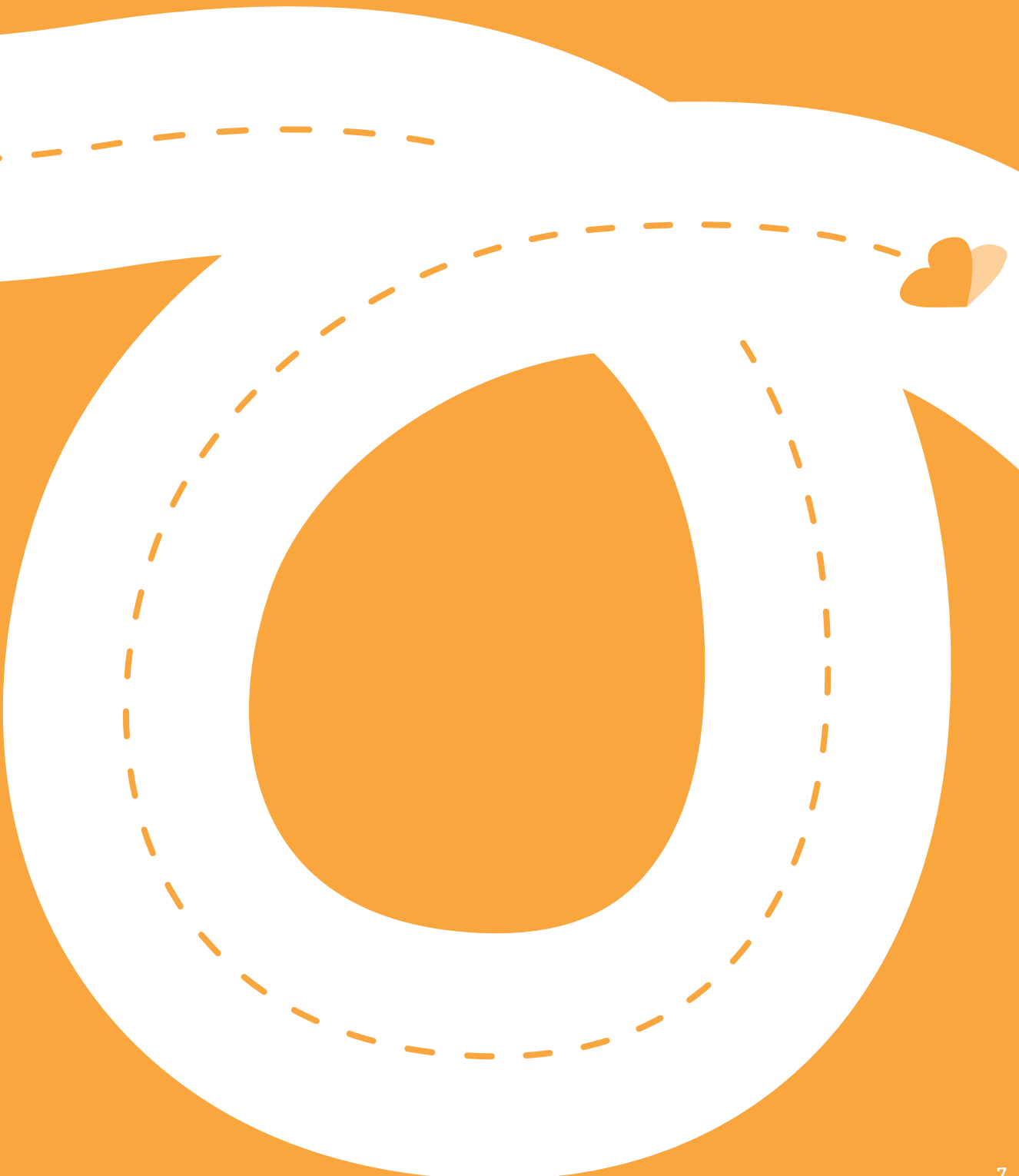


EDUCATORS' GUIDE



The Early Years Development Framework (EYDF) and Educators' Guide (EG)

The Early Years Development Framework (EYDF) 2023 guides educators in their continuous effort to raise the quality of centre-based care and education for children from birth to 3 years in Singapore.



Key Concepts of EYDF 2023

Beliefs about Children

Areas of Development

C.H.I.L.D. Principles

Role of Educators

Outcomes of Early Years

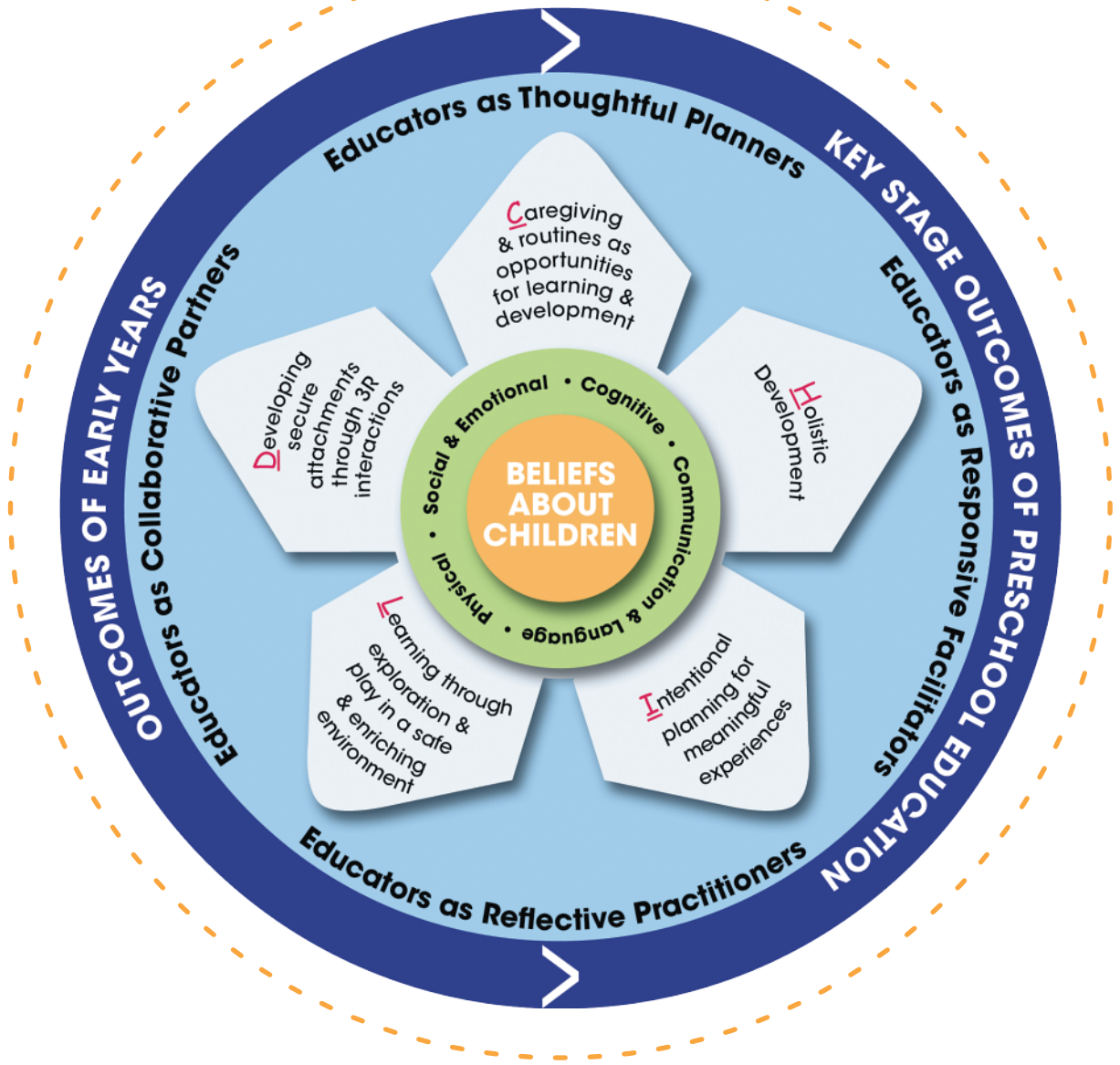
Fundamental to the provision for children's learning and development are the beliefs that **children are joyful, curious, active, and competent learners** and they **play, learn, and grow with others in a diverse and multi-cultural community**.

With this knowledge and guided by the **C.H.I.L.D.** principles, educators, including centre leaders and curriculum specialists, take on various roles as they design and provide meaningful experiences to promote children's holistic development and facilitate their progress towards the Outcomes of Early Years. These outcomes, in turn, form the foundation for children in attaining the Key Stage Outcomes of Preschool Education and beyond.

The key concepts of EYDF 2023 are presented in Figure 1 on p.9.



FIGURE 1.



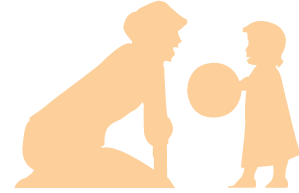
Overview of the EYDF Educators' Guide (EG)

The EYDF Educators' Guide (EG) complements the EYDF 2023 and is designed to help educators translate the key concepts specified in the Framework into practice.

It consists of 3 volumes:

VOL. 1: THE C.H.I.L.D. PRINCIPLES IN PRACTICE

Volume 1 illustrates and explains how educators can apply the **C.H.I.L.D.** principles to guide their decisions in areas such as centre-based practices, programme development, and pedagogies.



C. H. I. L. D.

Caregiving and routines as opportunities for learning and development

Holistic Development

Intentional planning for meaningful experiences

Learning through exploration and play in a safe and enriching environment

Developing secure attachments through respectful, responsive, and reciprocal (3R) interactions

VOL. 2: ROLE OF EDUCATORS IN THE EARLY YEARS SETTINGS

Volume 2 explains in detail, how educators can perform the 4 key roles in alignment with the **C.H.I.L.D.** principles, and recommends ideas and strategies that they can apply to support and scaffold children's learning and development.



Thoughtful Planners

Responsive Facilitators

Reflective Practitioners

Collaborative Partners

VOL. 3: SUPPORTING CHILDREN IN THEIR AREAS OF DEVELOPMENT

Volume 3 suggests ways that educators can incorporate the ideas and strategies proposed in Volume 2 when planning and facilitating learning experiences that build on children's growing interests and competencies in the 4 Areas of Development.



Examples provided also illustrate how the **C.H.I.L.D.** principles are applied in planning experiences to guide children towards reaching the Developmental Goals (DGs).



Cognitive Development



Physical Development



Communication and Language Development



Social and Emotional Development

NOTE: These icons will be used to represent each Area of Development throughout the EG!

KEY FEATURES

Some key features of the EYDF EG that are embedded in each volume include:



EXAMPLES AND SCENARIOS

These examples, scenarios, and case studies are gleaned from the local context and illustrate how educators can apply the key concepts of EYDF 2023 in their daily practices and interactions with children.



THINK ABOUT

These reflective exercises aim to encourage educators to reflect and think about how they can improve their current practices. They can also serve as talking points during meetings and discussions among educators and centre leaders.



PUTTING IT TOGETHER

Each volume concludes with a story told from the perspective of either an educator or a child. These stories bring the concepts explored in the preceding chapters to life and aim to enhance educators' understanding through real-life contexts.

AREAS OF DEVELOPMENT

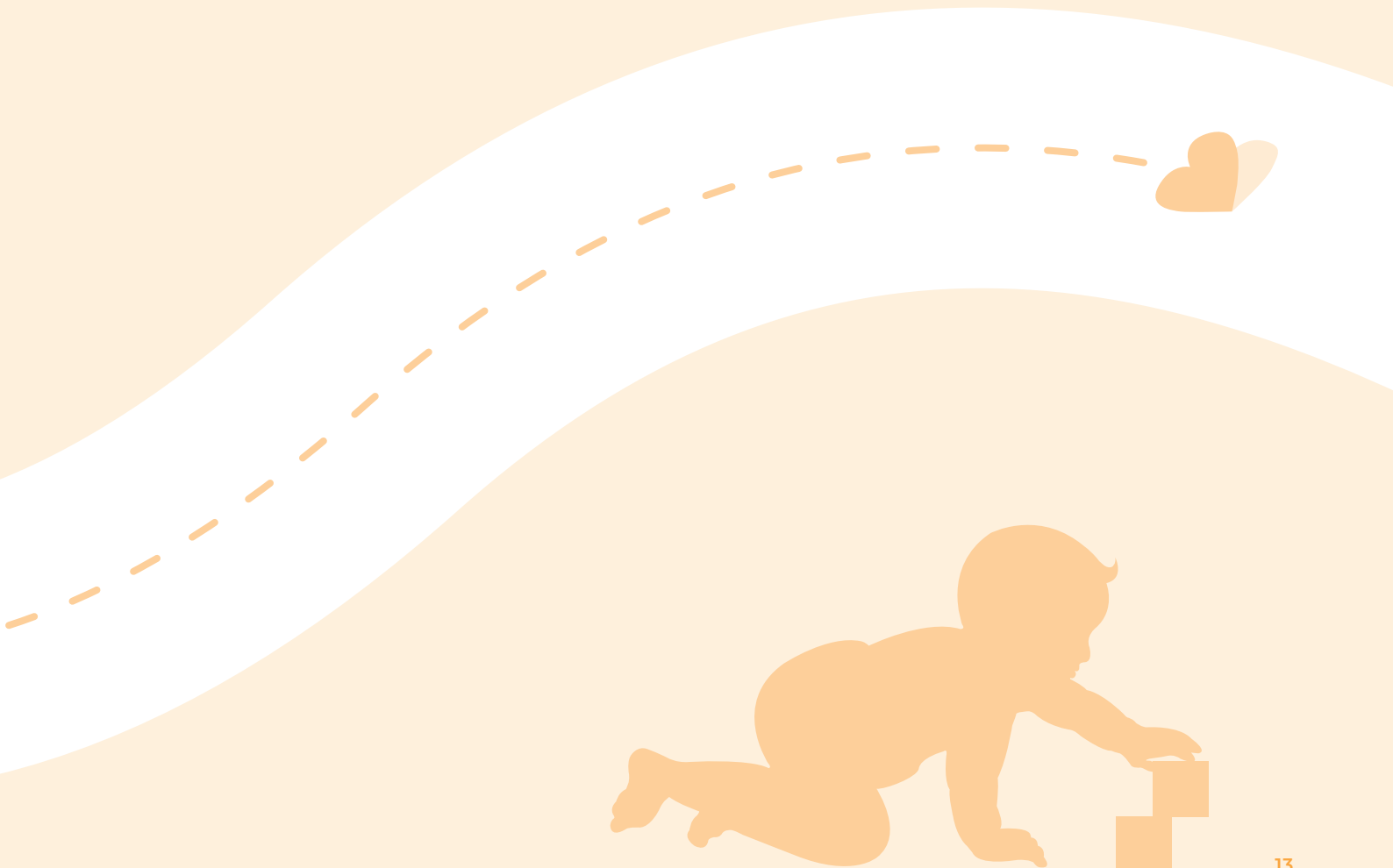
CHAPTER 1

Introduction

Educators promote holistic development and enhance the learning and development for infants and toddlers¹ across the **4 Areas of Development**, namely cognitive, communication and language, physical, and social and emotional. These 4 areas are interconnected, with development in one area often influencing the development in another.

For each area, **Developmental Goals (DGs)** are identified to guide educators plan and provide meaningful experiences in a safe and enriching environment to support children's exploration and play. Each set of goals is translated into more specific **growing interests and competencies** which reflect the early stages of developing preferences, curiosities, and emerging skills.

¹ Infants refer to children from 2 months to below 18 months;
Toddlers refer to children from 18 months to below 4 years



THE 4 AREAS OF DEVELOPMENT

COGNITIVE DEVELOPMENT



- DG1:** Show curiosity and interest in the environment
- DG2:** Use perceptual / sensory information to make sense of their environment and guide actions
- DG3:** Develop awareness of relationships and patterns of change in objects, people, and the environment

COMMUNICATION AND LANGUAGE DEVELOPMENT

Hello

- DG1:** Listen with understanding and for enjoyment
- DG2:** Use different modes to communicate ideas and/or convey meaning
- DG3:** Enjoy books and pre-reading experiences

PHYSICAL DEVELOPMENT



- DG1:** Develop basic healthy habits and an awareness of personal safety
- DG2:** Enjoy and participate in a variety of physical activities
- DG3:** Gain increasing coordination and strength in gross motor skills; develop balance and stability
- DG4:** Gain increasing control and coordination when performing a variety of fine motor activities

SOCIAL AND EMOTIONAL DEVELOPMENT



- DG1:** Develop self-awareness
- DG2:** Develop an awareness of own emotions and the need for self-management
- DG3:** Develop basic social awareness
- DG4:** Build relationships with family, friends, and significant adults
- DG5:** Become more aware of how their actions and decisions affect themselves and others

EYDF 2023, P.20

Opportunities for learning and development can also be seamlessly integrated during daily caregiving, routines, and transitions to offer children moments for meaningful interactions and application of their acquired skills and knowledge.

In addition, educators can also foster **dispositions for learning, values, and executive function** through authentic situations that arise during children's daily experiences.

Planning and Providing Meaningful Learning Experiences

Providing quality environments and experiences are key to promoting children's overall well-being, learning, and development. These meaningful experiences are recommended over sedentary activities such as screen time and other activities involving prolonged periods of sitting down, which limit children's opportunities for interactions, engagement, and thinking².

Some ideas that educators could consider when planning and providing meaningful learning experiences for children's holistic development:



PHYSICAL ENVIRONMENT

Safe, purposeful physical environment

- Create **outdoor and indoor play spaces** that are furnished with developmentally appropriate equipment and open-ended resources that are easily accessible to children to encourage play and exploration
 - Where possible, these resources should be available for an extended period (e.g., 2 – 4 weeks) to encourage deeper engagement in exploration, enable practice and refinement of skills, and reinforce learning and development before they are rotated / replaced
- Design a **print-rich environment** that includes environment print, signs, labels, song charts, visual schedules, picture and word cards and books in English and Mother Tongue languages
 - Display an array of books ranging from board books, touch-and-feel books, picture books, rhyme or song books
 - Include books reflecting children's daily experiences and interests to capture their attention and help them make sense of their own experiences
- Offer resources for **creative expressions** by providing mark-making tools and materials (e.g., chalk, markers, crayons, colour pencils, brushes, butcher paper, paint, and other craft materials) for children to create, express, and communicate their ideas in multiple ways

Predictable temporal environment

- Use **caregiving, routines, and transitions** to foster the **values of care, honesty, respect, and responsibility** to promote meaningful conversations and facilitate acquisition of knowledge and skills (e.g., model care and respect during diaper changing time by speaking softly, maintaining eye contact, and narrating educators' actions; during mealtimes, encourage children to practise responsibility by helping to set up the table or clean up after eating)
- Set clear and appropriate expectations for behaviours to help children feel secure and self-regulate in anticipation of change
- Use visuals to encourage children to identify and understand the sequence of events, routines, rules etc.

² You may refer to the [Ministry of Health's \(MOH\) website](#) for more information on MOH's latest guidance for parents and caregivers on screen use.



EXPLORATION AND PLAY

Interactive activities, for example:

- Mirror play
- Peek-a-boo, hide-and-seek
- "I spy with my little eye..."
- Reading books with flaps, textures, or simple pull tabs

Manipulative play and movement experiences, for example:

- Finger plays and rhymes
- Music and movement
- Match and sort, push and pull, stack and build, threading activities, ball games
- Obstacle courses and games that help children to develop their locomotor skills
- Puzzle play

Pretend / Role play, for example:

- At a toy store
- Preparing for a tea party
- Managing a bakery
- Visit to an animal clinic / pet shop

Sensory play that appeals to children's senses, for example:

- Dough play using a variety of tools for children to squish, mould, pat, cut etc.
- Food preparation experiences
- Listening activities — sing along to a variety of songs and nursery rhymes, explore sounds and rhythms using musical instruments, listening to stories
- Water play, sand play, loose parts play, outdoor nature walks



INTERACTIONS AND RESPONSES

Positive interactional environment

Acknowledge and affirm, for example:

- Display children's work to convey that their efforts are valued and create a sense of belonging
- Nod, smile, and make eye contact with children to acknowledge and support them while they are exploring and playing
- Respect children's preferences and interests, for example,
 - *"I see you have chosen the green car."*
- Recognise children's efforts, for example,
 - *"I see that you're trying to feed yourself. It may be a little messy but it's okay, you're still learning!"*
- Validate children's interests, feelings, and ideas, for example,
 - *"I know you are upset now. Would you like to tell me what happened?"*
 - *"I notice you are looking at this toy. Would you like to play with it now?"*



INTERACTIONS AND RESPONSES

Positive interactional environment

Model and demonstrate, for example:

- Narrate educators' and children's actions using appropriate words and gestures during caregiving, routines, and play
- Role-model respect by giving children sufficient time to respond to educators' prompts
- Demonstrate how to take turns in conversations and listen attentively to the ideas of others (or when someone else is talking)

Ask open-ended questions, for example:

- Encourage children to express their feelings about an event that happened or a character after reading a story
- Elicit responses from them to create awareness of the importance of personal hygiene, safety, and following of basic rules during play and other learning experiences
- Prompt them to articulate their thoughts and ideas after they have completed simple projects, artworks, an observation / activity

Observe and adapt according to children's needs, for example:

- Adjust and modify language and approach to scaffold children's learning and development
- Add variations where needed to sustain children's interest and participation
- Adjust routines and transitions in response to children's needs

Respond to immediate needs, for example:

- Approach children promptly and calmly to offer comfort, provide reassurance, and help them find a solution or coping strategy
- Monitor their energy level and offer a safe space for them to cuddle, rest, or recharge if they appear to be tired or restless
- Tap on children's preferred resources / toys as options for redirection when needed
- Pause or stop an activity / learning experience and carry it out at a more suitable time if needed

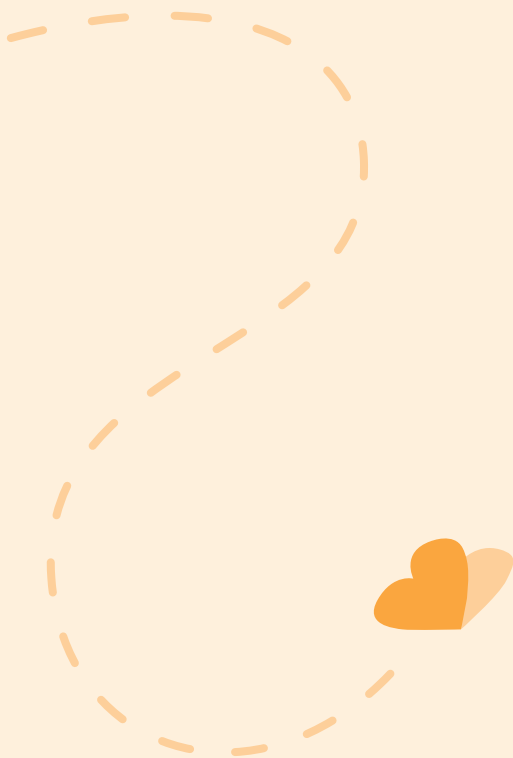
Use teachable moments, for example:

- Turn everyday caregiving and routines into opportunities for learning such as fostering self-help skills during mealtimes and when getting them ready for outdoor walks / play
- Seize day-to-day opportunities to build trust and positive relationships with children by talking about how they feel and what they like

Navigating Through the Examples of Learning Experiences

In this volume, examples of learning experiences have been included to provide ideas and strategies that educators could consider when planning and facilitating learning experiences that build on children's growing interests and competencies in the 4 Areas of Development.

Each learning experience is planned based on the "Identify - Plan and Provide - Evaluate" approach³:



³ Refer to Chapter 1: Educators as Thoughtful Planners of "EYDF EG Volume 2: Role of Educators in the Early Years Settings" for elaboration on this suggested approach of planning meaningful experiences for children.

Suggested age group

Main Area of Development

What the experience aims to achieve

- Where the experience can take place and the resources needed
- What the children will be experiencing
- How to support children's exploration and play

What to look out for in the children during the experience*

* NOTE:

It is important for educators to be attentive to children's growing needs, interests and competencies to effectively plan and provide meaningful experiences.

Building on the observations and evaluation, educators could review how they should tailor future experiences to scaffold and extend the children's learning and development.

What the child may also be learning

How caregiving and routines can be used to promote learning and development



Stroller Nature Walk

Infants, 2 - 10 months

IDENTIFY

DG1.1

Show awareness of and interest in their immediate environment (e.g., objects, people, animals, places, plants)

OBJECTIVE

To provide opportunities for infants to listen, observe, and wonder about things in their immediate environment

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Outdoor experience, on a cloudy day, in a partially shaded area



EXPLORATION AND PLAY

- Park the strollers in a shaded area and adjust the inclination of the stroller seats based on the infants' comfort level, either looking up towards the sky or in a more upright position to observe their immediate environment



INTERACTIONS AND RESPONSES

- **(Powerful Interactions)** Maintain eye contact and be attentive to what the infants are noticing by observing their facial expressions, babbling, and body movements (e.g., what and where they are looking at, what they are pointing to, what sounds they are trying to mimic), and, when appropriate, describe or narrate what they are looking at or what is happening
- Point and describe what they can see (e.g., shapes and colours), hear (e.g., nature sounds), and feel (e.g., wind). For example:

"The sky is blue and the clouds are white."

"I see that the sound of the birds chirping is making you smile!"

"Can you feel the wind blowing on your faces and through your hair? Look at how the wind is blowing the leaves away."

EVALUATE

- How are the infants showing their awareness of the environment?
- How did they show their interest and curiosity in a particular object or sound in the environment?

I CAN ALSO LEARN



— | **DG2.1** |

— | **DG2.1** |

— | **DG4.1** |

VALUES

When my needs are met and I get to play with things that I'm interested in, I know I'm valued and I learn how to **respect** others in the same way.

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

When getting ready to go outdoors, I understand what is happening when my teacher says, "We're getting ready to go outdoors! I'm going to put some sunscreen on your face so we can all be sun-safe."

My sense of wonder and curiosity is aroused when I'm asked questions such as, "What do you think we might see today? Maybe some birds flying in the sky?"

PRINCIPLE 'C'

AREAS OF DEVELOPMENT

CHAPTER 2

Cognitive Development

Cognitive development refers to children's growing ability to understand their environment through developing skills and knowledge.

This development shapes how they process information, influencing the way they:

- Think and feel
- Determine right from wrong
- Make decisions
- Solve problems
- Learn new things

As children grow and develop, they are able to engage in more higher order thinking processes, be involved in more intricate language usage, and practise more complex social skills. This will help them communicate effectively, engage in positive social interactions, and build trusting relationships with others.

Children with strong cognitive abilities are also equipped with skills to regulate their emotions, which is important to their overall mental well-being.



Developmental Goals (DGs)

Educators should encourage children's cognitive development through meaningful experiences to achieve the following Developmental Goals (DGs):

COGNITIVE DEVELOPMENT



DG1: Show curiosity and interest in the environment

DG2: Use perceptual / sensory information to make sense of their environment and guide actions

DG3: Develop awareness of relationships and patterns of change in objects, people, and the environment



COGNITIVE DEVELOPMENT

Developmental Goal 1: Show curiosity and interest in the environment


Children’s innate curiosity about the world around them motivates them to question, explore, and learn. With increased opportunities for them to wonder, observe, and self-discover, they will begin to understand that their actions can influence their environment, forming connections between their actions and outcomes.

Growing interests and competencies	Evidence of Development <i>Children’s learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
1.1 Show awareness of and interest in their immediate environment (e.g., objects, people, animals, places, plants)	<ul style="list-style-type: none"> ● Follow objects with eyes and recognise people from a distance ● Focus their attention on things that interest them ● Point to objects to express curiosity 	<ul style="list-style-type: none"> ● Explore or play with objects and a range of materials that interest them for a sustained period of time ● Use simple words together with non-verbal cues to find out more about objects / places that they are interested in ● Observe and talk about the natural environment (e.g., clouds, wind, trees, sun) ● Ask questions using “why”, “what”, “who”, “where”, etc.
1.2 Aware that their actions can cause things to happen in their environment (cause and effect)	<ul style="list-style-type: none"> ● Shake a toy, listen, then shake it again ● Press a button, see the toy light up, then push the button again ● Drop a ball from cot, see it roll, then drop another ball ● Build / stack blocks and knock them down 	<ul style="list-style-type: none"> ● Manipulate play materials to investigate, take apart, bring together, create, and build (eg., play dough, messy play) ● Screw and unscrew jar lids / open door knobs ● Push toy cars using different levels of strengths to see how far the cars will move
1.3 Develop the ability to recall and anticipate what will happen based on previous experiences	<ul style="list-style-type: none"> ● Look for partially hidden objects ● Enjoy “Peek-a-Boo” games ● Enjoy pop-up books or books with flaps for children to pull or push to show the hidden picture 	<ul style="list-style-type: none"> ● Find objects even when hidden under 2 or 3 covers ● Enjoy hide-and-seek games and treasure hunts ● Recall the location of previously seen items and retrieve them upon request ● Retell familiar stories in their own words

COGNITIVE DEVELOPMENT

Developmental Goal 2: Use perceptual / sensory information to make sense of their environment and guide actions

Children explore and discover through their senses. By exploring their immediate environment through their sense of touch, sight, sound, taste, and smell, they gather essential information to test out their ideas, find out how things work, and solve problems that they encounter during play and exploration.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
<p>2.1 Explore the immediate environment with their senses</p>	<ul style="list-style-type: none"> • Turn head towards direction where sound comes from • Mimic sounds heard in the environment • Imitate the facial expressions and actions of others • Know what familiar objects are used for (e.g., place milk bottle close to mouth) • Pound on objects and malleable materials • Explore objects, including items from the natural environment, using their senses (e.g., look, hit, knock, pull, shake, smell, taste) 	<ul style="list-style-type: none"> • Participate in representational play (i.e., use an object to represent something else) • Engage in pretend play • Manipulate toys / objects with moving parts actively • Adjust body movements to accommodate the environment (e.g., bend down to avoid obstacle, tiptoe to walk quietly, walk slowly when holding a cup of water) • Respond differently to a variety of textures, smells, sounds, and images
<p>2.2 Play to explore, test out ideas, and solve problems</p> 	<ul style="list-style-type: none"> • Use a variety of vocal sounds and gestures to get different responses or attention from educators • Explore fingers, hands, and feet • Play with rattle in different ways to make different sounds • Roll over towards a favourite toy 	<ul style="list-style-type: none"> • Attempt to match identical shapes when playing with a shape sorter • Repeat actions and behaviours to make sense of how things work (e.g., dropping an object from height repeatedly) • Use same object for different purposes and in different situations (e.g., using large foam block for stacking or to sit on) • Use containers and scoops in multiple ways during water and sand play (e.g., pour, dig, fill, sieve) • Complete 3- to 4-piece puzzles • Take apart and assemble objects

COGNITIVE DEVELOPMENT

Developmental Goal 3: Develop awareness of relationships and patterns of change in objects, people, and the environment

As children observe how objects move, notice how people react to each other, and see how the environment changes, they become increasingly aware of the similarities and differences in the people and things around them.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
3.1 Recognise differences and similarities in objects, people, and places in their environment	<ul style="list-style-type: none"> • Show pleasure / dislike and preference for objects based on their properties (e.g., texture, taste, smell) • Show preference for people / places in the environment during play and interactions 	<ul style="list-style-type: none"> • Verbalise pleasure / dislike and preference for objects, places, and people during interactions • Talk about the properties of different objects during play • Organise objects based on colours, sizes, and shapes • Notice some differences and similarities when talking about objects, places, and people (e.g., size, height, gender)
3.2 Recognise basic relationships and simple patterns (e.g., shape, colour, size)	<ul style="list-style-type: none"> • Match their own facial and body movements with their reflections in the mirror • Show awareness of different attributes (e.g., colour, shape, size) • Show awareness of familiar things that match or are associated (e.g., shoes and socks, spoons for scooping) • Anticipate sequence of events (e.g., bath time after feeding) 	<ul style="list-style-type: none"> • Talk about basic shapes, sizes, and colours observed in the environment • Notice patterns and changes in the environment (e.g., floor / wall tiles, day / night, plant growth) • Match and sort objects based on 1 attribute (e.g., shape, colour, size) • Participate actively in number games and songs • Recite 3 to 4 numbers through memory, but may skip some



Stroller Nature Walk

Infants, 2 - 10 months



DG1.1

Show awareness of and interest in their immediate environment (e.g., objects, people, animals, places, plants)

OBJECTIVE

To provide opportunities for infants to listen, observe, and wonder about things in their immediate environment



PHYSICAL ENVIRONMENT

- Outdoor experience, on a cloudy day, in a partially shaded area



EXPLORATION AND PLAY

- Park the strollers in a shaded area and adjust the inclination of the stroller seats based on the infants' comfort level, either looking up towards the sky or in a more upright position to observe their immediate environment



INTERACTIONS AND RESPONSES

- **(Powerful Interactions)** Maintain eye contact and be attentive to what the infants are noticing by observing their facial expressions, babbling, and body movements (e.g., what and where they are looking at, what they are pointing to, what sounds they are trying to mimic), and, when appropriate, describe or narrate what they are looking at or what is happening
- Point and describe what they can see (e.g., shapes and colours), hear (e.g., nature sounds), and feel (e.g., wind). For example:

"The sky is blue and the clouds are white."

"I see that the sound of the birds chirping is making you smile!"

"Can you feel the wind blowing on your faces and through your hair? Look at how the wind is blowing the leaves away."



- How are the infants showing their awareness of the environment?
- How did they show their interest and curiosity in a particular object or sound in the environment?

I CAN ALSO LEARN



DC2.1

DC2.1

DC4.1

VALUES

When my needs are met and I get to play with things that I'm interested in, I know I'm valued and I learn how to **respect** others in the same way.

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

When getting ready to go outdoors, I understand what is happening when my teacher says, "We're getting ready to go outdoors! I'm going to put some sunscreen on your face so we can all be sun-safe."

My sense of wonder and curiosity is aroused when I'm asked questions such as, "What do you think we might see today? Maybe some birds flying in the sky?"

PRINCIPLE 'C'





Outdoor Observation Walk

Toddlers, 30 months – below 4 years

IDENTIFY

DG1.1

Show awareness of and interest in their immediate environment (e.g., objects, people, animals, places, plants)

OBJECTIVE

To provide opportunities for children to ask questions and observe similarities and differences of things in their immediate environment

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Outdoor, followed by indoor experience:
 - A box or big plastic bag to contain objects of children's interest during the outdoor walk
 - Camera to photograph objects in the environment that children talk about during the walk
 - Containers for sorting the objects collected



EXPLORATION AND PLAY

- Organise the children for a walk outdoors to observe natural and man-made objects in the environment
- Make brief stops at safe spots or locations to let them explore and discover in their own ways and at their own pace. Enhance their learning and development by encouraging them to:
 - Use their hands to touch and feel the texture of objects
 - Look for leaves or flowers of a particular colour or shape
 - Compare the colours, shapes, and textures of different objects that they can find or see



INTERACTIONS AND RESPONSES

- **Ask open-ended questions** to arouse the children's curiosity about their immediate environment. For example:

(When they are exploring the objects with their hands) *"What do the leaves or tiles feel like?... Are they smooth or rough?"*

(When they are making comparison) *"How are the table tiles different from or similar to those on the wall?"*

IDENTIFY



INTERACTIONS AND RESPONSES

- After the children have collected the objects, gather them in a circle and prompt them to show and describe the objects to their friends. For example:

(Holding up a leaf)
"What do you see? Yes, I see a dry, brown leaf... It feels rough."

(Holding up two leaves)
"Both leaves are yellow, but one is long while the other is short."

- After returning indoors, display the objects in the box and let the children decide how they want to sort them into different containers
- Show them the photographs taken outdoors and guide them in recalling their experiences and talk about what they have observed during the walk but were too large to place in the box — discuss the similarities and differences between these and the collected objects in the box

EVALUATE

- What types of questions did the children ask about their observations (e.g., why the leaves on the ground were dry, why the tiles felt cold, why the sidewalk felt hard, but the grass felt soft)?
- How did they explain and describe the similarities and differences (e.g., sizes, shapes, textures, and colours) of the various natural and man-made objects found in the environment?

I CAN ALSO LEARN



DG2.1
DG3.1



DG1.2
DG2.1



—



DG3.1
DG4.2

EXECUTIVE FUNCTION

When given opportunities to respond to open-ended questions, I get to tap on my memory to recall previous knowledge and understanding and think critically and creatively in order to investigate further (working memory).

PRINCIPLE 'H'





Down The Ramp It Goes!

Infants, 12 - below 18 months



DG2.1

Explore the immediate environment with their senses

OBJECTIVE

To provide opportunities for infants to explore different ways of playing with objects in the environment



PHYSICAL ENVIRONMENT

- Indoor, play mat / gym area:
 - Toy vehicles and balls of different sizes (ensure that these are safe and suitable for the infants; look for toys with large parts to prevent choking hazards)
 - Simple ramps (must be stable; can also be created using boxes, cardboards, cushions, low-angle slides, or padded mats)



EXPLORATION AND PLAY

- Provide toys / objects for the infants to feel and play with on a flat padded surface
- Lead the infants to the ramp that was set up; place 2 - 3 toys at the top of the ramp and demonstrate rolling them down one at a time (**modelling and demonstrating**)
- Allow time for them to experiment and explore rolling the toys down the ramps to see how fast and how far each goes; take note of their preferred ways of playing (e.g., rolling the toys down or catching them at the bottom of the ramp)
- Play alongside the infants; show how pushing the toy vehicle down the ramp gently can make it move a short distance, while pushing it harder can make it go further; when a toy reaches the bottom of the ramp, offer positive reinforcement (e.g., cheer, clap hands) to encourage them to keep trying on their own
- **(3N)** While the infants are playing, take note of their interests, encourage them to try out new actions, and narrate what they are doing. For example:

(Notice) "The wheels on the bus go round and round... I see that you enjoy singing that as you roll the car on the mat..."

(Nudge) "I wonder what might happen if you roll the car down the ramp... Do you want to try?"

(Narrate) "Ahh, now you are holding onto the cars and slowly pushing them down the ramp. Great control!"

EVALUATE

- How did the children react (e.g., eye movements, facial expressions, gurgles) as the balls / toys roll down the ramp?
- In what ways did they show their curiosity in this experience (e.g., crawled / toddled towards the toys rolling down the ramp and attempted to “catch” them)?
- How did they play with the resources provided (e.g., attempted to imitate the motion of rolling objects, tried to roll objects down the ramp in their own ways)?

I CAN ALSO LEARN



DG2.2



DG1.3



DG3.2



DG1.2
DG1.3

EXECUTIVE FUNCTION

When I observe, compare, and experiment with concrete objects, I learn to adapt my thinking and adjust my behaviour in response to what I discover in the environment (cognitive flexibility).

PRINCIPLE 'H'





Kitchen Dramatic Play

Toddlers, 3 – below 4 years

IDENTIFY

DG2.2

Play to explore, test out ideas, and solve problems

OBJECTIVE

To provide opportunities for children to make decisions and organise their actions to find out how things work in their immediate environment

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Dramatic play corner furnished with:
 - Pretend-play kitchen appliances and furniture such as refrigerator, oven with a stove top, kitchen cabinet etc.
 - An assortment of plastic toy food, several child-size pots and pans, plastic containers, cooking utensils, and crockery sets



EXPLORATION AND PLAY

- Invite the children to take on different roles (e.g., family members at home, chefs or cooks in a restaurant etc.) to pretend to cook, serve food, or help out in the kitchen.



INTERACTIONS AND RESPONSES

- When they encounter challenges during play, ask questions to facilitate critical thinking and problem solving. For example:

"Looks like there's not enough space for all the pots on the stove. How can we rearrange the pots to fit them all on the stove?"

"That pot looks full, it is completely filled with different food. What can we do to make sure the fish and meat in the pot is properly cooked?... Can you think of a different way to cook these...?"





INTERACTIONS AND RESPONSES

- (3N) Notice and describe the children’s actions and nudge them to make decisions and solve problems. For example:

(Notice) *“I see that you are holding one pot in your right hand and a few spoons in the left; let’s count how many spoons you are holding.”*

(Nudge) *“You want to fry eggs for breakfast? How many eggs do you think we can fill in this pan?”*

(Narrate) *“This pot has too much food in it, and we can’t close it now! How many food pieces can we remove so that they will not fall out?”*



- How did the children play with the resources provided? In what ways were they engaged in creative / symbolic play (e.g., picked up different objects and tried using them in different ways, pretended to make a soup with pretend ingredients)?
- In what ways did they engage in trial-and-error exploration (e.g., attempted to fit different pretend ingredients into a bowl or stack objects to make a birthday cake)?
- Did they repeat certain actions / sequences when playing similar scenarios (e.g., put pretend ingredients in the pot, placed the pot on the play stove, turned the knob on the stove, then stirred the ingredients in the pot)?

I CAN ALSO LEARN



DG2.1



DG1.2
DG2.1



DG4.1



DG1.2

EXECUTIVE FUNCTION AND VALUES

When I role-play with my friends, we cooperate and negotiate with each other to solve problems in creative ways and achieve our play goals (**cognitive flexibility**). In doing so, my friends and I also learn to **appreciate** and **respect** one another’s views and perspectives.

PRINCIPLE ‘H’



Let's Touch and Feel!

Infants, 7 - 12 months



DG3.1

Recognise differences and similarities in objects, people, and places in their environment

OBJECTIVE

To provide opportunities for infants to touch, feel, and see objects of different textures and colours



PHYSICAL ENVIRONMENT

- Indoor play area with sensory objects. For example:
 - (For infants who can lie on their tummy) Sensory rings — hula hoops with objects of different textures and colours attached
 - (For those who can sit up on their own) Peek-a-boo sensory board with objects of different textures



EXPLORATION AND PLAY

- Allow time for the infants to maneuver their bodies and limbs to reach out and touch / feel the different textured objects provided
- **Plan according to children's needs**
 - If using the sensory ring, encourage them to use their legs and arms to move around the ring to see and touch the textured objects attached. If they are not able to do so, encourage them to explore by turning the ring around them
 - If using the peek-a-boo sensory board, demonstrate how they can lift the lids to reveal the objects underneath, then invite them to explore on their own



INTERACTIONS AND RESPONSES

- **(3N)** Observe and narrate the infants' actions and reactions to the different textures; describe the textures of the objects that they are touching. For example:

(Notice) "That is a soft, orange scarf."

(Nudge) "Ooh, what's under that lid? It's a sponge! It's soft and rough."

(Narrate) "I see that you enjoy rubbing on the sequin fabric and looking at how the colour changes!"



INTERACTIONS AND RESPONSES

- Offer assistance when required (e.g., if the infants are having difficulties lifting the lid)
- Provide positive reinforcement (e.g., clapping your hands, praising their efforts) when they have successfully lifted the lids



- What facial expressions did the infants show in response to the different textures (e.g., cooing, smiling)?
- How did they physically respond to the different textures (e.g., pulling their hand away, repeatedly patting / rubbing a texture)?

I CAN ALSO LEARN



DG1.1
DG1.2



DG1.3



DG3.1
DG3.2



DG1.3

DISPOSITIONS FOR LEARNING

When I'm encouraged to make repeated attempts to reach out to touch and feel the objects that I see, I learn to **persevere** and work towards my goal without getting easily discouraged.

PRINCIPLE 'H'





Find That Colour!

Toddlers, 18 months – below 4 years

IDENTIFY

DG3.2

Recognise basic relationships and simple patterns (e.g., shape, colour, size)

OBJECTIVE

To provide opportunities for children to identify and organise objects by colours

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Indoor play area with sufficient space for the children to move around, with the following resources:
 - Music player
 - Large building blocks of different colours on a mat
 - Large building blocks of different colours* (approximately 2-3 units of the same-coloured blocks), partially hidden around the play area

* (Plan according to children's needs) Educators may start with 2 or 3 primary colours first (i.e., red, blue, or yellow) depending on the children's ability. More colours can be gradually added when they are ready.



EXPLORATION AND PLAY

- With music playing in the background:
 - Invite the children to play and create with the building blocks, encouraging them to name the different colours of the blocks
 - Prompt and nudge them to get up and move to the rhythm of the music; when the music stops, they will look for the hidden blocks and match those placed on the mat



INTERACTIONS AND RESPONSES

- Select a block of each primary colour and help the children identify them aloud.
- Model and demonstrate how the matching activity will be played:
 1. Move according to the beat of the song (e.g., tiptoe when music is soft and slow, walk quickly when music is loud and fast)
 2. When the music stops, search for a hidden block around the play area
 3. Return to the mat to match the block they have found to the same-coloured block on the mat; allow the children to decide how they wish to match the identical blocks (e.g., fixing them one on top of the other, placing them side by side etc.)

IDENTIFY



INTERACTIONS AND RESPONSES

- Model the language to prompt them to verbally identify and organise the blocks by colours:

"I found a red block and it matches the red block on the mat."

"This block is blue, so I fit it on the other blue block."

"Great job finding the yellow block inside the toy box! Can you put that with the yellow block on the mat?"

EVALUATE

- Were the children able to identify the colours (with or without prompts)?
- Could they match the blocks by colour?
- What did they talk about when they were organising / matching the blocks?

I CAN ALSO LEARN



DG3.1



DG1.3



DG3.2



DG1.2

DISPOSITIONS FOR LEARNING

Looking for objects hidden around the play area was fun, keeping me **engaged** and making me feel more **determined** to complete the tasks.

PRINCIPLE 'H'



AREAS OF DEVELOPMENT

CHAPTER 3

Communication and Language Development

Communication and language development begins with infants listening and responding to voices through gurgles and babbling, progressing to more complex forms of communication during toddlerhood.

Engaging children in spoken language and print, even before they have developed the skills to speak, helps them to recognise voice, mimic sounds, and learn words.

As they thrive with adult attention, educators can promote communication and language development through shared experiences with them. Educators can also model the use of words in a variety of pitches and tones and in different contexts.



Developmental Goals (DGs)

Educators should encourage children's communication and language development in both English and their respective Mother Tongue languages through meaningful experiences to achieve the following Developmental Goals (DGs):

Hello

COMMUNICATION AND LANGUAGE DEVELOPMENT

- DG1:** Listen with understanding and for enjoyment
- DG2:** Use different modes to communicate ideas and/or convey meaning
- DG3:** Enjoy books and pre-reading experiences



COMMUNICATION AND LANGUAGE DEVELOPMENT

Developmental Goal 1: Listen with understanding and for enjoyment

As children play with a range of vocal sounds, imitate what they hear, engage in conversations, and respond to simple verbal directions / requests, they develop the ability to listen attentively. Over time, they gain an awareness that language conveys meaning and can be used to express their needs. Strong communication and language skills help children to communicate clearly, follow instructions effectively, and understand others better.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
1.1 Develop an interest in language experiences (e.g., listening to a variety of stories, rhymes, and songs)	<ul style="list-style-type: none"> • Play with a range of vocal sounds (e.g., coo, gurgle, blow "raspberries", single-syllable sounds) • Smile or signal pleasure (e.g., kick legs, wave arms) when adults speak, sing, or read to them • Play with sounds of different pitches and volumes 	<ul style="list-style-type: none"> • Imitate sounds they hear (e.g., laughing, coughing, clicking) • Move their body in response to action rhymes and songs • Request for their favourite stories, songs, or rhymes • Recite and repeat catchy phrases of songs and rhymes
1.2 Engage in daily back-and-forth communication using non-verbal cues and simple words	<ul style="list-style-type: none"> • Imitate sounds when interacting with educators • Recognise and respond accordingly to different voice intonations (e.g., cooing and smiling when hearing a happy voice, crying when hearing loud sounds) • Make eye contact and wait for their turn to respond • Use sounds or gestures to ask for something, say "no" to something they do not want, insist on something, or greet someone 	<ul style="list-style-type: none"> • Give voices to toys during play • Initiate conversations with educators and/or peers • Show awareness that they need to take turns when talking to educators or peers • Describe what they are doing using 2- to 3-word sentences • Respond to simple questions (e.g., questions beginning with "who", "what" and "where") about familiar stories or events
1.3 Respond to simple verbal directions and requests	<ul style="list-style-type: none"> • Respond to their name by looking, widening their eyes, and/or smiling • Understand names of familiar things and people and respond with simple gestures (e.g., look in the direction where the object is, wave, nod, shake head, point) • Respond to simple requests using gestures and body movements (e.g., wave when asked to bid "goodbye", nod to indicate "yes") 	<ul style="list-style-type: none"> • Respond when called by their name using body language and/or 1- or 2-word acknowledgement • Follow simple directions through actions (e.g., put on shoes, put away the toy) • Follow 2-step verbal instructions (e.g., pick up the toys and put them in the box)

COMMUNICATION AND LANGUAGE DEVELOPMENT

Developmental Goal 2: Use different modes to communicate ideas and/or convey meaning

As children learn to express themselves through non-verbal cues and simple words, they begin to articulate their ideas, needs, and emotions more accurately. With increased verbal interactions and participation in a variety of language experiences, they learn to communicate their ideas and emotions through other modes such as art and music and movement.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
2.1 Make known their ideas and needs through non-verbal and verbal cues / simple words	<ul style="list-style-type: none"> • Coo and babble while playing on their own or with another adult to get attention • Use hand gestures to express needs (e.g., reach hand out to request to be carried) • Point to express preferences during play 	<ul style="list-style-type: none"> • Use sounds and gestures to make known their ideas and needs • Use 1- to 2-word responses to convey meaning (e.g., "no more" to indicate no more water in the cup, "take out" to separate 2 parts of a toy) • Point and use familiar words to make requests (e.g., "more" to request for more of something, "up" to request to be carried) • Name familiar objects and places in their immediate environment • Convey simple messages to their family, educators, and peers using both familiar words and gestures
2.2 Begin to express their ideas, needs, and feelings through simple art forms and music and movement	<ul style="list-style-type: none"> • Use facial expressions and body movements to indicate preference for pictures and/or songs when interacting with educators • Move their body when being sung to (e.g., kick their legs, nod, bounce up and down) 	<ul style="list-style-type: none"> • Move their body in response to music (e.g., clap their hands, stamp their feet) • Sing songs and nursery rhymes, or parts of songs and nursery rhymes to communicate how they feel • Enjoy doodling and scribbling using a range of colours • Use simple words or phrases to talk about their art work

COMMUNICATION AND LANGUAGE DEVELOPMENT

Developmental Goal 3: Enjoy books and pre-reading experiences

Children’s communication skills can be enhanced through story reading and pre-reading experiences. As they observe and interact with printed materials that are of their interests, they develop a greater fascination with words and text. With increased awareness, they begin to make connections between text and their observations or daily experiences. This lays the foundation for the emergence of early comprehension skills.

Growing interests and competencies	Evidence of Development <i>Children’s learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
3.1 Show interest in books and other printed materials (e.g., signs and labels in the environment)	<ul style="list-style-type: none"> • Look at, point to, or reach out for books • Show focused attention when listening to short stories / descriptions of pictures in the book • Enjoy interacting with soft or board books and lift-the-flap or pop-up books 	<ul style="list-style-type: none"> • Look at and point to pictures in books as educator reads or tells the story • Listen attentively when a picture book or story is being read • Request for particular books to be read repeatedly • Recognise some letters in environmental signs, songs, and rhymes
3.2 Develop early comprehension skills	<ul style="list-style-type: none"> • Pause to look at familiar pictures in books • Point to pictures of animals or people in books when being read to • Respond to simple questions about the pictures by babbling and making familiar vocal sounds 	<ul style="list-style-type: none"> • Point to pictures and characters in a story and attempt to identify them • Use pictures to recall sequences in stories • Connect characters to familiar people in their lives (e.g., family members, friends in school) • Respond to simple questions about familiar stories • Provide simple responses when asked “What comes next?”



Hello

Look What I Found!

Infants, 7 – 18 months

IDENTIFY

DG1.1

Develop an interest in language experiences

OBJECTIVE

To provide opportunities for infants to develop curiosity and interest in language during play time

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Place a variety of developmentally appropriate play objects within the infant's reach and cover them with a piece of soft fabric. For example:
 - Shape sorters
 - Textured balls, soft blocks, cloth books, sensory toys
 - Toy trains
 - Infant-safe musical instruments



EXPLORATION AND PLAY

- Pick an object from under the fabric and show it to the infants, saying something like, "Look what I've found. It's a _____ (name of object)!"
- Slowly pull the fabric to reveal the other objects to arouse their curiosity and encourage them to reach for and touch the objects
- Allow the infants to choose, grasp, hold, and explore the objects at their own pace





INTERACTIONS AND RESPONSES

- (Powerful Interactions) Participate in the play initiated by the infants. While they are exploring, acknowledge, prompt, and describe the objects they touch using simple sentences. For example:

"I see that you have picked up a book! It makes a crinkling sound. How does it feel?"

"How does the bubble mat feel? It feels bumpy, doesn't it?"

"This is a fuzzy ball. It's so soft and ticklish."

"The pom poms feel so soft! You are holding on to a yellow one. I've found another yellow one too! Ooo, I love this big blue one as well. Can you touch the blue pom pom too?"

"Look at this shaker. Let's shake it and listen to the sound it makes. Shh, shh, shh"

- Pause between prompts to give the infants sufficient time to think and respond



- Did their facial expressions, vocalisation (e.g., coos, gurgles), or body language show that they were curious, attentive, or interested in the educator's spoken language?
- Were they beginning to babble or mimic the sounds of the words that they hear?

I CAN ALSO LEARN



DG2.1



DG1.2



DG4.1



DG1.2
DG4.1

DISPOSITIONS FOR LEARNING

I **enjoy** making guesses and looking for the hidden objects. When my curiosity is aroused, I'm **motivated** to spend more time exploring and discovering.

PRINCIPLE 'H'

IDENTIFY

DG1.2

Engage in back-and-forth communication using non-verbal cues and simple words

OBJECTIVE

To provide opportunities for children to participate in back-and-forth conversations with others

PLAN AND PROVIDE

**PHYSICAL ENVIRONMENT**

- Indoor or Outdoor water play:
 - Water trough
 - Water play resources including scoops, cups, bottles, pipes, funnels, containers, small pails, and toy sea creatures

**EXPLORATION AND PLAY**

- Allow the children to freely explore with the water play resources

**INTERACTIONS AND RESPONSES**

- Observe the children's play and **ask open-ended questions** to encourage them to express their thoughts or narrate their actions. For example:

"I wonder what the octopus will do if I push it down to the bottom of this water bowl?"

"I see that you have been holding on to the yellow starfish for a while. Where is the starfish going?"

- Facilitate group activities that require the children to communicate with one another to complete a simple task (e.g., working together to fill a container with water)
- Scaffold conversations to promote interactions among themselves. For example:

"I wonder if (name of child) can tell us how to fill this bottle quickly?"

"I notice that water has been spilling out every time we tried to pour the water in. Would (name of child) like to share with us what we can do to make sure all the water flows right into the bottle?"

- At the end of the water play, encourage the children to think about and share with their peers what they did and enjoyed

EVALUATE

- To what extent were the children initiating conversations with their peer(s) and/or educator(s)? How did they verbalise their thoughts, ask questions, narrate or explain their actions?
- Were they able to listen to others and take turns to speak?

I CAN ALSO LEARN



DG2.2



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DG4.1
DG4.2



DG4.2

VALUES AND DISPOSITIONS FOR LEARNING

When encouraged to share our opinions verbally and work towards achieving a common goal, my friends and I learn to **appreciate** one another's ideas and **explore different possibilities** in our play.

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

When my teachers use caregiving moments to engage in back-and-forth conversations with me, it makes learning more authentic and relevant for me.

PRINCIPLE 'C'





Hello

Fun Sing-Along

Infants, 2 - 12 months

IDENTIFY

DG2.2

Begin to express their ideas, needs and feelings through simple art forms and music and movement

OBJECTIVE

To provide opportunities for infants to express their preferences and enjoyment through non-verbal cues (e.g., facial expressions / body language) and a range of vocal sounds

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Indoor, cosy corner with a soft mat, puppets, and a collection of songs and rhymes with repetitive lyrics and melodies. For example:
 - Old MacDonald Had a Farm
 - Baa, Baa, Black Sheep
 - Five Little Ducks



EXPLORATION AND PLAY

- Sit on the mat with the infants and sing the songs and rhymes to reinforce familiar sounds and motivate their responses
- Use the puppets and body movements to arouse their curiosity and sustain their interests



INTERACTIONS AND RESPONSES

- Sing the songs, allowing time for the infants to respond (e.g., coos, babbles, smiles)
- **(Powerful Interactions)** Observe their body language and respond to their interest accordingly. For example, when they kick their legs or wave their hands, acknowledge their excitement by saying:

*"I see that you are excited to hear the ducks!
Five little ducks go, quack, quack, quack."*





INTERACTIONS AND RESPONSES

- For infants who know the songs and rhymes well and can respond verbally, create short pauses in place of certain words to encourage them to fill in these gaps with their own sounds or words. Complete the phrase afterwards to acknowledge their contributions and maintain the flow of the song or rhyme.

*"And on that farm, he had a cow... With a ... *pause for infants' response before continuing*... moo moo here..."*

- Prompt infants' responses by asking questions, for example:

*"Which sound do you like?
Can you make that sound?"*

*"What did the ducks say?
Let's make the sound together."*



- How did the infants respond to the educator's actions, words, and/or singing (e.g., gurgled when the educator was speaking or singing, attempted to babble or mimic the sounds that the educator made)?
- To what extent were they able to engage in shared attention with the educator (e.g., made eye contact with the educator, pointed at objects or used gestures to draw the educator's attention to something they like, imitated the educator's facial expressions or actions)?

I CAN ALSO LEARN



DG1.1



DG1.2



DG3.1



DG1.1

EXECUTIVE FUNCTION AND DISPOSITIONS FOR LEARNING

When I have to recall the lyrics to fill in missing parts of rhymes and songs with my own sounds or babbles (**working memory**), it encourages me to stay focused and **engaged** for a longer period of time.

PRINCIPLE 'H'

IDENTIFY

DG2.2

Begin to express their ideas, needs, and feelings through simple art forms and music and movement

OBJECTIVE

To provide opportunities for children to share and communicate their ideas while working together

PLAN AND PROVIDE

**PHYSICAL ENVIRONMENT**

- Outdoor area that is safe for children to explore freely
- Vertical surface to set up contact paper (e.g., along a fence, low wall, between two pieces of furniture) at children's eye level and within their reach

**EXPLORATION AND PLAY**

- Take the children on an outdoor walk to observe various types of leaves and twigs on the trees and on the ground
- Talk about what they have found and invite them to create a class tree on the contact paper using the leaves and twigs; guide them to think about how they can arrange the leaves and twigs on the contact paper
- Display the completed collage in the classroom for them to admire, reflect, and talk about their contributions to the art piece

**INTERACTIONS AND RESPONSES**

- **(3N)** Model descriptive language when talking with children about their outdoor observations. For example:

(Notice) "It looks like Hannah found a *bright green* leaf."

(Nudge) "I wonder where that *yellow* leaf came from."

"Ellen, can you show me one thing that you found under the tree?"

"Tell me more..."

(Narrate) "Luka found another leaf. This leaf is *brown* and has *pointy edges*. It looks *different* from Hannah's leaf."

PLAN AND PROVIDE



INTERACTIONS AND RESPONSES

- Keep an open mind and allow children to express their own ideas when guiding them to create the art piece. For example:

"Wow! That's a long blade of grass. Where on the contact paper would you like to put it?"

"It looks lovely beside the little yellow leaf."

"Oh, I hear John saying he would like to make a treehouse. Shall we ask our friends what they think?"

"Jane and Zach are putting many twigs here. It looks like the trunk is going to be thick and fat."

EVALUATE

- How did the children describe the objects that they found in the natural environment (e.g., using simple words and/or phrases)?
- How were they using the descriptive words that you have modelled to talk about their observations and ideas?
- To what extent was each child attempting to use sentences to talk about their ideas when creating the art piece?

I CAN ALSO LEARN



DG2.1
DG3.1



DG2.1



DG4.2



DG3.3

DISPOSITIONS FOR LEARNING

When I learn to work collaboratively with my friends, I begin to understand that it is important to listen, **appreciate**, and **respect others' ideas and views**.

PRINCIPLE 'H'





Hello

Pictures and Sounds

Infants, 2 – below 18 months

IDENTIFY

DG3.1

Show interest in books and other printed materials

OBJECTIVE

To provide opportunities for infants to listen to words and associate pictures with sounds / spoken words

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Indoor, in a cosy corner, with a basket of books including board books, soft books, and sensory books*

* As infants tend to mouth objects as part of exploration, educators should select books that can be easily cleaned or washed



EXPLORATION AND PLAY

- Introduce the books to the infants and let them interact with the books in their own ways (e.g., open and close the book, flip the pages, point to the pictures etc.)
- Read a book that is of their interest (e.g., what they reach out for, look at the most)
- Share their gaze by going down to their eye levels or sitting them on your lap (if they can sit up on their own)
- Model and encourage them to touch the pictures and attempt to turn the pages of the book





INTERACTIONS AND RESPONSES

- (3S) Follow the infants' gaze and hand movements and model the verbal language. For example:
 - (See) Point at the pictures that caught the infants' interest and name them:

"This is a sheep." "I see a green sheep."

- (Show) Prompt them to respond using gurgles or other vocal sounds:

"I hear the sheep making this sound — baaaaa, baaaa." "I see a bear looking at me! Grrrrrrr."

- (Show) Invite them to respond to show their understanding:

"Show me where the sheep is." "Can you tickle the sheep?"

- (Say)* When the infants are familiar with the books and have learned to articulate the sounds more accurately, ask simple questions and encourage them to respond using words

* For infants who are able to respond verbally



- How did the infants respond to the pictures they saw and the words they heard?
 - Did they show excitement (e.g., smiling, babbling, kicking) or make eye contact with the educator?
 - What facial expressions did they display (e.g., smiling, frowning)?
- To what extent were they involved in the exploration and play (e.g., point at or reach for the picture being mentioned, attempt to mimic sounds or words they hear)?

I CAN ALSO LEARN



DG1.1



DG3.2



—



DG4.1

EXECUTIVE FUNCTION

When educators apply the 3S strategy while reading with me, it helps me learn to focus on the object(s) being shown, listen to the description, then remember the object and associated descriptions (working memory).

PRINCIPLE 'H'

IDENTIFY

DG3.2

Develop early comprehension skills

OBJECTIVE

To provide opportunities for children to recall and retell a familiar story in their own words

PLAN AND PROVIDE

**PHYSICAL ENVIRONMENT**

- Indoor reading area, a picture book familiar to the children and cut-outs of pictures from different parts of the story

**EXPLORATION AND PLAY**

- Tell the story using the picture book
- Distribute the cut-outs to the children; ask questions and encourage them to recall and talk about the pictures among themselves
- Retell the story with the help of the children and have them arrange the cut-outs in the order / sequence of the story

**INTERACTIONS AND RESPONSES**

- Describe (modulating the pitch, volume, and tone of the voice) and ask questions about the pictures on the different pages of the book to arouse the children's interest. For example:

"I see a yellow dog on the book cover. I wonder what its name might be?"

"Hmm... what happens next?"

*"Is he... *pause*... under the stairs?"*

- Using the picture cut-outs as prompts, encourage the children to recall and take turns to talk about the characters and events in the story. For example:

"Anna has a picture that looks just like this. What happens here?"

"I wonder who is holding a picture of what comes next, could it be... Alex? Or maybe Molly? What do you think?"



INTERACTIONS AND RESPONSES

- Create opportunities for the children's involvement by pausing and allowing them to complete sentences using simple words or sounds. For example:

"There's (name of character in the story)! He's under the _____
pause to allow the children to finish the sentence"



- Were the children able to respond to questions appropriately or meaningfully?
- What were the words / sentences that they used to describe the character or event in the story?
- To what extent could they accurately recall the sequence of events in the story?

I CAN ALSO LEARN



DG1.3



DG3.1



—



DG3.3
DG4.2

EXECUTIVE FUNCTION

When I try to answer open-ended questions such as, "What happens next?" after listening to a story, I need to recall the sequence of events in the story before I can answer them (**working memory**).

PRINCIPLE 'H'



AREAS OF DEVELOPMENT

CHAPTER 4

Physical Development

During the early years of life, infants and toddlers undergo significant physical changes.

Their growth is rapid and encompasses aspects of physical development such as gross motor skills, fine motor skills, and overall physical health. They also experience significant sensory development, including improvement in vision, hearing, taste, smell, and touch. These changes enable them to explore their environment, interact with people and objects, and progress in their growth and learning.

The physical development of infants and toddlers can be supported through thoughtfully designed environments, intentionally planned experiences, and carefully selected resources.



Developmental Goals (DGs)

Educators should encourage children's physical development through meaningful experiences to achieve the following Developmental Goals (DGs):

PHYSICAL DEVELOPMENT



- DG1:** Develop basic healthy habits and an awareness of personal safety
- DG2:** Enjoy and participate in a variety of physical activities
- DG3:** Gain increasing coordination and strength in gross motor skills; develop balance and stability
- DG4:** Gain increasing control and coordination when performing a variety of fine motor activities



PHYSICAL DEVELOPMENT

Developmental Goal 1: Develop basic healthy habits and an awareness of personal safety

Children gain a sense of independence in caring for themselves when they are aware of basic healthy habits and personal safety. Learning the importance of personal hygiene also helps them understand how these practices contribute to their overall well-being and empowers them to make informed choices in their daily lives.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
<p>1.1 Gain a sense of independence in caring for self</p>	<ul style="list-style-type: none"> ● Hold milk bottle with hands (not necessarily with the thumbs) ● Recognise and signal their bodily needs (e.g., thirst, hunger, rest, comfort) using non-verbal cues ● Develop a healthy pattern for eating, activity, rest, and sleep 	<p>Practise emerging self-help skills such as:</p> <ul style="list-style-type: none"> ● Use fingers to feed themselves ● Use forks or spoons to feed themselves ● Drink through a straw or from a cup ● Imitate and practise removing and putting on socks, shoes, shorts, etc.
<p>1.2 Show an awareness of the importance of healthy habits and personal hygiene and safety</p>	<p><i>Note for educators:</i> <i>It is the educator who is performing the care while the infant is taking part in the process. The main areas of hygiene and self-care for an infant are sleeping, eating, drinking, dressing, and bathing. To develop awareness in the infants, educators can model, describe, and explain to the infants while performing these caregiving routines.</i></p>	<ul style="list-style-type: none"> ● Put their playthings away after play ● Attempt to keep their immediate environment clean (e.g., place unwanted materials in bin, return resources after use) ● Practise healthy hygiene habits (e.g., wash hands after toileting and before eating, dry hands after washing, wipe mouth after eating, comb their hair, place used tissue in bin) ● Show awareness of the need to make healthy food choices ● Manoeuvre around obstacles in the environment to keep themselves safe ● Follow basic safety rules and/or instructions during play, both indoors and outdoors, to keep themselves and others safe ● Make known and/or request for help when they feel hurt or unsafe

PHYSICAL DEVELOPMENT

Developmental Goal 2: Enjoy and participate in a variety of physical activities

Children experience joy when they participate actively in both indoor and outdoor physical activities. This enjoyment motivates deeper participation in diverse movement activities and help them develop body awareness, coordination, and physical strength.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
2.1 Show interest in a variety of indoor and outdoor sensorimotor and movement activities (e.g., sensory play, outdoor play, push and pull)	<ul style="list-style-type: none"> • Focus their eyes and track movement of colours, lights, and moving objects • Attempt to climb on play equipment (e.g., pull to stand on play equipment) • Sway, bounce, move hands, or nod head in response to music 	<ul style="list-style-type: none"> • Participate actively in outdoor learning experiences, sensory play, art, and music and movement activities • Wheel, push, pull, or ride on large toy / play equipment • Enjoy a variety of ball games which involve rolling, bouncing, throwing, catching, or kicking a ball

PHYSICAL DEVELOPMENT

Developmental Goal 3: Gain increasing coordination and strength in gross motor skills; develop balance and stability

Sensory play and activities that promote body awareness support the development of movement, coordination, and balance. Engaging in locomotor movements (running, jumping, etc.) and non-locomotor actions (bending, stretching, etc.) strengthen children’s physical skills and foster a keen sense of spatial awareness. This awareness enables them to navigate their environment more confidently and safely.

Growing interests and competencies	Evidence of Development <i>Children’s learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
<p>3.1 Develop body awareness and skills (include both locomotor and non-locomotor skills) through sensory play and movement activities</p>	<ul style="list-style-type: none"> Respond and move to different types of stimuli (visual, tactile, auditory, body position, smell) in the environment Move and explore the physical space by attempting to: <ul style="list-style-type: none"> Lift head Move head side to side Roll over Reach out for objects Wave arms Kick legs in the air Sit up Push body forward Crawl Rock, sway, or swing arms during motor play and music and movement 	<ul style="list-style-type: none"> Perform a range of locomotor skills with little support from educator (e.g., walk, climb on play equipment, run, jump) Perform a range of non-locomotor skills with little support from educator (e.g., balance, bend, stretch, throw, catch, kick, roll a ball) Maintain control while moving and stop without losing balance
<p>3.2 Develop awareness of space (aware of the space around them and the relationship between their body and objects in the environment)</p>	<ul style="list-style-type: none"> Adjust body to grasp an object Crawl to reach an object Crawl around objects to prevent self from getting hurt 	<ul style="list-style-type: none"> Throw and catch a ball or soft object (e.g., soft toy, scarf) with some degree of accuracy Follow instructions to move in different directions or at different levels during play and music and movement time Walk along a non-linear pathway, line, or balance beam with little / without support Jump from a low platform and maintain balance Navigate through space using different strengths (heavy or light movements) or speed (fast or slow)

PHYSICAL DEVELOPMENT

Developmental Goal 4: Gain increasing control and coordination when performing a variety of fine motor activities

As children become more skilled at manipulating objects, they become more proficient in performing tasks such as picking up small objects, using tools like scissors and crayons, or assembling puzzles. This growing ability also enhances their eye-hand coordination and boost their confidence in managing everyday tasks to care for themselves.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
4.1 Manipulate objects with increasing degree of control	Use hands and fingers to: <ul style="list-style-type: none"> ● Grasp objects ● Hold and play with hand-held toys of different sizes and shapes ● Push and pinch small objects ● Explore toys of different textures 	Use hands and fingers to: <ul style="list-style-type: none"> ● Pick up food or objects ● Paint and/or print ● Hold a crayon to scribble / draw ● Fasten / unfasten buttons or pull zippers ● Screw and turn bottle lids ● Squeeze and roll playdough ● Put together and/or pull apart interlocking blocks and manipulatives ● Stack blocks
4.2 Develop eye-hand coordination	<ul style="list-style-type: none"> ● Stretch to grasp objects within their reach ● Move things from one hand to the other ● Display pincer grasp when picking up smaller objects 	<ul style="list-style-type: none"> ● Roll a ball to knock down objects with some degree of accuracy ● Throw and catch soft objects ● Pick up blocks to stack ● Hold a spoon to feed themselves ● Hold an implement to scribble or draw ● Complete simple jigsaw puzzles ● Fit things together and take them apart







Wishy Washy Hands!

Infants, 10 months and above

IDENTIFY

DG1.2

Show an awareness of the importance of healthy habits and personal hygiene and safety

OBJECTIVE

To provide opportunities for infants to develop their awareness of the importance of handwashing to maintain personal hygiene

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Hand washing area with the following resources:
 - Picture chart illustrating basic steps for handwashing <https://www.healthhub.sg/programmes/hygiene>
 - Liquid soap and paper towels
 - Stepping Stool (if necessary)



EXPLORATION AND PLAY

- Provide the opportunity for children to take turns exploring the routine independently
- This routine should be carried out consistently before eating, after diapering and toileting or participating in messy activities.



INTERACTIONS AND RESPONSES

- Talk about the importance of handwashing to get rid of germs, which can cause adults and children to fall sick
- Draw their attention to the picture chart and use a simple tune to sing and demonstrate the steps of handwashing (**modelling and demonstrating**) and reinforce the routine in a fun and engaging manner, for example:

THIS IS THE WAY WE WASH OUR HANDS

(Sung to the tune of "Here We Go Round the Mulberry Bush")

"This is the way we wash our hands, rub our hands, scrub our hands."

"This is the way we wash our hands, to keep them nice and clean."



INTERACTIONS AND RESPONSES

- As they participate in the routine, describe the process and provide verbal prompts. For example:

"Remember to turn off the tap before you take the soap."

"Scrub those hands nice and clean."

"Don't forget to clean between your fingers."

- Affirm their efforts by offering words of encouragement:

"I like the way you are scrubbing between your fingers!"

"Well done! Your hands are all clean now, say goodbye to those nasty germs!"



- How did the children communicate with one another and/or with educators to demonstrate their awareness of personal hygiene practices?
- Following this activity, how often do they initiate handwashing after engaging in messy play or after meals?

I CAN ALSO LEARN



DG2.2



DG1.3



DG1.1



DG5.2

VALUES

When I wash my hands regularly and take care of my personal health and hygiene, I'm learning to be **responsible** and prevent spreading of germs to my family and friends.

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

By washing my hands consistently, it is becoming a natural part of my daily routine, boosting my confidence in taking care of myself.

PRINCIPLE 'C'



Let's Put On Our Shoes!

Toddlers, 18 months – below 4 years

IDENTIFY

DG1.1

Gain a sense of independence in caring for self

OBJECTIVE

To provide opportunities for children to strengthen their fine motor skills and develop greater independence in self-help skills

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Set up a shoe shop in the classroom with the following resources:
 - Toddler-friendly shoes such as slip-on shoes, shoes with velcro straps (ensure that the shoes are clean and safe for the children to explore)
 - Chairs or soft mats for the children to sit and practise putting on the shoes
 - A pair of adult-sized shoes (for educator's demonstration)
 - Props such as cash registers, play money, shopping bags



EXPLORATION AND PLAY

- Introduce the shoe shop to the children and encourage them to try on the different types of shoes
- Have children volunteer and take turns playing different roles in the shop, such as owner, cashier and customer.



INTERACTIONS AND RESPONSES

- Invite children to sit on the chair or mat to try on different shoes, guiding their exploration by:
 - Discussing various shoes types and their features (e.g., straps, slip-ons)
 - Encouraging them to make comparisons with their own shoes through thoughtful questions





INTERACTIONS AND RESPONSES

- (3N) As children discover different ways to put on their shoes, acknowledge their efforts and describe what they are doing.

(Notice) *"I can see that you are trying to place your foot into the shoe."*

(Nudge) *"Can you show me how you slide your toes in?"*
"Can you try pressing your heel down, like this?"
 (while demonstrating how you put on the adult-sized shoes)
"Let's try to fasten the straps securely. How about pulling the velcro straps across and press them together?"

(Narrate) *"I see that you have fastened the Velcro straps and secured your shoes tightly around your feet."*



- Did the children attempt the task willingly and independently with some degree of dexterity?
- How much support / assistance did they require when putting on their shoes?
- How did they respond when they encountered challenges?

I CAN ALSO LEARN



DG3.1



DG1.3



DG4.2



DG5.2

EXECUTIVE FUNCTION

When I'm given opportunities to be independent and perform self-help tasks with confidence, I learn to figure out different ways to solve problems (**cognitive flexibility**) and develop the ability to regulate my actions and emotions (**inhibitory control**).

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

Practising self-help skills such as taking off / putting on my shoes or feeding myself during mealtimes not only help strengthen my fine motor skills, but also foster a sense of independence in caring for myself.

PRINCIPLE 'C'



Let's Practise Grasping!

Infants, 2 – 6 months

IDENTIFY

DG2.1

Show interest in a variety of indoor and outdoor sensorimotor and movement activities (e.g., sensory play, outdoor play, push and pull)

OBJECTIVE

To provide opportunities for infants to explore their sensorimotor skills through reaching, grasping, and squeezing a variety of objects

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Indoor or outdoor area with a mat or blanket for infants to lie on their backs
- Objects of varying shapes, sizes, and textures that are developmentally appropriate and free from choking hazards (e.g., foam or wooden blocks, pieces of fabrics)



EXPLORATION AND PLAY

- Engage with infants: move objects slowly across their hands, allowing them to feel different textures and encouraging natural grasping
- Softly brush objects against their palms to activate their grasping reflex
- When they hold an object, create gentle resistance to help them develop grip strength



INTERACTIONS AND RESPONSES

- Observe the infants' reactions and responses and narrate what is happening during the experience. For example:

"The fabric is gliding over your hands. I see you feeling its texture."

"Your fingers are exploring the block. Look how you're gripping it!"

"You're holding it so carefully!"

- Pause between questions to allow time for them to respond

EVALUATE

- How were the infants grasping and manipulating the different textured objects (e.g., were they reacting spontaneously, or attempting to do so by extending, reaching out, or moving their bodies)?
- Were they able to tighten their grip when gentle resistance was applied?
- What were some difficulties they encounter during their exploration?

I CAN ALSO LEARN



DG2.2



DG1.2



DG4.1



DG5.1

EXECUTIVE FUNCTION

I learn to adjust my grip when I explore different objects. I use a firm hold for hard objects and a gentler grasp for soft ones, helping me understand how to handle various shapes, sizes, and textures (cognitive flexibility).

PRINCIPLE 'H'





I'm Going On A Treasure Hunt!

Toddlers, 18 months – below 4 years

IDENTIFY

DG2.1

Show interest in a variety of indoor and outdoor sensorimotor and movement activities (e.g., sensory play, outdoor play, push and pull)

OBJECTIVE

To provide opportunities for children to actively explore different materials and objects in the outdoors

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Outdoor area that is free from hazards such as potholes, broken tiles, slippery surfaces
- 1 transparent plastic container with a wide opening for each child (container lids to be kept with the educator until the child is done putting the objects into the container)



EXPLORATION AND PLAY

- Provide a container for each child to collect "treasure" finds from outdoors
- Lead the children on a "treasure hunt" for natural objects using the following rhyme:

OUTDOOR HUNT

"I'm going on a treasure hunt, I'm going to find a huge one!"

"Here I come!"

"My feet are stomping..." (Stomp feet)

"My eyes are spying..." (Raise one hand above the eyebrow and look down to the ground)

"Stop! What's that?" (Point to the object)

"A tiny twig!"* (Pick up object and drop into the container)

* Substitute with names of other found objects

- March with the children while repeating the rhyme. At the word "stop", pause and allow them time to look around, explore, and pick up objects such as leaves, twigs, and stones that can fit into their containers
- At the end of the activity, provide the lids for them to cover their containers, assisting them to tighten, if necessary
- Invite them to shake their containers and talk about the sounds they hear
- Recite the rhyme as they shake their containers and head back indoors



INTERACTIONS AND RESPONSES

- While the children are looking around for the objects, guide them to problem-solve. For example:

"How do you think we could pick up this stone? Look how big it is!"

"How can you fit this twig into your container?"

"Can you show me how you turn and tighten the lid on the container?"

- At the end of the experience, facilitate a discussion and have the children talk about what they have collected and how they are going to use the container of objects



- How well did the children use the pincer grip to pick up different objects of varying sizes?
- Were they able to secure the lid?
- Could they hold their container firmly and shake it steadily when walking back to the centre?

I CAN ALSO LEARN



DG2.1



**DG1.3
DG2.1**



DG4.1



**DG1.2
DG1.3**

DISPOSITIONS FOR LEARNING

Outdoor exploration **stimulates my curiosity** and leads me to learn and discover more. When I spend time looking for objects that fit into my container, I learn to be **patient** and **persist** through trial and error.

PRINCIPLE 'H'





Reach and Discover!

Infants, 2 – 6 months

IDENTIFY

DG3.1

Develop body awareness and skills (include both locomotor and non-locomotor skills) through sensory play and movement activities

OBJECTIVE

To provide opportunities for infants to move their bodies and reach out to grasp objects

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Indoor area with well-padded floor that is safe for the infants to move around
 - Prepare the mobile using light weight objects (e.g., soft toys, balls, child-safe shiny objects) securely attached to wool, yarn, or ribbons
 - Check attached objects before offering it to the infants to ensure they are safe for their exploration and play



EXPLORATION AND PLAY

- Place infants gently on their backs and position the mobile where it is clearly visible to them
- Create gentle movements with the mobile, twisting and swaying it slowly to help infants practise tracking objects with their eyes
- Position the mobile where infants can reach it, allowing them to freely explore the objects in their own time and way





INTERACTIONS AND RESPONSES

- Change the mobile's position gradually, varying both its direction and distance, to encourage infants to adjust their posture and move their bodies to maintain visual contact
- Talk with infants as they interact with the mobile, describing their movements as they grasp, pull, or stretch to reach it:

*"You're reaching for the red ball!
It's spinning when you touch it."*

*"Round and round it goes.
You're watching it so carefully!"*

"You're rolling over to see it! There it is..."

- Observe their cues and responses and provide assistance when necessary (e.g., gently helping to turn the infants on their backs when they show signs of discomfort)



- What were some challenges the infants encountered when attempting to reach out and touch the mobile?
- Did they attempt to turn to the side and roll over with or without support?

I CAN ALSO LEARN



DG1.1
DG2.1



DG1.2



DG3.2



DG5.1

EXECUTIVE FUNCTION

Watching moving objects helps me learn to move my body in different ways as I try to keep them in sight (**cognitive flexibility**).

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

I develop body awareness and strengthen my muscles when I'm encouraged to participate actively in daily routines. For example, when I lift my legs or turn to the side during diaper changing and scoop food from my bowl at mealtimes.

PRINCIPLE 'C'



Obstacle Course

Toddlers, 3 – below 4 y ears

IDENTIFY

DG3.2

Develop awareness of space (aware of the space around them and the relationship between their body and objects in the environment)

OBJECTIVE

To provide opportunities for children to perform a range of locomotor skills and maintain balance

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Spacious and safe indoor / outdoor area to set up the obstacle course, consisting of the following stations:
 - “Creepy Crawly Tunnel” station for children to crawl through
 - “Cross the river” station consisting of 2 – 5 balance beams (depending on the amount of space available) of differing heights for children to balance and walk along; chairs may be placed along the beams to encourage the children to balance without adults’ support
 - “Fruit picking” station made up of lightweight plastic balls / balloons (i.e., pretend fruits) attached on a long sticky tape slightly above the children’s eye level for them to reach up, pluck and place them in a basket



EXPLORATION AND PLAY

- Talk about fruit-picking and invite the children to imagine that they are going on a fruit-picking adventure and will need to make their way through the “forest” to get to the fruits
- Introduce and demonstrate how they could get through each station of the obstacle course
- Set aside time for them to explore and move through the obstacles
- Invite them to try out the obstacle course independently or with minimal support



INTERACTIONS AND RESPONSES

- Describe the children’s movements as they make their way through the obstacle course; offering guidance and prompts when needed. For example:

“Let’s crawl through this tunnel like a sneaky little mouse. Can you show me how quietly you can crawl through it?”

“Now, let’s walk carefully across the river. Can you stretch out your arms like an aeroplane and take one step forward?”

PLAN AND PROVIDE



INTERACTIONS AND RESPONSES

- Affirm their efforts and encourage them to persevere:

"Well done for balancing so steadily while crossing the river!"

"Yay, you have made it to the fruit tree! Let's stretch our arms up high and reach for the fruits."

EVALUATE

- Were the children able to navigate through the tunnel easily while moving on their hands and feet?
- Were they able to maintain balance and control as they moved across the beam? How often did they require support / assistance to maintain their balance?
- How did the children attempt to reach the "fruits" (e.g., did they jump up to grab the "fruits" or stretch their hands while tiptoeing)?

I CAN ALSO LEARN



DG2.2



DG1.3



DG4.1



**DG1.3
DG5.1**

EXECUTIVE FUNCTION AND VALUES

When trying to work through the challenges in the obstacle course, I need to apply my prior knowledge and experiences (**working memory**). I also learn to show **responsibility** and **care** for the safety of myself and others around me.

PRINCIPLE 'H'





Pour It In!

Infants, 12 - 18 months



DG4.1

Manipulate objects with increasing degree of control

OBJECTIVE

To provide opportunities for infants to gain better control of their fine motor skills to manipulate a variety of objects



PHYSICAL ENVIRONMENT

- Safe indoor or outdoor water play area (i.e., non-slippery surfaces, near water source), with the following resources:
 - Water trough
 - Containers (i.e., plastic cups, cylinders), scoops and colanders of varied sizes and shapes
 - Infant-safe liquid soap to create bubbles in the water



EXPLORATION AND PLAY

- Allow ample time for the infants to play and explore with the water and resources provided
- Join in the exploration and demonstrate how to scoop up the water / soap suds and empty the contents into another container by pouring them out from different heights or at different speed
- Repeat the scooping and pouring sequence using different containers and scoops or colanders for them to observe and attempt on their own



INTERACTIONS AND RESPONSES

- Invite the infants to participate in the activity and narrate their actions. For example:

"Can you scoop up some water with the cup?"

"Hold it tightly in your hand, now let's pour the water into the cup."

"Let's try again with two cups! Let's pick them up with both hands."

"Scoop up the water and pour it back in! Splash!"

EVALUATE

- How did the infants hold and manipulate the objects?
- How were they controlling the objects and resources provided (e.g., scooping and pouring water using different containers, using one or both hands)?
- How well were they able to scoop and pour the water from one container to another?

I CAN ALSO LEARN



DG1.1
DG1.2



DG1.3



DG4.2



DG1.2
DG3.1

EXECUTIVE FUNCTION AND VALUES

When I have opportunities to observe how tasks can be completed in multiple ways, I begin to understand how things work in the environment and learn to adapt to new situations or ways of getting things done ([cognitive flexibility](#)).

PRINCIPLE 'H'





Stack Them Up!

Toddlers, 18 months – 3 years

IDENTIFY

DG4.2

Develop eye-hand coordination

OBJECTIVE

To provide opportunities for children to strengthen their fine motor skills and improve their eye-hand coordination

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Indoor or outdoor play area with soft surface and child-safe resources such as assorted building blocks of different shapes, sizes, and colours



EXPLORATION AND PLAY

- Encourage the children to decide how they wish to play with the blocks
- Allow ample time for free exploration and play



INTERACTIONS AND RESPONSES

- When appropriate, join in their play by using “I Do - We Do - You Do” strategy to scaffold their explorations. For example:
 - **(I Do)** Demonstrate how to pick up and stack the blocks to create a tall structure
 - **(We Do)** Invite children to join in the play by picking up more blocks and stacking them to create different types of structures such as a tower, house, bridge
 - **(You Do)** Prompt and encourage them to experiment and build their own structures



INTERACTIONS AND RESPONSES

- Ask open-ended questions to stimulate their thinking and encourage them to try again if the blocks fall. For example:

"Can you show me how you stack the blocks to make a tall tower?"

"I wonder how high you can stack these blocks?"

"How can we balance these blocks on top of one another without them falling over?"

"Crash! Ah, that was fun! Let's start over and try make our tower more stable."



- How did the children build and balance their structures? For example, how many blocks could they stack before the tower fell?
- How did they handle blocks of different sizes and shapes? What difficulties did they face while building?

I CAN ALSO LEARN



DG1.1
DG1.2



DG1.3



DG4.1



DG1.2
DG3.1

EXECUTIVE FUNCTION AND VALUES

When I am exploring with the blocks to build different types of structures, I learn to adapt my creations based on the blocks I have (**cognitive flexibility**), learn to manage my frustration when my creations do not turn out as expected (**inhibitory control**) and **persevere** through my challenges.

PRINCIPLE 'H'

AREAS OF DEVELOPMENT

CHAPTER 5

A decorative graphic on the right side of the page. It features several overlapping circles in shades of light orange and white. A prominent white circle with a dashed orange border is positioned in the upper right. Below it, another white circle with a dashed orange border is partially visible. The background is a solid light orange color.

Social and Emotional Development

The social and emotional development of children involves changes in both their self and social awareness.

In infancy, children communicate their needs and wants through gestures and body language. As they progress into toddlerhood, they gain self-awareness, learning to express themselves and manage their emotions more appropriately.

They are also better able at recognising others' feelings, participating in group activities, and following simple social rules with occasional support from educators.



Developmental Goals (DGs)

Educators should encourage children's social and emotional development through meaningful experiences to achieve the following Developmental Goals (DGs):

SOCIAL AND EMOTIONAL DEVELOPMENT



- DG1:** Develop self-awareness
- DG2:** Develop an awareness of own emotions and the need for self-management
- DG3:** Develop basic social awareness
- DG4:** Build relationships with family, friends, and significant adults
- DG5:** Become more aware of how their actions and decisions affect themselves and others



SOCIAL AND EMOTIONAL DEVELOPMENT

Developmental Goal 1: Develop self-awareness

As children develop, they begin to recognise their personal identity, including their own abilities and preferences. This growing awareness helps them to understand what they can do and promotes their confidence in exploring their environment. Over time, they gain a better sense of autonomy and gradually learn to make independent choices.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
1.1 Show awareness of personal identity (own abilities and personal qualities)	<ul style="list-style-type: none"> • Play with their own hands and feet (e.g., touching, moving, and looking at them) • Smile, make sounds, and/or move their limbs in excitement when they see their reflection in the mirror during tummy time • Touch facial features and some parts of the body when looking at self in the mirror • Respond when called by their name • Make a variety of sounds when playing with educator (vocalisation) 	<ul style="list-style-type: none"> • Identify their facial features and limbs during mirror play • Communicate what they can do with different parts of their body • Recognise that they are unique (e.g., their name, family, how they are the same or different from their friends) • Communicate with educators and friends about their likes and dislikes, interests, favourite things, what they like to play
1.2 Develop confidence to explore (with caregiver as a secure base)	<ul style="list-style-type: none"> • Recognise their personal accomplishments (e.g., by smiling, clapping hands) • Keep caregiver in sight when venturing off to explore new objects in the environment • Return to caregiver for support or reassurance when needed or after exploring • Move beyond usual play area to explore new and unfamiliar physical environment with increasing confidence 	<ul style="list-style-type: none"> • Explore and interact with the surrounding social and physical environments confidently through play • Persevere and remain positive towards new challenges and discoveries (e.g., find new ways to go around an obstacle) • Repeat more complex tasks to gain mastery and confidence
1.3 Develop a sense of autonomy to make choices	<ul style="list-style-type: none"> • Smile when presented with an object they like • Show excitement (e.g., widening eyes, move limbs) when approached by a familiar adult (e.g., educator or family member) • Turn head away when offered food / toy that they dislike • Gesture or use vocal sounds or single word or sound to ask for more after tasting something they like or after participating in an activity that they enjoy 	<ul style="list-style-type: none"> • Choose their own toys or clothes • Communicate and identify their personal belongings (point or pick) • Look or request for objects and activities that they like • Assert their abilities and independence (e.g., insist on doing something without assistance)

SOCIAL AND EMOTIONAL DEVELOPMENT

Developmental Goal 2: Develop an awareness of own emotions and the need for self-management

When children learn to recognise, label, and name their emotions, they become more adept at expressing and communicating their emotional needs in socially acceptable ways. When provided with opportunities to talk and discuss about how they feel, they learn to manage their own emotions and understand those of others.

Growing interests and competencies	Evidence of Development	
	<i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
2.1 Identify / Know their own emotions	<ul style="list-style-type: none"> • Display facial expressions of different emotions when interacting with educators or during pretend play • Express their needs and interests through non-verbal and simple verbal cues 	<ul style="list-style-type: none"> • Use simple words to label their own feelings (e.g., sad, angry, happy) • Express their feelings, needs, and interests to others (e.g., educators, family members, peers) verbally and non-verbally
2.2 Communicate about their emotions	<p><i>Note for educators:</i></p> <p><i>Educators label emotions by identifying and talking about how children are feeling while they are at play and when performing caregiving routines.</i></p>	<ul style="list-style-type: none"> • Use simple words to say how they feel (e.g., happy, sad, angry) • Express their emotions during play (e.g., puppet play, imaginative play with dolls, dough play, music, art activities) • Identify and talk about emotions of characters in story books (e.g., point and match with facial expressions, label with simple words) • Communicate about their emotions through art and/or music and movement
2.3 Self-regulate and manage their emotions	<p><i>Note for educators:</i></p> <p><i>During infancy, children require support from a responsive educator to regulate their emotions or behaviours in response to situations</i></p> <ul style="list-style-type: none"> • Cease fussing when their needs are met • Calm down when they are being comforted • Engage in self-soothing behaviours (e.g., suck finger / thumb, cuddle a favourite blanket or toy) 	<ul style="list-style-type: none"> • Alert educators of their need for assistance or to be comforted • Begin to express emotions in appropriate ways (e.g., calming oneself down when upset, talk to educators) • Attempt to use "coping strategies" such as self-distraction (e.g., shifting attention to another activity or toy) and approaching the 'quiet area' in the environment to stay calm

SOCIAL AND EMOTIONAL DEVELOPMENT

Developmental Goal 3: Develop basic social awareness

Basic social awareness concepts that infants and toddlers can learn and develop include sharing, turn-taking, respecting the space of others, understanding how others are feeling, responding appropriately, and following rules. These skills enable them to empathise, navigate social interactions, and form meaningful relationships with others.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
3.1 Develop a sense of belonging	<ul style="list-style-type: none"> • Display positive feelings when they arrive at the centre • Accept invitations by educators to play at the centre • Express joy in having items from home (e.g., family photos) in the classroom 	<ul style="list-style-type: none"> • Play alongside peers • Show eagerness to participate in classroom routines (e.g., help to put away materials after play, clean up after an activity) • Develop a sense of ownership, identify people and objects by saying "my" • Recognise some aspects of themselves and how they are similar to or different from their friends (e.g., language spoken at home)
3.2 Show awareness of the emotions of others	<ul style="list-style-type: none"> • Look intently and attempt to respond to facial expressions • Respond to and/or imitate educators' expressions during caregiving and play 	<ul style="list-style-type: none"> • Show concern or offer to help when others are in distress (e.g., give a hug or pat) • Communicate about how their peers feel with educator's support
3.3 Show an awareness of rules and taking turns	<ul style="list-style-type: none"> • Wait for short periods without fussing (e.g., stop crying after being spoken to, wait to be changed or fed) 	<ul style="list-style-type: none"> • Sit and listen to short stories • Wait for their turn during meal and toileting times • Participate in play activities with another child • Move together as a group during transitions • Make requests instead of demands • Respond to questions

SOCIAL AND EMOTIONAL DEVELOPMENT

Developmental Goal 4: Build relationships with family, friends, and significant adults

Early connections between infants and their significant adults foster a sense of security and trust and lay the foundation for more complex social interactions with others. As they progress into toddlerhood, they learn to form healthy relationships with others, which in turn, enrich their social and emotional well-being.

Growing interests and competencies	Evidence of Development <i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
4.1 Develop emotional connection with educators	<ul style="list-style-type: none"> • Make eye contact and smile when looking at or hearing familiar educators • Move and make sounds to get or keep familiar educators' attention • Show preference for familiar educator(s) 	<ul style="list-style-type: none"> • Overcome fear of new experiences and/or meeting new people, with support from familiar educators • Actively seek out preferred educator(s)
4.2 Develop positive relationships with others	<ul style="list-style-type: none"> • Display pleasure (e.g., smile, laugh) when interacting with educators and peers • Participate in simple games (e.g., pat-a-cake) with educators and peers • Show emerging awareness of how educators and peers feel (e.g., cry when a nearby child cries, giggle when listening to happy voices)" 	<ul style="list-style-type: none"> • Initiate interactions and conversations with others • Respond positively when others initiate an activity with them • Participate actively and with focused attention when playing with others • Cooperate and share play materials when engaged in collaborative play with peers

SOCIAL AND EMOTIONAL DEVELOPMENT

Developmental Goal 5: Become more aware of how their actions and decisions affect themselves and others

When children are able to recognise that what they say and how they behave have consequences, they develop growing independence in making and taking responsible decisions and actions. They also begin to understand the importance of cooperation and appreciation of the view of others.

Growing interests and competencies	Evidence of Development	
	<i>Children's learning and development could be observed, for example, when they...</i>	
	Infants (2 months to below 18 months)	Toddlers (18 months to below 4 years)
<p>5.1 Make simple choices to meet their immediate needs, with or without support from educator</p>	<ul style="list-style-type: none"> • Display preference when given 2 options (e.g., 2 different types of toys or snacks) • Make choices by moving towards people, a space, or toys that make them feel happy or secure 	<ul style="list-style-type: none"> • Make choices when given 2 options (e.g., 2 different types of actions or activities) • Make decisions daily and in familiar situations (e.g., choosing between milk and water, where they would like to sit during mealtime, which book they would like to read)
<p>5.2 Show a sense of responsibility in performing simple tasks (e.g., picking up toys, putting personal belongings in their bags, cleaning up spills)</p>	<p><i>Note for educators:</i> <i>Educators role-model (display responsible behaviour), talk about feelings and how the way the child is behaving affects others in the environment, and encourage positive behaviours.</i></p>	<ul style="list-style-type: none"> • Participate in transition activities (e.g., cleaning up, getting ready for the next activity) willingly • Show care for their own well-being and the environment with increasing independence (e.g., put away their used clothes in their bags, use tissue to clean food spills on the table during mealtime)
<p>5.3 Show an awareness that their behaviours affect others</p>	<p><i>Note for educators:</i> <i>Educators role-model (display responsible behaviour), talk about feelings and how the way the child is behaving affects others in the environment, and encourage positive behaviours.</i></p>	<ul style="list-style-type: none"> • Notice when peers and/or educators seem happy, sad, or angry and may attempt to offer help or comfort (e.g., take turns with toys so that a peer can play with them too, express empathy by hugging someone who is sad) • Follow rules and adhere to boundaries set with increasing readiness and independence to ensure safety of others • Show understanding about how their behaviour make them or others feel and what they can do to make amends (e.g., by apologising or comforting someone they have upset)



Mirror Play

Infants, 6 - 12 months



DG1.1

Show awareness of personal identity (own abilities and personal qualities)

OBJECTIVE

To provide opportunities for infants to show awareness of their own physical abilities



PHYSICAL ENVIRONMENT

- Indoor play experience on a play mat and with a child-safe mirror



EXPLORATION AND PLAY

- Look into the mirror together, doing different actions and talking to the infants about them



INTERACTIONS AND RESPONSES

- Arouse children's curiosity by encouraging them to reach out and touch their reflections in the mirror (Model to show them that the mirror and reflections are safe; reassure them if they are startled by the reflections)



PLAN AND PROVIDE



INTERACTIONS AND RESPONSES

- Take turns to perform different actions with them. Facilitate the infants' experience using 3N strategy. For example:
 - (Notice) Observe the infants' actions and verbalise what you have noticed to let them know that you are present and attentive:

"You can reach out to touch the mirror with your hand!"

"I notice you are smiling at me!"

- (Nudge) Suggest actions for them to do:

"Can you wave at the baby in the mirror? Shall we do it together?"

- (Narrate) Help them to be more aware of their actions by pointing and describing what they are doing and seeing:

"Do you know that's you in the mirror? See how you can wave your hands at me!"

"Can you nod your head like me?"

EVALUATE

- Were the infants aware of their own actions and how did they show their awareness (e.g., reached out to touch their reflections; repeated their own movements; responded to educator's requests to touch or point to different parts of their face)?
- In what ways were they expressing their enjoyment during the mirror play (e.g., smiled, laughed, and/or kicked excitedly when they saw the various movements in their reflections)?

I CAN ALSO LEARN



DG3.2



DG1.3



DG3.1



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DISPOSITIONS FOR LEARNING

Interacting with my reflection in the mirror nurtures my **sense of wonder and curiosity** and helps me discover what I can do and enjoy doing.

PRINCIPLE 'H'



What's Your Favourite Toy?

Toddlers, 24 months - below 4 years

IDENTIFY

DG1.3

Develop a sense of autonomy to make choices

OBJECTIVE

To provide opportunities for children to develop a sense of autonomy by encouraging them to make independent decisions

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Indoor play area with soft mat and developmentally appropriate toys (e.g., stacking rings, building blocks and sensory balls) placed on low shelves for the children's easy access



EXPLORATION AND PLAY

- Sit in a circle with the children and encourage them to choose the toys that they would like to play with
- Allow them to initiate and decide how they would like to play

PLAN AND PROVIDE



INTERACTIONS AND RESPONSES

- **(Powerful Interactions)** Acknowledge the children's interests and scaffold learning by asking open-ended questions. For example:

"What would you like to play with today?"

"I see you chose the blocks today. What would you like to build this time?"

"What can you do with this toy? How would you like to play with this toy?"

- Encourage them to ask questions and share their thoughts with their peers about their preferences and ideas. For example:

"Can you tell your friend why you enjoy playing with this toy?"

"How is your favourite toy similar or different from your friend's?"

EVALUATE

- How did the children exhibit their ability to make independent choices? What were the verbal or non-verbal cues they used to indicate their decisions?
- How did they communicate their preferences during playtime?

I CAN ALSO LEARN



DG2.1



DG2.1



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DG1.1

DISPOSITIONS FOR LEARNING

When I have the freedom to choose and decide what and how I want to play and explore, I'm more willing to repeat and **deepen my exploration** to discover more of what I can do and learn, increasing my level of **engagement** and **reflectiveness**.

PRINCIPLE 'H'





A Stack of Emotions

Infants, 12 – below 18 months



DG2.1

Identify / Know their own emotions

OBJECTIVE

To provide opportunities for infants to develop awareness of how facial expressions change with different emotions



PHYSICAL ENVIRONMENT

- Indoor experience on a play mat, with a stack of large emotion cards / photographs with illustrations of faces expressing various emotions



EXPLORATION AND PLAY

- Sit in a circle with the infants; show each card and prompt them to mimic the emotions illustrated together
- Allow them to choose a card and try to mimic the expression they see
- Incorporate songs and rhymes about emotions and have the infants move or create facial expressions according to the emotions in the song. For example:

(SUNG TO THE TUNE OF “MARY HAD A LITTLE LAMB”)

“When I’m happy, I’ll smile like this, smile like this, smile like this...”

“When I’m happy, I’ll smile like this, smile, smile, smile like this...”

“When I’m angry, I’ll frown like this, frown like this, frown like this...”

“When I’m angry, I’ll frown like this, frown, frown, frown like this...”*

** Substitute words with different emotions and corresponding actions in subsequent verses*



INTERACTIONS AND RESPONSES

- As the infants mimic the emotions shown on each card, label the emotion for them. For example:

“That’s a sad face, you’re feeling sad.”

“That’s a surprised face, what has made you look surprised?”



INTERACTIONS AND RESPONSES

- Extend the infants' learning using 3S strategy. For example:
 - (See) Name and point to the emotion that the infants are looking or pointing at:

"Yes, that is a happy face!"

- (Show) Invite the infants to respond:

"Can you point to the angry face?"

- (Say) Encourage the infants to respond using words or actions:

"Can you choose a card and tell me how you are feeling today?"



- Were the infants able to engage in play by mimicking the facial expressions made by the educator (e.g., smiled when the educator smiled, frowned when the educator frowned)?
- In what ways were they demonstrating their ability to relate to the emotions (e.g., made a sad face when educator appeared upset, smiled for happy expressions, frowned when educator crossed arms etc.)?

I CAN ALSO LEARN



DG3.1



DG3.1



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DG2.2

VALUES

When I participate in positive interactions and enjoy play experiences with others, I feel valued and respected, and learn to **appreciate** and **respect** others.

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

When I am informed about what is happening during caregiving and routines, I learn that words can be used to describe my hunger and discomfort. As I begin to associate words with feelings / actions / events, I become better at using words to express my own feelings and needs.

PRINCIPLE 'C'



Puppets Galore!

Toddlers, 3 – below 4 years

IDENTIFY

DG2.2

Communicate about their emotions

OBJECTIVE

To provide opportunities for children to identify and label a range of emotions using simple words, facial expressions, and actions

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Indoor area with a simple puppet stage and a variety of puppets* that show different emotions

* Note: For safety reasons, the puppet stage must be stable with rounded corners and edges. It should also be made of non-toxic resources.



EXPLORATION AND PLAY

- Introduce the children to a variety of puppets, each expressing a different emotion (e.g., happy, sad, angry)
- Engage them in conversations to talk about their everyday experiences
- Using the puppets, encourage them to participate in role-playing scenarios which they might have observed or experienced personally (e.g., when they are at the playground, when their parents or caregivers leave after dropping them off at the centre, when their friends share toys with them)





INTERACTIONS AND RESPONSES

- During puppet play, use prompts and ask open-ended questions to encourage the children to talk about how they will feel or react in the different scenarios. For example:

"What do you think the puppet might be feeling in this story?"

"How would you feel if this happens to you?"

- Encourage them to identify the emotions and use gestures and facial expressions to represent each emotion:

"Look at this puppet's happy face. Can you make a happy face like him?"

"Look at this puppet. She looks very sad. Why do you think she is sad?"

"Can you show me how you feel with your face?"

- Acknowledge their emotions and comfort them, when required



- How accurately were the children describing and representing the various emotions (e.g., were they able to identify their own emotions or match emotions to the corresponding facial expressions or actions)?
- Were they able to identify and relate their own feelings to the emotions depicted?

I CAN ALSO LEARN



DG1.3



**DG1.2
DG2.1**



DG2.1



DG2.1

EXECUTIVE FUNCTION

When I become aware that emotions can change according to different situations, I begin to realise that I need to act and manage my feelings differently based on the varying circumstances (cognitive flexibility).

PRINCIPLE 'H'



If You're Happy and You Know It!

Infants, 6 - 11 months



DG3.2

Show awareness of the emotions of others

OBJECTIVE

To provide opportunities for infants to become more aware of how others express themselves and behave when experiencing various emotions



PHYSICAL ENVIRONMENT

- Indoor area with a play mat



EXPLORATION AND PLAY

- Sing the song "If you're happy and you know it" to / with the infants and encourage them to sing along and do the actions:

IF YOU'RE HAPPY AND YOU KNOW IT

"If you're happy and you know it, clap your hands"

"If you're sad and you know it, cry out loud"

"If you're angry and you know it, stomp your feet"

- Vary the tempo of the song, tone, and expression according to the emotions being sung (e.g., faster tempo with joyful tone for happy / excited, slower tempo with low pitch / trembling tone for sad / fearful)



INTERACTIONS AND RESPONSES

- Engage the infants in **3R interactions** to create a positive and stimulating experience. For example:
 - **(Respect)** Explain to them what is happening; accommodate their preferences for variations in body movements and expressions:

"You kick your legs when you are happy! Let's sing and kick our legs together!"



INTERACTIONS AND RESPONSES

- (Respond) Observe their cues and adjust the tempo and tone accordingly:

"Oh, you are getting too excited. Let's sing the song a little slower or softer to calm ourselves down."

- (Reciprocate) Acknowledge their participation and encourage ongoing interactions by returning their responses:

"I can see that you are happy, (name of infant), because you are smiling!"

"Can you see that I am angry too? Look! I'm frowning just like you!"



- How were the infants responding to the various emotions demonstrated by the educator (e.g., smiled at a happy face / action, frowned or looked away when they saw an upset face)?
- How were they mirroring the emotions / actions they see (e.g., reacted cheerfully when educator clapped hands, quietened down when educator sang the song slowly / softly)?

I CAN ALSO LEARN



DG2.1



**DG1.2
DG2.2**



DG3.1



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EXECUTIVE FUNCTION

Listening and responding to prompts encourage me to recall my prior knowledge and experience before executing the desired actions (*working memory*).

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

During group routines, I get to notice how my friends express their feelings — sometimes, my friends are very happy when they are getting ready to go outdoors; I can see one of my friends feeling sad when my teacher asks us to keep away our toys

PRINCIPLE 'C'



Outdoor Parachute Game

Toddlers, 18 months – below 4 years



DG3.3

Show an awareness of rules and taking turns

OBJECTIVE

To provide opportunities for children to increase their awareness of rules and practise turn-taking in play



PHYSICAL ENVIRONMENT

- Outdoor area and a small play parachute (for approximately 6 children at a time)



EXPLORATION AND PLAY

- Have the children hold the edge of the parachute with both hands
- Together, lift the parachute up and down to counts of 3
- Invite children to take turns running under the parachute when it is up in the air by calling out their names one at a time



INTERACTIONS AND RESPONSES

- Use simple language to introduce the rules to help the children understand them prior to commencing the activity and demonstrate how the game will be played
- Play alongside the children and encourage them to listen carefully and take turns to run under the parachute when they hear their names
- Motivate them to keep practising turn-taking and following of rules by acknowledging their efforts. For example:

"I noticed how patiently you waited for your turn. Keep it up!"

"(Name of child), you heard your name. That's right, it's your turn now to go under the parachute!"



- How were the children demonstrating their ability to cooperate and play with others?
- Were they able to wait patiently for their turn? If not, what were their reactions / behaviours and what could be the reason(s) for their actions?

I CAN ALSO LEARN



DG1.3



DG1.3



DG2.1
DG3.1



DG3.1

VALUES

When I want to enjoy myself during group play, I realise I have to be **respectful** and **kind** towards my friends, and we must learn to cooperate with one another.

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

Before mealtimes, my friends and I queue up and take turns to wash our hands. During dressing routines, I take turns with my teacher as she assists me to put on my clothes.

PRINCIPLE 'C'





The Wheels On The Bus

Infants, 6 - 12 months



DG4.2

Develop positive relationships with others

OBJECTIVE

To provide opportunities for infants to respond to playful interactions initiated by educators and/or their friends



PHYSICAL ENVIRONMENT

- Indoor area, with a play mat and ample space for the infants to move around; define the boundaries of the area using soft barriers or visual markers to ensure they stay within a safe space
- Provide sound-producing resources (e.g., containers that can be turned over and used as drums, rattles that the infants would usually play with)



EXPLORATION AND PLAY

- Sing the song, "The Wheels on the Bus" with the infants, improvising different hand movements for the different verses
- Sing the song again, this time playing the rhythm of the song on a rattle and encouraging the infants to sing, tap, and/or play along with you



INTERACTIONS AND RESPONSES

- **(Powerful Interactions)** Be alert and attentive to what the infants are doing and extend their learning by encouraging them to try new things. For example:

*"Great job in ... (name of infant)!
Let's shake our rattles to the beat!"*

*"Shall we pat the drum when
we sing the song, (song name)?"*

- Invite them to choose between the drum and the rattle to play along with you. For example:

*"What's this? I think it's a drum.
Let's sing and play the drum together."*

*"Which instrument would
you like to play today?"*

EVALUATE

- Were the infants maintaining eye contact with the educator?
- How are they expressing their eagerness or reluctance to participate in the activities?
- In what ways are they involved in the activities? Do they mimic the facial expressions, voice, and/or body movements of others?

I CAN ALSO LEARN



DG1.2



DG2.2



DG4.1



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VALUES

When my non-verbal cues are acknowledged and affirmed based on my needs and interests, I learn to participate in reciprocal interactions that are built on mutual **respect**.

PRINCIPLE 'H'





Playing At The Arrival Corner

Toddlers, 24 months - below 4 years

IDENTIFY

DG4.1

Develop emotional connection with educators

OBJECTIVE

To provide opportunities for children to experience smooth transitions and look forward to coming to the centre every morning

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Indoor, during children's morning arrival time: Create an arrival corner near the entrance of the centre, furnished with children's preferred resources (e.g., blocks, puzzles, manipulatives)



EXPLORATION AND PLAY

- Invite children to select the toys which they would like to play with at the arrival corner
- Engage them in simple conversations to talk about how they are feeling or about something they are looking forward to seeing or doing that day



INTERACTIONS AND RESPONSES

- Use a warm and friendly tone as you receive the children and respond promptly if they are distressed
- **Ask open-ended questions** to encourage them to communicate how they feel, as well as about their favourite toy at the arrival corner to get a sense of their mood at the start of the day. For example:

"Good morning! How are you feeling today?"

"Can you show me your favourite toy?"

"What would you like to do today?"

EVALUATE

- Were the children showing signs of reduced anxiety during drop-off routines (e.g., played calmly, interacted with educator, willingly explored the environment)?

I CAN ALSO LEARN



DG3.1



DG2.1



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DISPOSITION FOR LEARNING

When I'm allowed to express and discuss my feelings and preferences, I learn to be **reflective** and understand my own emotions and desires better.

PRINCIPLE 'H'





Passing/Rolling The Ball

Infants, 12 – below 18 months



DG5.1

Show an awareness that their behaviours affect others

OBJECTIVE

To provide opportunities for infants to develop an awareness of how their actions can change the responses of others



PHYSICAL ENVIRONMENT

- Indoor area, with a play mat and different textured balls



EXPLORATION AND PLAY

- Engage infants in simple back-and-forth play using balls of different sizes or textures



INTERACTIONS AND RESPONSES

- (I Do - We Do - You Do) Invite infants to participate by modelling and narrating what you are about to do and how they can respond to you. For example:

(I Do) "Look at how I roll the ball to you. You can catch the ball and roll it back to me like this."

(We Do) "Can you catch the ball with both your hands, just like me?"
(Demonstrate using another ball)

(You Do) "Now, you can push and roll it back to me."





INTERACTIONS AND RESPONSES

- Continue to role model using more than 1 ball, and take turns with the infants, prompting them to roll and catch the balls; for example:

"It's my turn to roll! Wait for the ball, 1, 2, 3, catch!"

"Now it's your turn! Ready, two hands on the ball, and push!"

"(Infant's name), can you roll the ball back to me?"

- Encourage infants to roll the ball back to you or to their friends (If an infant is holding the ball for too long, talk about how this action affects others and encourage him to reciprocate or share)

"(Infant's name), I see that you are still holding the ball and we cannot play because of that. I will be happy if you can pass the ball back to me when you are ready, so everyone can play. Meanwhile, we will play with the smaller ball."

- Affirm the infants' efforts and vary the play using smaller or different textured balls (presenting new experiences)



- How were they responding to the visual and verbal cues to pass or catch the ball?
- How willing were they to pass the ball to others, or did they prefer to hold on to the ball?
- Did the infants attempt to offer help or comfort to a peer who seem sad or unhappy (e.g. give a hug)?

I CAN ALSO LEARN



DG1.1



DG1.3



DG3.2



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EXECUTIVE FUNCTION

When I'm taking turns with my friends during play, I'm learning to be patient, control my impulses, and adapt my behaviour so that everyone can have an enjoyable experience (inhibitory control).

PRINCIPLE 'H'



“Clean Up” Game

Toddlers, 3 – below 4 years

IDENTIFY

DG5.2

Show a sense of responsibility in performing simple tasks

OBJECTIVE

To provide opportunities for children to develop a sense of responsibility by performing simple tasks independently (e.g., putting away toys to keep their play area tidy)

PLAN AND PROVIDE



PHYSICAL ENVIRONMENT

- Applicable for both indoor and outdoor activities; a “Clean Up” song sung to the tune of a familiar rhyme. For example:

(SUNG TO THE TUNE OF “HOT CROSS BUNS”)

“Clean up now” (2x)

“Put the blocks* here, place the rings* there.”

“Clean up now.”

* Substitute “blocks” and “rings” with names of the resources that need to be put away.



EXPLORATION AND PLAY

- At the end of a play activity, the children will listen to the song sung by the educator to find out which objects they need to pick up and put away on the shelf or in the designated bins or containers. For example:
 - When “blocks” are mentioned in the song, they will have to pick up the blocks and put them back in the blocks corner
 - When “balls” are mentioned, they will have to pick up the balls and place them in the ball bin etc.



INTERACTIONS AND RESPONSES

- Talk to the children about how being responsible means putting away things after using them. For example:

“Do you know that when we put our toys back on the shelves when we are done playing, we are being responsible?”



INTERACTIONS AND RESPONSES

- Emphasise the importance of cleaning up after the activity and keeping the environment tidy. For example:

"We need to put our toys away so that our friends will not step on them and get hurt."

"We can find our toys easily the next time we need them."

- Acknowledge their efforts after they have put away the toys in the designated storage spaces. For example:

"Look at how tidy our play area is now! All of you did a fantastic job in cleaning up the play area."

- Incorporate the "Clean Up" song into the routine after each play time to encourage and establish a consistent expectation for tidying up the play area



- Were the children taking initiative and showing independence in putting away their toys at the end of an activity?
- In what other ways did they demonstrate being responsible (e.g., looked for the correct placement of toys or resources in their designated storage containers, organised them in the right storage space)?

I CAN ALSO LEARN



DG1.3
DG3.2



DG1.3



DG1.2



—

EXECUTIVE FUNCTION

For me to be able to return the toys and resources to where they belong, I need to remember where I took them from (**working memory**) and organise them based on their size, colour, and/or type (**cognitive flexibility**).

PRINCIPLE 'H'

DURING CAREGIVING AND ROUTINES

When I'm involved in caregiving and daily routines such as putting away my belongings and washing my hands, I gain a greater sense of responsibility in caring for myself and my environment.

PRINCIPLE 'C'

AREAS OF DEVELOPMENT

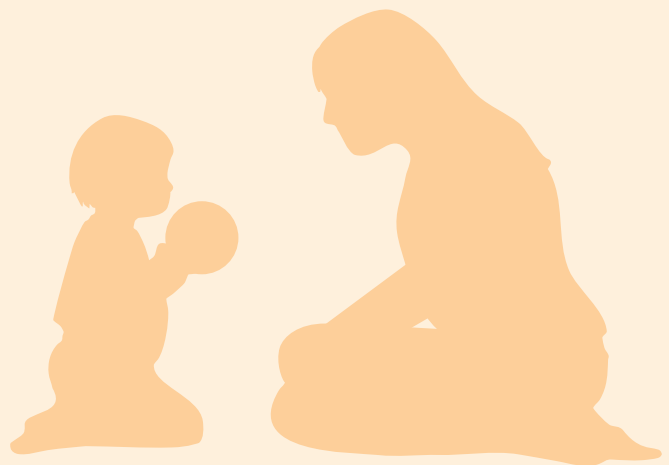
CHAPTER 6

Monitoring Children's Learning and Development

Guiding and scaffolding children's learning in the various areas of development is intrinsically linked to observing and monitoring their growth and progress.

Regular and careful observation, documentation, and assessment enable educators to understand children's level of development, notice emerging skills, and identify both their strengths and areas needing support.

Monitoring their progress also helps educators to ensure that children are on track and informs educators on how they can adapt their interactions and provision of learning experiences to promote children's progress towards the next level of their abilities and development.



Monitoring Children's Progress to Understand Their Learning and Development Over Time

To ensure the holistic development of children, educators maintain a record of their learning and development consistently throughout the year to understand the:



Patterns and changes in children's learning and development; for example:

- How have their behaviours and responses changed over time?
- How have they progressed in communicating their needs and feelings?

Extent to which the children are progressing in relation to the developmental goals; for example:

- Are they describing their explorations and discoveries in greater detail?
- How effectively do they engage in increasingly complex interactions and tasks?
- Has their ability to communicate and respond to others' ideas during group and collaborative play improved compared to 3 months ago?

Level of mastery in applying their prior knowledge and making connections with their daily experiences; for example:

- Are they able to apply the skills or understanding they have gained to new experiences and situations?
- Are they relating to their educators and peers more enthusiastically and positively?



Example 1

Monitoring Kumar's learning and development over a 6-month period

ONGOING OBSERVATIONS AND DOCUMENTATION

Kumar started attending infant care at 10 months old.

10 MONTHS OLD

During play time, Kumar often looked intently at sound-making objects, frequently turning or leaning towards sound sources.

He was also visually attentive when interacting with people, occasionally vocalising to express either his friendliness or displeasure.

12 – 13 MONTHS OLD

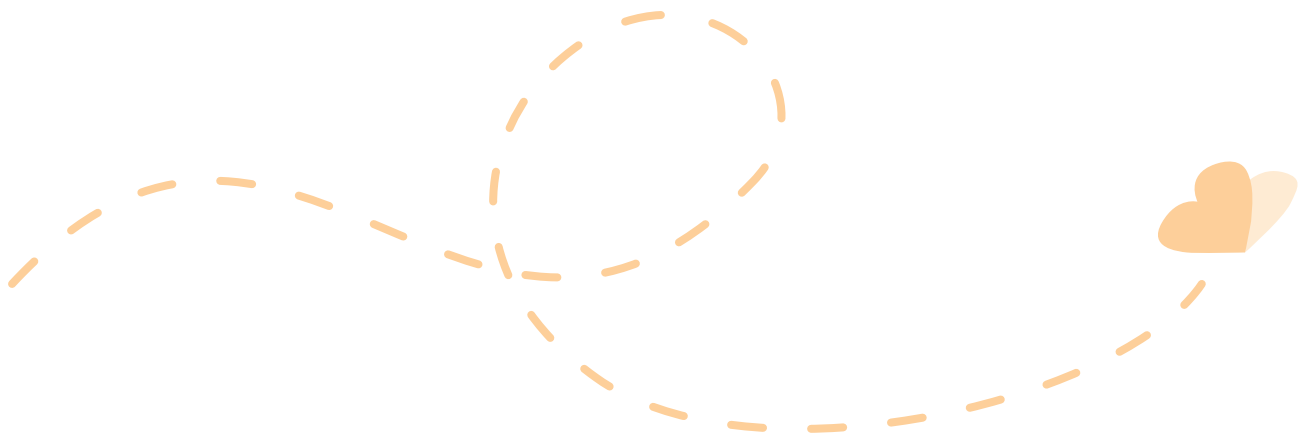
Kumar had learned to walk around furniture by stepping sideways and occasionally attempted to walk alone for a few seconds.

During ramp experiments with balls and toy vehicles, Kumar squealed with excitement and babbled "baba" (for ball) and "caca" (for car); he also attempted to roll the balls and vehicles down the ramp, sometimes simultaneously.

15 – 16 MONTHS OLD

When reading a book about zoo animals, Kumar helped to turn the pages. When he spotted a picture of a sheep, he pointed to it and said, "Baa, baa...". When prompted to say the word "sheep", Kumar responded with, "Eep... Baa..."

Kumar explored his environment actively and was able to stack one block on top of another (up to about 3 blocks) to create a tower which he named "gao gao" ('gao' means 'tall' in Chinese language).



RECORDING AND TRACKING PROGRESS



DG1

Show curiosity and interest in the environment

DG2

Use perceptual / sensory information to make sense of their environment and guide actions

- | Kumar shows **increasing awareness** of objects and activities in his environment.
- | He **eagerly participates** in exploration and play and is responsive to what he hears and sees in the environment.
- | He **readily explores** with objects to observe cause-and-effect.



DG1

Listen with understanding and for enjoyment

DG3

Enjoy books and pre-reading experiences

- | Kumar is **beginning to understand turn-taking** and is able to engage in simple back-and-forth conversations with the educator.
- | He spontaneously **imitates sounds** and **shows focused attention** to descriptions of pictures in books.



DG2

Enjoy and participate in a variety of physical activities

DG3

Gain increasing coordination and strength in gross motor skills; develop balance and stability

- | Kumar's gross motor skills have improved, and this allows him to explore the physical spaces **more freely** and experiment with objects in the environment **more independently**.



DG4

Build relationships with family, friends, and significant adults

- | Kumar has **developed a positive connection** with his educator. He shows pleasure when interacting with her and **willingly participates** in activities facilitated by her.

DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION

- | During exploration and play, Kumar is often **actively involved and focused**. He **enjoys interacting** with his educator and the objects in the environment.

How can Kumar’s educators support his progression to the next level of development?

To extend Kumar’s learning and development, more opportunities could be provided for him to progress towards achieving the following DGs:

DEVELOPMENTAL GOALS	PLAY EXPERIENCES / CAREGIVING AND ROUTINES / LEARNING OPPORTUNITIES
 <p>DG2 Use different modes to communicate ideas and/or convey meaning</p>	<p>Engage Kumar in pretend play that could motivate him to express his feelings and ideas through gestures, sounds, and simple words.</p>
 <p>DG3 Gain increasing coordination and strength in gross motor skills; develop balance and stability</p> <p>DG4 Gain increasing control and coordination when performing a variety of fine motor activities</p>	<p>Provide experiences that would require Kumar to:</p> <ul style="list-style-type: none"> • Maintain control while walking without losing balance, with or without support • Use his fine motor skills to perform simple self-help skills such as putting on his shoes and feeding himself
 <p>DG2 Develop an awareness of own emotions and the need for self-management</p> <p>DG3 Develop basic social awareness</p>	<ul style="list-style-type: none"> • Read books about emotions and help foster Kumar’s awareness of how facial expressions change with different emotions • Encourage him to interact with his friends to promote skills such as listening, turn-taking, sharing, and cooperating
<p>DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION</p>	<p>Continue to:</p> <ul style="list-style-type: none"> • Provide indoor and outdoor experiences to sustain Kumar’s sense of wonder and curiosity • Model care and respect through interactions with Kumar during caregiving and routines, as well as his exploration and play



Example 2

Monitoring Jenah's learning and development over a 6-month period

ONGOING OBSERVATIONS AND DOCUMENTATION

2 YEARS 6 MONTHS OLD

At the "Shoe Shop" set up in the classroom, Jenah showed preference for trying on shoes that were larger than her feet. When prompted to try on shoes that fit her, she replied, *"I don't know, I don't like small shoe."*

She was then offered a pair of slip-ons and was guided to put them on with verbal prompts, *"Hold the shoe with two hands, put your toes in first, then pull the heel up."* With continued support and encouragement, Jenah began to try on shoes with velcro straps and zippers.

2 YEARS 9 MONTHS OLD

When getting ready to go outdoor, Jenah put on her socks and shoes independently, and exclaimed, *"I'm done. Let's go!"* She then paused and said, *"I need my water bottle!"* After taking her bottle, she queued up with her peers and waited for the rest of them to be ready.

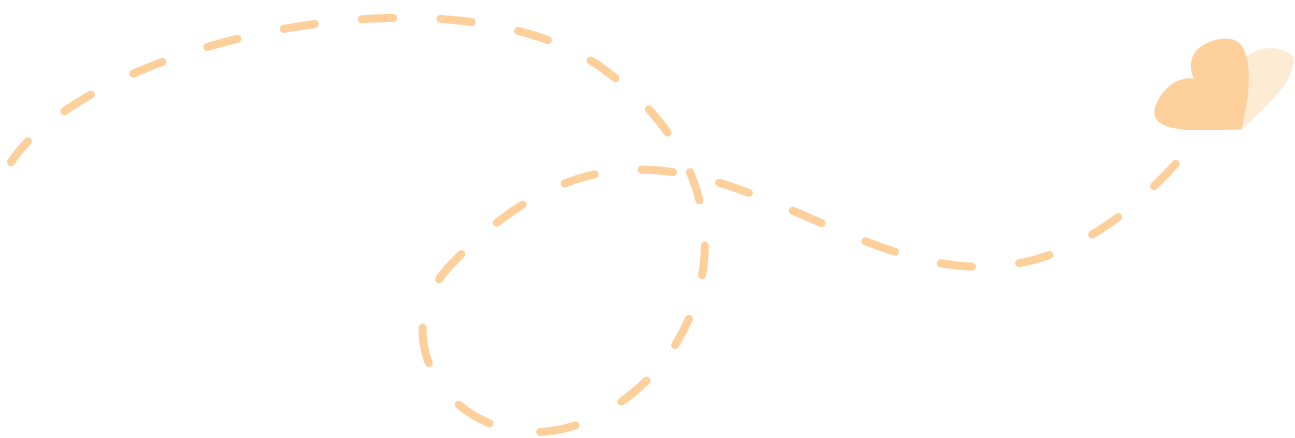
During the "Treasure Hunt" activity (refer to p.70), Jenah stomped her feet and followed along to the rhyme's directions and action words. Each time she found the object mentioned at the end of the rhyme, she would call out, *"It's a (name of object)!"*

3 YEARS OLD

Jenah and her friends were provided with picture cards of characters and objects of a familiar story to help them recall the story in sequence.

Jenah identified the characters and described the actions depicted in the story, such as *"The brown bear is going to see the red bird,"* and *"The red bird will fly to see the yellow duck."*

As she narrated the story, she also attempted to arrange the picture cards according to the sequence of events in the story. When she saw the picture of the teacher character, she commented, *"Like my grandpapa, wear glasses!"*



RECORDING AND TRACKING PROGRESS



DG3

Develop awareness of relationships and patterns of change in objects, people, and the environment

- | Jenah demonstrates **growing cognitive development and confidence** in following multi-step instructions.
- | She is able to **verbalise her pleasure / dislike** (i.e., for the small shoes) and **notice similarity** between her grandfather and the teacher character (i.e., that they both wear glasses).



DG1

Listen with understanding and for enjoyment

DG3

Enjoy books and pre-reading experiences

- | Jenah is able to **listen, process, and respond appropriately** to directions.
- | She has also developed **early comprehension skills** and is **able to recall sequences** in a familiar story accurately.
- | Her verbal responses during play and routines show that she is efficient in using words and sentences to **express her ideas and needs**.



DG1

Develop basic healthy habits and an awareness of personal safety

DG3

Gain increasing coordination and strength

- | Jenah is gaining a better **sense of independence** in caring for herself as she continues to practise her fine motor skills.
- | With some guidance, Jenah is able to use **more precise physical coordination** to put on her socks and shoes.



DG1

Develop self-awareness

DG3

Develop basic social awareness

- | She is also developing an **awareness of her personal needs** as indicated by her brief pause to remember her water bottle when getting ready for outdoor play.
- | Jenah shows **emerging social awareness, consideration for others, and inhibitory control (executive function)**, and a **growing sense of responsibility (value)** when she patiently waited for her friends to get ready to go outdoors.

DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION

- | During exploration and play, Jenah is often **actively involved and focused**.
- | Her developing **working memory** is evident in her ability to recall stories and draw connections to prior experiences, such as understanding shoes belong on feet, remembering to take her water bottle outdoors, and associating the teacher character with her grandfather.

How can Jenah's educators support her progression to the next level of development?

To extend Jenah's learning and development, more opportunities could be provided for her to progress towards achieving the following DGs:

DEVELOPMENTAL GOALS	PLAY EXPERIENCES / CAREGIVING AND ROUTINES / LEARNING OPPORTUNITIES
 <p>DG1 Show curiosity and interest in the environment</p> <p>DG3 Develop awareness of relationships and patterns of change in objects, people, and the environment</p>	<p>Engage Jenah in explorations that not only develop her ability to recall and sequence events, but also anticipate what will happen next based on her previous understanding and experiences.</p> <p>Provide more opportunities for Jenah to compare between objects (either concrete or pictorial form) and talk about their similarities, differences, and relationships.</p>
 <p>DG2 Use different modes to communicate ideas and/or convey meaning</p> <p>DG3 Enjoy books and pre-reading experiences</p>	<p>Present Jenah with a variety of art and craft materials for her to express her ideas based on familiar stories.</p> <p>Encourage Jenah to use body movements to represent characters or objects in familiar stories.</p> <p>Use 3S Strategy (See, Show, Say) to support Jenah in associating objects or pictures to words, and recognise letters in words.</p>
 <p>DG3 Develop basic healthy habits and an awareness of personal safety</p>	<p>Extend Jenah's learning and development beyond dressing up and putting on shoes to include putting away play materials and resources and observing healthy eating habits.</p> <p>Use her fine motor skills to perform simple self-help skills such as putting on her shoes and feeding herself.</p>
 <p>DG3 Develop basic social awareness</p> <p>DG5 Become more aware of how their actions and decisions affect themselves and others</p> <p>DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION</p>	<p>Provide more group and cooperative play opportunities for Jenah to experience and foster the following:</p> <ul style="list-style-type: none"> • Turn-taking • Being kind and helpful towards each other • Respect for others' ideas • Cooperation and sharing

Monitoring Children's Progress to Improve Practice

As educators observe, assess, and monitor children's learning and development, they should also reflect on how they could adjust their practices to cater for children's evolving needs and growing interests and competencies.

This will help ensure that they engage children in quality experiences and provide them with "a good start in their journey to becoming individuals who are able to engage in positive social interactions and collaborate effectively with others" (EYDF 2023, p.8).

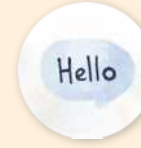
While monitoring children's learning and development, educators can consider the following guiding questions to help them reflect on their practices and be more responsive to children's developing needs, changing interests, and diverse abilities:

AREAS OF REFLECTION

- Areas of Development and Developmental Goals
- **C.H.I.L.D.** Principles
- Role of Educators
- Beliefs about Children
- Outcomes of Early Years

AREAS OF REFLECTION

AREAS OF DEVELOPMENT AND DEVELOPMENTAL GOALS



GUIDING QUESTIONS

- How can I adjust my practices based on the noticeable changes or improvements observed in the children's progress?
- How should I address the areas that require more attention?
- What developmental goals should I set based on how the children are currently learning and developing?
- How can I ensure the learning experiences designed are consistent with the desired developmental goals?
- What questions should I ask or what strategies could I use to engage children in increasingly more complex interactions and explorations?

AREAS OF REFLECTION

C.H.I.L.D. PRINCIPLES

- Caregiving and routines as opportunities for learning
- Holistic development
- Intentional planning for meaningful experiences
- Learning through exploration and play in a safe and enriching environment
- Developing secure attachments through 3R interactions

GUIDING QUESTIONS

- How should I adjust my approach to caregiving and routines based on children's increased confidence in their ability to participate in caregiving, self-help tasks, and daily routines?
- How should I adapt the environment (making intentional changes) to create spaces that meet children's needs, encourage exploration, and promote learning and development across the 4 areas of development (cognitive, communications and language, physical, and social and emotional)?
- How can I modify the children's learning experiences to enhance their development more holistically?
- How can I increase children's back-and-forth interactions in more meaningful contexts as they mature and begin to understand the values of care, respect, responsibility, and honesty?

AREAS OF REFLECTION

ROLE OF EDUCATORS

- Thoughtful Planners
- Responsive Facilitators
- Reflective Practitioners
- Collaborative Partners

GUIDING QUESTIONS

- Are the planned experiences intentional in supporting children's progress towards the developmental goals and Outcomes of Early Years?
- Are the planned experiences (including collaboration with families and the community) aligned with the children's current interests and level of development?
- Have the experiences accounted for, or are planned in response to, children's growing interests and competencies?

AREAS OF REFLECTION

BELIEFS ABOUT CHILDREN

- Children are joyful, curious, active, and competent learners
- Children play, learn, and grow with others in a diverse and multi-cultural community

GUIDING QUESTIONS

How can I continue to uphold my beliefs about children and sustain their natural tendencies and competencies?

For example,

- How is the design of the environment consistent with children's changing interests? Are the experiences provided sustaining the children's excitement and curiosity?
- How can I keep children curious and interested in learning? Are opportunities planned regularly for them to ask questions in different contexts?
- Are the learning experiences provided consistent with children's developing abilities and competencies?
- What daily experiences can I plan to help children practise their skills and feel confident in unfamiliar situations?

AREAS OF REFLECTION

OUTCOMES OF EARLY YEARS

- Feel safe and secure
- Enjoy exploring and discovering
- Be able to communicate their needs and feelings
- Experience positive relationships with others
- Be healthy and happy

GUIDING QUESTIONS

How can I continue in my efforts to facilitate children's progress towards achieving the Outcomes of Early Years to:

- Enhance their ability to express their needs and feelings to reflect their greater sense of belonging and identity?
- Encourage growing interest and more focused attention in their explorations and play?
- Enhance their confidence in communicating about their needs, ideas, and emotions?
- Empower them to initiate joint activities by seeking out others to join in their play and develop a desire for social interactions and shared experiences?



Think About: Scenario 1

Monitoring Elkan's learning and development over a 6-month period

ONGOING OBSERVATIONS AND DOCUMENTATION

Elkan started attending infant care at 3 months old.

3 MONTHS OLD

Elkan would almost always turn his head in the direction of the music when a song was being played or sung. He would also move his legs in small kicking motions whenever he saw finger puppets being used to accompany the song.

6 MONTHS OLD

During outdoor walks, Elkan's eyes would follow movements and activities happening around him, especially moving objects and passers-by.

During indoor playtime, he was able to focus on objects held within 15 – 30 cm of his reach. He would stretch out to try and grasp them with both hands, especially bright-coloured objects.

When being sung to, he would smile, squeal aloud, or gurgle vowel-like sounds such as "ooo" and "aaa".

9 MONTHS OLD

Elkan could move across the floor mat by rolling or squirming and occasionally, attempted to crawl. He would squirm and crawl through the sensory tunnel on his own. When his head brushed against the different fabrics hanging from the top of the tunnel, he would laugh and make eye contact with his educator, Ms Linda, before continuing to move forward.

Whenever Ms Linda applauded and narrated what he was doing, he would babble in response, making sounds like "da-da-da-da" and "Buh-Buh" and continue with his exploration.

Based on the anecdotal records above, write a summary report of Elkan's holistic development at 9 months old:

RECORDING AND TRACKING PROGRESS

TIP: Refer to example of Kumar's learning and development provided on p.111 – 113.

How can Ms Linda support Elkan’s progression to the next level of development?

To extend Elkan’s learning and development, more opportunities could be provided for him to progress towards achieving the following DGs:

DEVELOPMENTAL GOALS	PLAY EXPERIENCES / CAREGIVING AND ROUTINES / LEARNING OPPORTUNITIES
 DG	
 DG	
 DG	
 DG	
DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION	

TIP: Refer to example of Kumar’s learning and development provided on p.111 – 113.



Think About: Scenario 2

Monitoring Yi Xuan's learning and development over a 6-month period

ONGOING OBSERVATIONS AND DOCUMENTATION

3 YEARS OLD

During pretend play and block play, Yi Xuan engaged in back-and-forth conversations with her educator, Ms Manju, and a few friends.

She used gestures and 2- to 3-word sentences such as *"My turn..."* and *"More blocks please..."* to indicate her preferences and ideas. She would also look at Ms Manju or her friends when waiting for a response from them. When an object (toy food item / block) fell to the floor, she quickly said, *"I get it"* and picked it up.

Sometimes she would also mimic what her friends said or did.

3 YEARS 3 MONTHS OLD

When Yi Xuan was navigating through the obstacle course, she stepped over barriers or balanced on a beam independently. She was able to twist her body when crawling through the tunnel. At times, she would pause briefly before approaching an obstacle, using her eyes to visually scan the obstacles ahead before adjusting her body and steering her way through the obstacles.

After completing the obstacle course, she shared with Ms Manju, *"I step... 1 leg, and 2 legs... Go there. Then, I crawl... Then, I jump! I can do it!"*

3 YEARS 6 MONTHS OLD

When creating a group artwork using twigs and leaves collected outdoor, Yi Xuan was able to identify big and small, and long and short by saying, *"This twig is long, that one is short"* or *"This leaf is big, and this one is small."*

When her friend said, *"Let's make a house,"* she readily organised and arranged the leaves and twigs on a piece of paper and asked, *"Like this?"* When they had difficulties trying to create a door and windows for the house, Yi Xuan took a crayon and drew them on the paper.

When the house was ready, Yi Xuan commented, *"I want to put a big tree here"* and started to arrange the twigs to form the trunk and added the leaves around it.

Based on the anecdotal records above, write a summary report of Yi Xuan's holistic development at 3 years 6 months:

RECORDING AND TRACKING PROGRESS

TIP: Refer to example of Kumar's learning and development provided on p.111 - 113.

How can Ms Manju support Yi Xuan's progression to the next level of development?

To extend Yi Xuan's learning and development, more opportunities could be provided for her to progress towards achieving the following DGs:

DEVELOPMENTAL GOALS	PLAY EXPERIENCES / CAREGIVING AND ROUTINES / LEARNING OPPORTUNITIES
 DG	
 DG	
 DG	
 DG	
DISPOSITIONS FOR LEARNING / VALUES / EXECUTIVE FUNCTION	

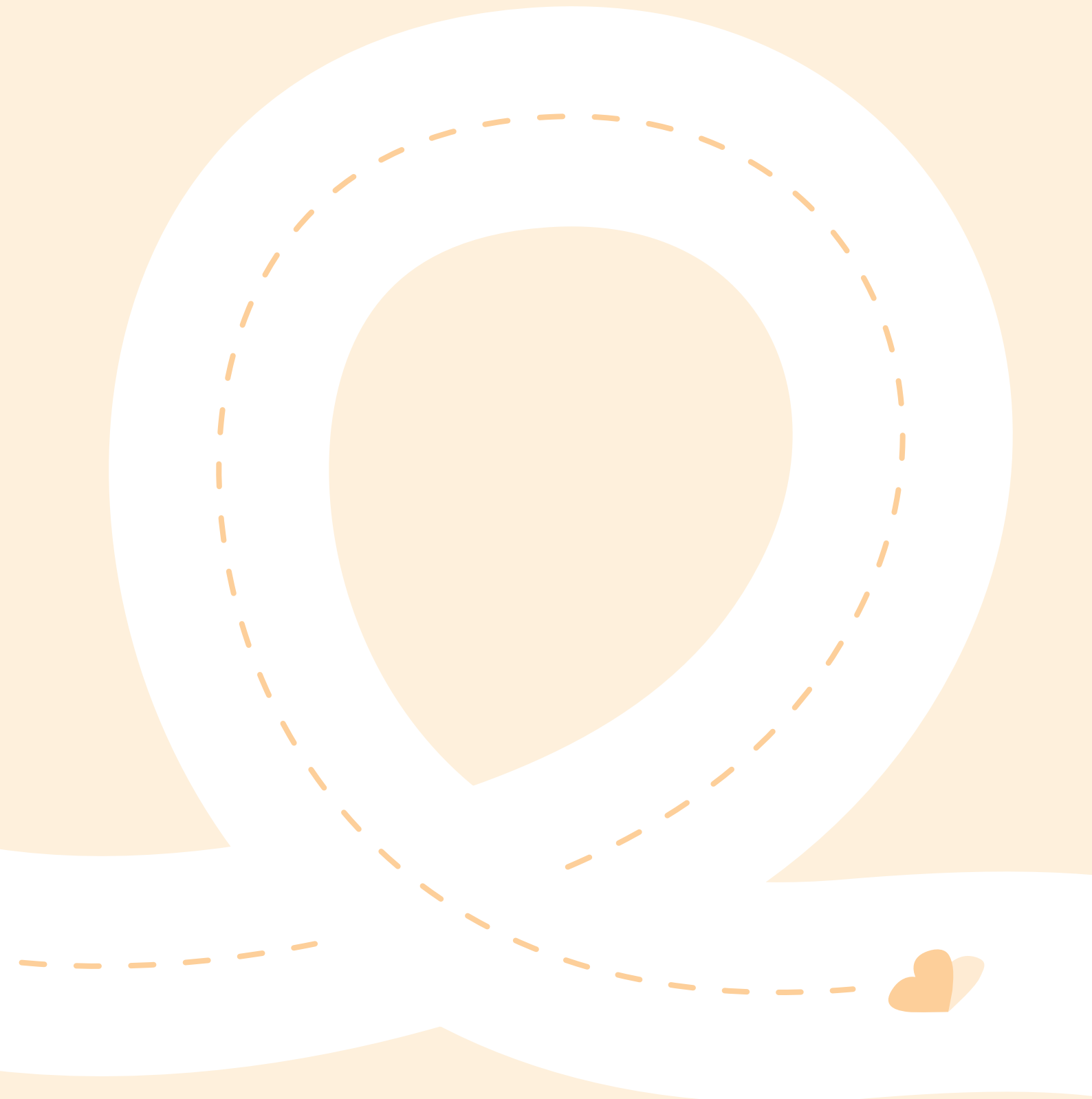
TIP: Refer to example of Kumar's learning and development provided on p.111 - 113.

AREAS OF DEVELOPMENT

CHAPTER 7

Putting it Together: A Child's Story

Read the following story to see how the concepts explored in this volume come to life from the perspective of 32-month-old Lee Ping!





*"My name is Lee Ping.
At 32 months old, I have learnt so many
new things with the help of my teachers,
especially Ms Ling.*

*I am getting really good at remembering things.
I love talking to people, saying new words, and
having conversations, just like grown-ups do.*

*I am also getting better at holding and using
different toys and objects such as a big brush and
my magnifying glass. I learn how to play with
my friends and share my ideas. I can also use
my imagination now!*

*Here was what happened on
my Big Adventure Day."*



> Sing and Move

"Let's all sing and clap our hands," Ms Ling said, as she led my friends and me in some movement songs that we had learnt before.

Then she said, "Next, we're going to pretend to be marching ants."

She turned on the music and sang, "The ants go marching one by one, hurrah, hurrah... The ants go marching one by one and the little one stops to play the drum, and they all go marching down to the ground... Boom, boom..."

My friends and me had a lot of fun pretending to be little ants, singing, marching, and drumming!



MS LING'S THOUGHTS ON THE PROGRESS OF MY LEARNING AND DEVELOPMENT

During the music and movement experience, Lee Ping had opportunities to:



DG2.1



**DG1.1
DG2.2**

Listen for information to guide her actions and express her ideas



DG3.1

Develop body awareness and learn to maintain control of her body movement



DG3.2



DG1.2

Develop spatial awareness and self-confidence while navigating through space

DISPOSITIONS FOR LEARNING

Enjoy learning and being actively engaged in an activity

Story Hour

We enjoyed listening to the story "Papa, Please Get the Moon for Me" by Eric Carle. Knowing this, Ms Ling read the story to us again! After reading, she wanted us to act out the story. I volunteered to hold the big yellow balloon which represented the moon, while some of my friends pretended to climb the ladder like Papa in the story.

Ms Ling ended the storytelling session by asking us to think about this question, "What do you like about the moon?"

"That's a hard question," I thought. So, I smiled and told Ms Ling I just wanted 2 moons.

Our conversation went like this...

Ms Ling: "I'm sorry, but there's only 1 moon. Why would you like to have 2, Lee Ping?"

Me: "The moon follows Lee Ping move. The moon got legs!"

Ms Ling: "Oh, the moon has legs? Where is it walking to?"

Me: "My house!"



MS LING'S THOUGHTS ON THE PROGRESS OF MY LEARNING AND DEVELOPMENT

Through the story, dramatisation, and discussion after, Lee Ping demonstrated the following:



DG1.2
DG2.1
DG3.2



DG3.3

- | She has a vivid imagination and is able to express her ideas in simple sentences.
- | Her ability to respond to verbal interactions and questions shows development of her early comprehension and interaction skills.
- | She is also able to expand on her own ideas.



DG1.1



DG1.1

- | The idea of the moon following her and walking to her house shows how she naturally sees the world from her own viewpoint and is still developing her understanding of others' perspectives.

> Outdoor Fun

Knowing that we are always curious and enjoy the outdoors, Ms Ling brought us out to play at the park nearby.

We were happily picking up twigs and making holes in the ground, when I suddenly noticed some ants, and called out to my friends,

"I see ants are marching one by one. Here, here. See? The ants are marching!"

Together with Ms Ling, we observed the ants moving in a straight line at the edge of the pavement, and wondered where they were going.



MS LING'S THOUGHTS ON THE PROGRESS OF MY LEARNING AND DEVELOPMENT

During the outdoor experience, Lee Ping demonstrated the following:



DG2.1

- | Manipulates smaller objects (e.g., picking up twigs of different sizes to create small holes) with increasing control



**DG1.3
DG2.1**

- | Participates enthusiastically in exploring her immediate environment



DG3.2

- | Applies her prior knowledge of the song, "The Ants are Marching" and uses the language to describe her observation in a different context



DG2.1



**DG3.1
DG4.2**

- | Makes known her ideas and invites her friends to join her to observe the ants

DISPOSITIONS FOR LEARNING

- | Shows increasing level of interest and wonder in exploring and discovering new things

> Nap Time

During nap time, I imagined the moon had come to visit me. As some of my friends were asleep, I whispered to the moon,

"What's that? Big moon, oh moon. Hi moon, what are you doing?"



MS LING'S THOUGHTS ON THE PROGRESS OF MY LEARNING AND DEVELOPMENT

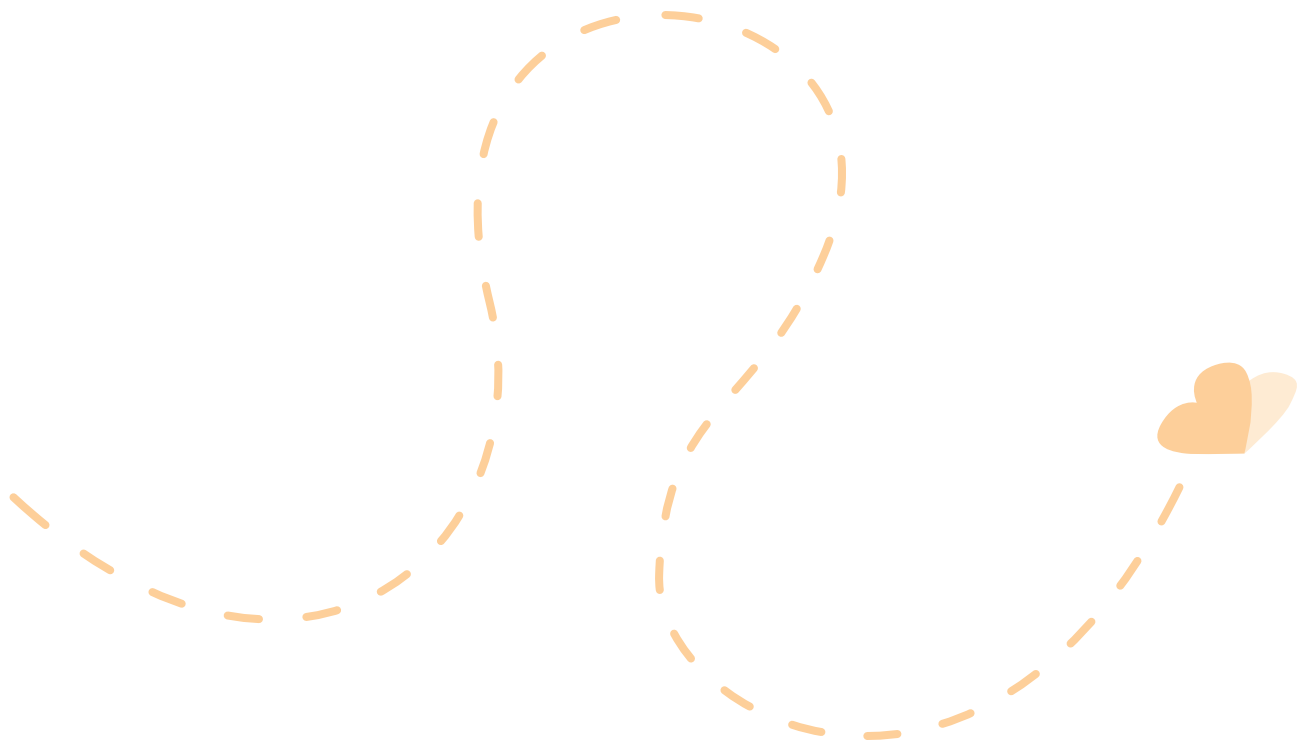


DG1.1



DG2

Lee Ping is able to lull herself to sleep by recalling an experience that she enjoyed.



> Grandpa and Me

At the end of the day, my grandpa came to pick me up. He asked me some strange questions:

Grandpa: "What did you do in school today?"

Me: "Jump... Playground..."

Grandpa: "Sounds fun! And what did you eat for lunch?"

Me: "Chicken... Potato..."

Grandpa: "Nice... Are you satisfied?"

Me: "No, I'm Lee Ping."

My grandpa shared our conversation with Ms Ling the next day.

MS LING'S THOUGHTS ON THE PROGRESS OF MY LEARNING AND DEVELOPMENT

From the conversation with her grandfather, Lee Ping demonstrated the following:



DG1.3
DG2.1

- | She is showing emerging skills in responding to simple verbal requests for information and using words to express her thoughts.



DG1.2



DG3.3

- | Although she may not fully understand all of her grandfather's questions, she is aware of the turn-taking process in a conversation.



DG1.1

- | Reiterating that she is not "satisfied" but "Lee Ping" shows that she has a basic level of self-awareness and recognises herself as a unique individual.

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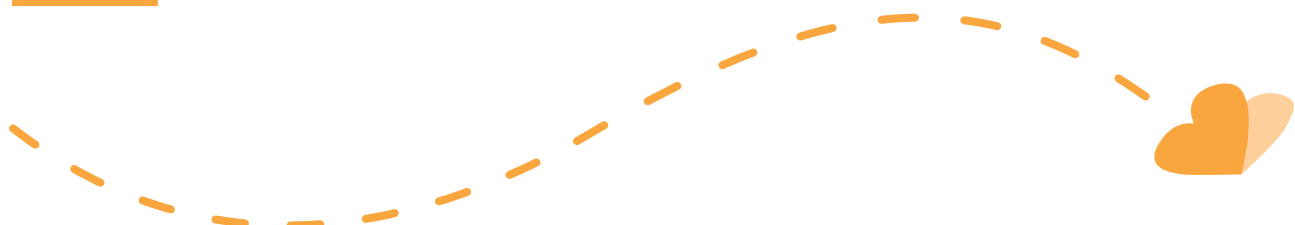
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