

**Early Learning and Development
Guidelines for Children
Aged 3 to 6 Years**

Ministry of Education of the People's Republic of China

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Preface

1. The *Early Learning and Development Guidelines for Children Aged 3 to 6 Years (Guidelines hereafter)* are formulated to support and strengthen implementation of the *National Outline for Medium and Long Term-Educational Reform and Development (2010 -2020)* and the *State Council's Commentary on the Development of Contemporary Preschool Education (GUO FA (2010) No.41)*. The *Guidelines* provide guidance to kindergarten teachers and families of young children based on scientific research and educational practices that promote development of the whole child.
2. The *Guidelines* aim to help teachers and parents build a solid foundation for young children's subsequent school learning and their lifelong development. The basic goal of the *Guidelines* is to promote well-rounded development of young children, including their physical well-being, cognitive growth, moral strength, and aesthetic sensibility. To achieve this goal, the *Guidelines* articulate expectations for children's learning and development between 3 to 6 years of age in each developmental area and recommend corresponding educational practices. Serving as a resource in early development and learning, the *Guidelines* help kindergarten teachers and parents set learning and development goals based on understanding characteristics of young children. The practices described prepare teachers and parents to provide young children with scientifically informed care and education. The desired outcome of this approach to early development and learning is to ensure that all young children experience a happy and meaningful childhood.
3. The *Guidelines* describe children's learning and development in five domains: health, language and early literacy, social development, science and mathematics, and the arts. Each of the five domains is further divided into different content areas. Each content area describes specific learning and development benchmarks as well as recommended educational practices

The benchmark section states general expectations regarding what children ought to know and be able to do at the end of each age period of 3 to 4, 4 to 5 and 5 to 6 years old. As such, it highlights specific directions of young children's learning and development. The recommendation section details educational practices and strategies designed to effectively facilitate and promote children's learning and development.

4. Several principles help to focus implementation of the *Guidelines*, and they are:
 - 1) Pay attention to the development of the whole child. Child development is a holistic process. Of critical importance for supporting the development of a well-rounded child is to balance different learning goals and integrate different areas of learning. It will limit rather than develop young children's potential

if only one or a few areas are given priority in practice.

- 2) Respect children's individuality. Child development is a continuous and evolving process with distinct characteristics at varied stages. All children proceed with a similar developmental trajectory. However, the pace of development and therefore the age they reach particular milestones varies from individual to individual. It is important to understand and fully respect this individual difference and allow the child to proceed with the development "ladder" stated in the *Guidelines* at her/his own pace with her/his preferred approach. One size does not fit all.
- 3) Understand young children's learning processes. Based on direct experiences, children learn through play and in their daily lives. Central to developmentally appropriate education is recognizing the unique value of play and life experience in children's learning. To encourage play and build on life experiences, teachers create rich and engaging educational environments that help children to fulfill their needs for knowledge acquisition. Avoid taking curriculum from primary grades. In most cases, intensive skill training is inappropriate for young children.
- 4) Understand the importance of how children approach learning. Positive attitudes and good study habits are invaluable assets for children's lifelong learning and development. Of central importance in early education is encouraging the development of young children's positive approaches to learning, such as being curious, taking initiative, focusing attention, being willing to try, persisting, exploring, imagining, and creating. Focusing on teaching knowledge and skills without attending to the development of learning approaches is short-sighted and likely to make learning more difficult for young children.

Health

Health refers to the well-being of a child’s physical, mental, and social adaptability. Early childhood is not only a period of rapid physical and cognitive development, but also a critical stage for fostering optimistic attitudes and a sense of security. Physical development, mental wellness, motor coordination, healthy habits, and acquisition of basic life skills are all important indicators of children’s physical and mental health. They also serve as cornerstones for children’s learning and development in other domains.

To facilitate children’s physical and mental well-being, adults need to provide them with adequate and balanced nutrition; ensure that they have enough sleep and appropriate exercise; create a friendly and warm social environment for children to experience love and care and develop a stable and positive attitude towards life; foster good living and personal hygiene habits; improve children’s ability to protect themselves; and help them develop civilized lifestyles and skills that they will benefit from throughout their lives.

Though children need nurturance and care because of their physical and mental immaturity, this immaturity should not induce overprotection from adults or lead adults to make all arrangements on children’s behalf. Children deprived of opportunities to take the initiative in learning will become overly dependent on others.

A. Physical and Mental Health

Benchmark 1: Physical Fitness

3-4 years old	4-5 years old	5-6 years old
<p>1. Shows age appropriate body height and weight.</p> <p>Reference standards: <u>Boys:</u> Body height: 94.9-111.7cm Weight: 12.7-21.2kg <u>Girls:</u> Body height: 94.1-111.3cm Weight: 12.3-21.5kg</p>	<p>1. Shows age appropriate body height and weight.</p> <p>Reference standards: <u>Boys:</u> Body height: 100.7-119.2cm Weight:14.1-24.2kg <u>Girls:</u> Body height: 99.9-118.9cm Weight: 13.7-24.9kg</p>	<p>1. Shows age appropriate body height and weight.</p> <p>Reference standards: <u>Boys:</u> Body height: 106.1-125.8cm Weight: 15.9-27.1kg <u>Girls:</u> Body weight:104.9-125.4cm Weight: 15.3-27.8kg</p>
<p>2. Maintains good posture when standing and sits up straight when asked.</p>	<p>2. Maintains good posture when standing, sitting, and walking when reminded.</p>	<p>2. Maintains good posture when standing, sitting, and walking without needing reminders.</p>

Source: 2006 WHO Child Growth Standards: Reference for body height and weight of children aged 4,

Educational Suggestions:

1. Provide young children with an adequate, nutritious, and healthy diet:
 - Provide a variety of food such as cereals, vegetables, fruits, meat, milk, eggs and soybean products to give children a balanced diet according to *Dietary Guidelines for Chinese Pregnant Women, Women in Lactation Period and Children aged 0-6*.
 - Food should be properly cooked. Avoid serving children food that is fried, barbecued, or pickled.

2. Guarantee young children 11 to 12 hours of sleep per day. This total includes nap time which can be as long as 2 hours. The length of nap time can be adjusted according to the change of seasons, different age groups, and individual needs.

3. Pay attention to young children’s body positions and help them to maintain correct postures:
 - Remind young children to maintain correct standing, sitting and walking postures. Seek medical treatment and rehabilitation services when abnormal bone growth such as splayfoot, bowleg and hunchback is discovered.
 - Choose child-sized furniture including tables, chairs and beds. Height of chairs should be low enough to allow children’s thighs to rest in a horizontal position with their feet on the floor. The height of tables should allow young children, when in a writing position, to sit straight without hunching over or straining to reach. Beds shouldn’t be too soft.

4. Conduct annual physical exams for young children.

Benchmark 2: Emotionally Stable and Joyous

3~4 years old	4~5 years old	5~6 years old
1. Emotionally stable and rarely cries unless something is wrong. 2. Can be calmed down by adults when upset or having a temper tantrum.	1. Often in a joyous mood and is easy to cheer up. 2. Can be calmed down by adults when having a temper tantrum. Able to tell adults what the problem is	1. Often in a joyous mood, understands the cause of different emotional reactions, and easily cheers up. 2. Knows appropriate ways to express

	3. Tells feelings to adults and children close to them, shares joys and seeks comfort.	feelings and communicate anger and frustration. 3. Adapts to changing activity and situations, maintaining emotional stability.
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Educational Suggestions:

1. Create a warm and comfortable social climate that encourages young children to develop a sense of security and trust:
 - Maintain a good mood and influence young children with positive attitudes.
 - Recognize young children’s strengths, accept individual differences, and avoid simple comparisons with their peers.
 - Stay calm when handling children’s behavioral problems. Do not scream, yell, or shout at children. This frightens children, causing them to become more upset. Corporal punishment or verbal abuse is strictly prohibited.

2. Help young children learn to express and control their emotions properly:
 - Model appropriate expression of emotions, such as getting control of bad temper and not expressing anger toward others.
 - Share your happiness and unhappiness with children. Encourage them to share their feelings with others.
 - Accept young children’s expression of their feelings and provide them with guidance about how to act on their feelings. Do not attempt to subdue an angry child. Talk with them about what behavior is appropriate after they calm down.
 - Help children cheer up when they are feeling negative emotions.

Benchmark 3: Adapts to Changes in Physical and Social Environments

3~4 years old	4~5 years old	5~6 years old
1. Able to participate in outdoor activities in fairly hot or cold	1. Able to participate in outdoor activity for half an hour in fairly hot or	1. Able to participate in outdoor activity for more than half an hour in fairly hot or cold

weather.	cold weather.	weather.
2. Able to adapt to new physical environment with emotional stability, resuming normal sleeping and eating routines.	2. Less likely to experience physical discomfort in a new environment.	2. Less likely to catch cold when weather changes. Able to withstand slight bumpiness when traveling in vehicles like cars or boats.
3. Able to adapt to a group care situation with the help of caregivers.	3. Able to quickly adapt to changes in a new social situation such as getting a new teacher.	3. Able to join with ease in a new social environment such as the transition to a new kindergarten class.

Educational Suggestions:

1. Schedule routine outdoor activities for young children and increase their adaptability to seasonal changes.
 - In general, a daily total of two hours of outdoor activity is recommended, with at least one hour a day devoted to large motor activities regardless of the season.
 - In extremely hot or cold weather conditions, outdoor activities should be scheduled for periods during the day when temperature are less excessive. Duration of activity needs to be adjusted according to the weather and individual differences among children.
2. Engage children in different games, such as holding hands and dancing in a circle and playing on swings to help them develop balance skills.
3. Help young children develop the ability to adapt to changes:
 - Observe children’s behavior in eating, sleeping and game playing in new environments and help them adapt to the changes quickly.
 - Introduce children to different social environments, including social gatherings with relatives and friends and playing with unfamiliar peers to help them learn to blend into new social situations.

B. Motor Development

Benchmark 1: Demonstrate Age-appropriate Balance, Flexibility and Coordination

3~4 years old	4~5 years old	5~6 years old
1. Able to walk along a straight line on the ground or on top of a low narrow object.	1. Able to maintain balance while walking on top of a low narrow object.	1. Able to walk steadily on a slope, suspension bridge, and over disconnected objects.
2. Able to walk upstairs and downstairs with alternating feet.	2. Able to crawl on belly and creep without knees touching the ground.	2. Able to climb up structures and nets using hands and feet.
3. Able to steadily hop forward using both feet.	3. Able to leap over an object with some initial assistance.	3. Able to play jump rope continuously.
4. Able to avoid bumping into others when running.	4. Able to play catching and dodging games with peers.	4. Able to dodge in-coming balls.
5. Able to throw balls upwards with both hands.	5. Able to repeatedly toss and catch balls.	5. Able to bounce a ball continuously.

Educational Suggestions:

1. Help children develop their body balance and coordination through various kinds of activities. For instance:
 - Walk on a balance beam or along a straight line or ridge in the field.
 - Play games such as hopscotch.
2. Help children develop coordination and agility through various kinds of activities. For example:
 - Encourage young children to skip, crawl, climb, throw, and bounce balls.
 - Invite children to use outdoor equipment such as tricycles and climbing structures.
 - Avoid turning skill-related games, such as bouncing a ball and jumping rope, into mechanical training tasks to reach a quantified goal.
3. Incorporate safety education into game playing. Help children improve their defensive abilities.

Benchmark 2: Demonstrate Strength and Endurance

3~4 years old	4~5 years old	5~6 years old
1. Able to grasp horizontal bar with both hands and hang on for about 10 seconds.	1. Able to grasp horizontal bar with both hands and hang on for about 15 seconds.	1. Able to grasp horizontal bar with both hands and hang on for about 20 seconds.
2. Able to toss a small sand bag for about 2 meters with one hand.	2. Able to toss a sand bag for about 4 meters with one hand.	2. Able to toss a sand bag for about 5 meters with one hand.
3. Able to hop on one foot for about 2 meters.	3. Able to hop on one foot for about 5 meters.	3. Able to hop on one foot for about 8 meters.
4. Able to dash for about 15 meters.	4. Able to dash for about 20 meters.	4. Able to dash for about 25 meters.
5. Able to walk about 1 kilometer (with short breaks if necessary).	5. Able to walk about 1.5 kilometers (with short breaks if necessary).	5. Able to walk more than 1.5 kilometers (with short breaks if necessary).

Educational Suggestions:

1. Organize various physical activities suitable to children of different age groups, such as walking, running, jumping, climbing, and crawling. Encourage children to persist in activities so they can build their endurance and get stronger.
2. Encourage young children to be active in their daily lives: to walk often instead of taking buses/cars, to climb stairs and to carry their own bags.

Benchmark 3: Demonstrate Eye-hand Coordination Skills

3~4 years old	4~5 years old	5~6 years old
1. Able to scribble with crayons or pencils.	1. Able to draw simple shapes and fold a piece of paper with the edges basically aligned.	1. Able to sketch shapes with smooth lines.
2. Able to eat with spoons	2. Able to eat with	2. Able to use chopsticks skillfully.
3. Able to cut along a straight line with		3. Able to cut along the curved contour of

scissors	chopsticks. 3. Able to cut along the contour of simple shapes.	simple shapes. 4. Able to use simple tools or appliances.
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Educational Suggestions:

1. Create opportunities for children to develop eye-hand coordination skills. For example:
 - Provide tools and materials such as paint brushes, scissors and paper and common objects such as cardboard boxes and magazines for children to paint, cut, fold and paste.
 - Help children learn self-care routines such as brushing their teeth and getting dressed. Suggest that they help with chores at home, including practicing eating with chopsticks, washing vegetables, and helping with cooking.
 - When caregivers set up learning centers such as doll houses or play stores, try to use materials that provide opportunities for young children to participate in assembly and construction processes. For example, provide blank paper and pencils for sign making and small boxes for making doll house furniture
2. Bring young children’s attention to their safety in activities. For example:
 - Materials such as plastic balls and beads should be big enough so that children can’t swallow them. Use safety scissors. Ask children to put materials back after using them.
 - Show children how to use chopsticks, pencils, scissors, hammers, etc.
 - Remind children not to play with sharp items like scissors and knives.

C. Habits of Healthy Living and Self-help Skills

Benchmark 1: Develop Habits of Healthy Living

3~4 years old	4~5 years old	5~6 years old
1. Able to sleep and get up regularly when reminded and takes a mid-afternoon nap.	1. Able to sleep and get up regularly and persists in taking a nap.	1. Forms the habit of going to sleep and getting up regularly everyday.
2. Enjoys participating in	2. Enjoys participating in	2. Takes an active role in

<p>outdoor activities.</p> <p>3. Eats a balanced diet and is not too picky about food. Diet includes fresh fruits and vegetables.</p> <p>4. Likes to drink water. Not addicted to soft drinks.</p> <p>5. Does not rub eyes with dirty hands, and does not watch TV for more than 15 consecutive minutes.</p> <p>6. Brushes teeth twice daily. Washes hands before meals and after using the toilet when reminded.</p>	<p>outdoor activities.</p> <p>3. Eats a balanced diet and is not too picky about food. Diet includes fresh fruits and vegetables</p> <p>4. Likes to drink water. Not addicted to soft drinks.</p> <p>5. Learns how to protect eyes: does not read in light that is excessively bright or dim and does not watch TV for more than 20 consecutive minutes.</p> <p>6. Brushes teeth twice daily. Washes hands before meals and after using the toilet. Needs less reminding from an adult.</p>	<p>participating in a variety of outdoor activities.</p> <p>3. Chews slowly while eating.</p> <p>4. Likes to drink water and is not addicted to soft drinks.</p> <p>5. Knows how to protect eyes: does not read when the light is excessively bright or dim and does not watch TV for more than 30 consecutive minutes.</p> <p>6. Brushes teeth twice daily without reminder and washes hands before meals and after using the toilet in an increasingly independent manner.</p>
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Educational Suggestions:

1. Enable young children to follow a daily routine and form healthy living habits, such as sleeping and waking early, taking a nap every day, having meals on time, and eating a nutritional breakfast.
2. Help young children develop good eating habits, for example:
 - Help young children form the habit of eating healthy portion sizes at meal times.
 - Help young children understand the nutritional value of food. Guide them to eat a balanced diet without being too picky about food. Limit the amount of junk food consumed. Drink water regularly instead of soft drinks.
 - Do not rush children at meals. Remind them to chew slowly and not to play while eating.

3. Help young children develop good personal hygiene habits, for example:
 - Brush teeth twice daily day and gargle after meals.
 - Take a bath and change clothes often. Keep fingernails trimmed.
 - Remind young children to protect their sensory organs; for example, do not put objects in ears and watch TV at a distance of about 3 meters.
4. Inspire young children’s interest in participating in vigorous outdoor activities and encourage them to develop the habit of exercising regularly. For example:
 - Make various outdoor play equipment available and encourage children to choose their favorite equipment for physical activities.
 - Participate in outdoor sports and play outdoor games with young children, and encourage them to engage in outdoor play activities with their peers.
 - Watch sports events or TV programs relevant to sports events with young children to develop their interest in sports activities.

Benchmark 2: Develop Basic Self-care Abilities

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Able to put on and take off clothes as well as shoes and socks with caregivers’ help. 2. Able to return toys and books to their original places. 	<ol style="list-style-type: none"> 1. Able to put on and take off clothes, shoes and socks, and button up clothes by themselves 2. Able to sort out belongings. 	<ol style="list-style-type: none"> 1. Know they need to add or take off clothes based on changes in outdoor temperature. 2. Able to tie shoes. 3. Able to sort out belongings according to specific categories such as socks.

Educational Suggestions:

1. Encourage young children to develop self-care skills, praise their attempts and efforts, and avoid doing things for them just because they are slow or have difficulty.
2. Help young children learn and master basic self-care skills. For example, help them learn the correct methods for putting on and taking off clothes, shoes, and socks; for washing their hands and face; for blowing their nose; and wiping with

toilet paper after using the bathroom.

3. Provide conditions conducive to the development of self-care skills, for example:
 - Provide each child with a box to store their toys, books and extra clothes.
 - Buy children clothes and shoes that are simple to get on and off, practical for school activities and comfortable to wear.

Benchmark 3: Have Basic Safety Knowledge and Self-protection Abilities

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Knows not to eat food offered by a stranger and will not leave with a stranger. 2. Is aware of threats to safety and does not engage in activities that could be dangerous. 3. Able to give the police or appropriate adults basic information such as name, parents’ names, and home telephone numbers in case the child gets lost in a shopping mall, a park or some other public place. 	<ol style="list-style-type: none"> 1. Knows the importance of staying within sight of parents or teachers in public places. 2. Understands common safety warnings and obeys safety rules. 3. Able to avoid dangers during outdoor play and sports activities. 4. Knows how to get help when needed. 	<ol style="list-style-type: none"> 1. Knows not to open the door for strangers without the permission of parents or teachers. 2. Consciously observes basic safety regulations and traffic rules. 3. Able to pay attention to safety while engaging in sports activities and does not pose a danger to others. 4. Has basic knowledge about accident prevention.

Educational Suggestions:

1. Establish a safe environment and provide necessary precautions.
 - Store drugs, matches, and knives in places that are beyond young children’s reach; ensure balconies or windowsills are furnished with safety features; and use safe power sockets.
 - Be watchful of young children in public spaces; ensure young children are accompanied by an adult when taking a bus or riding an elevator. Do not

leave young children alone at home or in the car.

2. Provide safety education for young children in the context of daily activities. For instance:

- When going out, remind young children to follow adults closely, stay within sight of an adult, do not leave with a stranger or eat candy or other food offered by a stranger; and observe traffic rules, etc.
- Help young children recognize surrounding dangers. Tell them not to play with matches or lighters, to stay away from power sockets, and not to climb up on windows or balconies, etc.
- Help young children identify and understand common safety signs such as, “Danger! Electric shock!”, “Poison”, “No Swimming”, and “Emergency Exit”.
- Tell young children not to allow others to touch their private parts. If someone does, the child should tell a parent or a teacher.

3. Teach young children simple methods of self-rescue and calling for help, for example:

- Remind children of their family address and telephone number, their parents’ names, and the names of their employers. Tell them to seek help from police, a security officer, or an employee and provide them with identifying information if they get lost.
- Know to call 911 for help in case of fire or other emergencies.
- Take advantage of books and audiovisual materials to help young children learn how to respond to dangerous situations and to seek help when there is a need. Engage them in drill practice in the form of play.
- Kindergartens shall, on a regular basis, carry out drills to practice escaping from natural disasters such as fires and earthquakes.

I. Language

Language is a tool for communication and thinking. Early childhood is a critical period for the development of language, especially oral language. Language development can be observed in and promoted through many other areas, and at the same time it exerts an important influence on young children's learning and development in these areas. While using language for communication, young children also develop their interpersonal skills as well as the capabilities of understanding others, organizing ideas, and evaluating situation for proper communication. As they acquire information through language, young children's learning gradually extends beyond direct personal experience.

Young children's linguistic competence is developed in the process of communication and application of language. Caregivers shall create a free and relaxed language communication environment, encourage young children to communicate with both adults and their peers, invite them to talk about feelings and ideas, and provide positive responses. In addition, caregivers shall provide young children with high quality and developmentally appropriate reading materials, and read books with them and tell stories to them regularly. The goal is to help young children develop good oral language ability, love for reading, and good reading habit to further expand their learning experiences.

Of vital importance to young children's language acquisition is the appropriate social experience and support. Rich and diversified activities ought to be employed to extend young children's life experience, enrich their language contents, and strengthen their abilities of understanding and expression. Caregivers shall, in the context of daily routine and reading activities, guide young children to naturally become interested in Chinese characters. Young children shall not be taught to learn to read too early through rote memory and intensive training, which is developmentally inappropriate to their way of learning.

A. Listening and Speaking

Benchmark 1: Able to Listen Carefully and Understand Common Expressions

3~4 years old	4~5 years old	5~6 years old
1. Able to listen to others carefully and give response.	1. Able to listen intentionally to information related to themselves in a crowd.	1. Able to listen carefully to the teacher or others in a crowd.
2. Able to understand daily conversations.	2. Able to perceive different meanings	2. Able to actively ask questions in case of failure to understand or

	<p>from different tones and intonations in the context of a specific scenario.</p> <p>3. Young children in regions with dialects and in minority ethnic groups can basically understand mandarin Chinese.</p>	<p>have a doubt.</p> <p>3. Understand some complicated sentences indicating such relationships as causality and assumption in relation to a specific scenario.</p>
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Educational Suggestions:

1. Provide young children with a variety of opportunities for listening and conversation, for instance, talking with them about the topics of their concern, read books with them, and tell them stories.
2. Guide young children to listen carefully. For example:
 - Listen patiently to others, including young children, and express opinions after others finish speaking.
 - Use language appropriate and acceptable to young children when talking with them.
 - Urge young children to listen attentively when proposing requirements or assigning tasks to them, and encourage them to take the initiative to ask questions.
3. Pay attention to relate rich and expressive language to specific situation to facilitate young children’s understanding. For example:
 - Pay attention to tone and intonation, and help young children to understand the role of the tone and intonation. For instance, showing disagreement on their unreasonable requirements in a relatively firm tune; using different tunes and intonations to express the delight and sorrow of the characters in stories.
 - Make an intentional choice of using sentences in relation to causality, assumption, and condition appropriate to young children’s understanding.

Benchmark 2: Willing to Speak and Able to Express Clearly

3~4 years old	4~5 years old	5~6 years old
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<ol style="list-style-type: none"> 1. Willing to speak in front of acquaintances, and able to say hello to others with ease. 2. Able to speak at a basic level the language of one's nationality or local dialects. 3. Willing to express needs and ideas and use gestures to support the communication if necessary. 4. Able to chant nursery rhymes or retell brief stories clearly. 	<ol style="list-style-type: none"> 1. Willing to talk with others, and enjoy talking about the topics of their interest. 2. Able to speak at a proficient level the language of their nationality or local dialects, and speak mandarin Chinese at a basic level. The young children in ethnic minority habitations can use mandarin Chinese for daily conversation. 3. Able to describe the basics of what they have seen and experienced completely. 4. Able to make coherent descriptions. 	<ol style="list-style-type: none"> 1. Willing to discuss questions with others, and dare to speak in front of the public. 2. Able to speak the language of their nationality or local language and mandarin Chinese in correct and clear pronunciation. The young children in ethnic minority habitations can basically speak mandarin Chinese. 3. Able to describe a story orderly, coherently and clearly. 4. Able to use common adjectives, synonyms, etc. for description in a vivid language.
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Educational Suggestions:

1. Create opportunities for young children to speak and experience the delight of language communication.
 - Ensure sufficient time available for talking with young children. For instance, taking on such topics as interest them, and inquire and listen to their opinions on their own affairs.
 - Respect and accept young children's ways of speaking. Listen carefully to them and give positive response to them regardless of their expression levels.
 - Encourage and support young children to play and talk with their peers, describe to each other their experiences, interesting episodes, or the books they have read and cartoons have watched, etc.
 - The regions with dialects and minority ethnic groups shall positively nurture language environments for young children to communicate with mandarin Chinese.

2. Guide young children to make clear expression. For example:
 - Adults shall speak clearly and concisely when talking with young children.
 - Remind them to keep impatient and speak slowly in the event that they fail to express themselves clearly as they are too eager to express; adults shall be patient to listen to them, give necessary supplement, and help them organize their ideas, and speak out clearly.

Benchmark 3: Have Civilized Language Habit

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Have eye contact when talking with others. 2. Speak in a natural tune and proper voice. 3. Able to use appropriate polite phrases when reminded by adults. 	<ol style="list-style-type: none"> 1. Able to respond when inquired. 2. Able to adjust voice according to different occasions. 3. Able to use polite expressions, and never use dirty or rude words. 	<ol style="list-style-type: none"> 1. Able to actively participate in conversations. 2. Able to adjust tones according to the converser and the situation. 3. Know to take turns in speak, and not to interrupt others. 4. Able to use language appropriate to different situations, such as comforting others who feel sad.

Educational Suggestions:

1. Ensure the use of polite language to set a good example for young children. For example:
 - Listen carefully and use polite language when talking with others.
 - Never speak up in public places and or use dirty or rude expressions.
 - Have eye contact with young children and be patient when listening to them and squat down if necessary.
2. Help young children form good language habit. For example:

- Remind young children of some situation specific communication etiquettes, such as talking politely to elders, saying hello to guests, and expressing thanks to people for offering help.
- Remind young children of good language practices in the collective life, such as speaking in turn, and not interrupting others.
- Remind young children of paying attention to good language manners in public places, for example, not making noise.

B. Preparation for Reading and Writing

Benchmark 1: Enjoy Listening to Stories and Reading Books

3~4 years old	4~5 years old	5~6 years old
1. Take the initiative and ask adults to tell stories and read books for them. 2. Enjoy chatting nursery rhymes. 3. Take good care of books and not tear or toss them around.	1. Read favorite children's books repeatedly. 2. Enjoy telling others the stories that they have heard or the books they have read. 3. Take interest in common signs and symbols in the daily life, and understand their meanings.	1. Able to read picture books attentively. 2. Enjoy sharing and discussing the contents of books or stories with others. 3. Take interest in the written symbols in books and in life, and understand that characters carry out specific meanings.

Educational Suggestions:

1. Provide young children with good reading atmosphere and conditions. For example:
 - Provide sufficient picture books that are interesting and developmentally appropriate.
 - Provide relatively quiet places with minimized interruption to assist young children in self-directed reading.
2. Stimulate young children's reading interest, and develop their reading habits. For example:
 - Take the time to read for and with young children often, and tell them stories.

- Provide children’s literature of different genres such as nursery rhymes, stories, and poetry, and allow them to choose and read at will.
 - Look at books with young children when they have questions or encounter interesting phenomena, so as to enable them to experience the usefulness of books and the delight from knowing through reading.
3. Guide young children to experience the purposes of signs and written symbols.
For example:
- Introduce to young children the common signs seen in hospitals, public booths, and other places, so as to enable them to understand the attached meanings of the signs.
 - Help young children experience the purposes of written language based on the real life situation. For instance, read to young children the instructions on a new toy so they would know how to play with it.

Benchmark 2: Develop Basic Reading and Comprehension Abilities

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Able to understand short nursery rhymes or stories. 2. Able to look at a picture and tell what are there or what happened on the picture. 3. Able to understand that the characters in the picture book correspond to the pictures and are convey the meanings of the pictures. 	<ol style="list-style-type: none"> 1. Able to describe the general ideas of the stories told to them. 2. Able to describe the general plot in a set of progressive pictures. 3. Able to show joyful or worrisome emotions corresponding to the storyline, and understand the emotions conveyed in the story. 	<ol style="list-style-type: none"> 1. Able to describe the main contents of children’s literature read to them or they have read. 2. Able to predict the development of the plot, extend the storyline, or create a story based on given plots or clues in the stories or in the books. 3. Able to express personal views on the books they have read and the stories they have heard. 4. Able to perceive the basic aesthetic beauty of literary language.

Educational Suggestions:

1. Read for and with young children often and help them understand the contents of books based on their own experience. For example:
 - Assist young children in making careful observations of pictures, discussing the contents of stories based on the pictures, and learning to connect the pictures with the storyline.
 - Discuss with young children the plots in the story and guide them to describe the general storyline in a logical manner.
 - Try sometimes not to tell young children the title of a story when reading a book or telling a story to them, and instead, ask them to name it after hearing the story and to give reasons for the naming.
 - Encourage young children to engage in self-directed reading activities, and share their reading discoveries, feelings, and ideas with others.

2. Nurture young children’s imagination and creativity in reading. For example:
 - Encourage young children to follow the clues shown in the pictures to tell the story, make bold speculation and imagination of the development of the plot, and revise the some plots or give a new ending to the story.
 - Encourage young children to use different methods such as acting out or drawing to convey their understanding of the children’s books and stories.
 - Encourage and support young children to create stories independently, draw pictures for the stories, and make them into a picture book.

3. Help young children experience the aesthetics embodied in literatures. For example:
 - Intentionally guide young children to appreciate or imitate the language rhythm and prosody in literatures.
 - Convey the emotions in the books through expression, movement, and cadenced voice when reading books to young children, so as to allow them to perceive the influential and expressive power of the works.

Benchmark 3: Have the Desire and Preliminary Skills for Written Expression

3~4 years old	4~5 years old	5~6 years old
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1. Like to use scribbles to express meanings.	1. Like to express wishes and ideas through pictures and symbols. 2. Able to write and draw with proper postures when reminded by adults.	1. Like to describe events or stories through pictures and symbols. 2. Able to write one's name correctly. 3. Able to write and draw with proper postures.
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Educational Suggestions:

1. Have young children to experience the role of characters and symbols when participating in writing and drawing activities and nurture their interest in writing.

For example:

- Make materials such as paper and pencils available at all time, as well as encourage young children scribble by providing them with natural materials such as sand and tree branches.
- Encourage young children to draw things or stories that are interesting to them, and to describe the pictures to others. Have children to experience the practice of conveying ideas and emotions by virtue of writing and drawing.
- Dictate young children's story and read the story back to them, so as to enable them to know that speech can be recorded in a written form, and experience the purposes of written language.

2. Prepare young children for writing through drawing and play. For example:

- Promote hand-eye coordination by playing such games as following the dotted line to form a completed contour, and help them learn the skills for writing from top to bottom and from left to right.
- Encourage young children to learn to write their own names.
- Remind young children to keep correct postures while writing and painting.

II. Social Development

Social learning and development during early years is a process of a constant improvement of sociality in young children, and it also sets a foundation for their sound personality. Interpersonal relationship and social adaptation are the major tasks of social learning for young children, and they provide the basic means for the development of their sociality. By interacting with adults and peers, young children learn how to keep in with others, treat oneself and others appropriately, and develop social adaptation abilities. Strong social development is of significance to young children's physical and mental health and well-around development.

Families, kindergartens and the society shall make joint efforts to create warm, caring, and respectful home and group lives for young children, and establish sound parent-child, teacher-child, and child and child relationships. In so doing, young children gain the sense of safety and trust, improve confidence and self-esteem, develop positive and healthy interpersonal relationship, and learn to observe rules under the positive social and cultural influences. The consequence is the development of basic sense of identity and belonging.

Young children's social script knowledge and abilities develop through primarily observation and imitation of adults in daily life and games. Adults shall attach importance to the role of their words and deeds as examples, and avoid the use of simple and rigid clichés.

1. Interpersonal Relationships

Benchmark 1: Like to Communicate with Others

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none">1. Like to play with other children.2. Like to participate in activities with familiar adults.	<ol style="list-style-type: none">1. Like to play with other children, and have playmates.2. Enjoy talking with adults, and inform them of events and issues.	<ol style="list-style-type: none">1. Have friends and like making new friends.2. Like to ask for advice when there is a need.3. Like to share pleasant or interesting things with others.

Educational Suggestions:

1. Take the initiative to be close with and show care for young children, and play with them, so as to enable them to experience the delight of interacting with adults,

and build close attachment relationships with parents and teachers.

2. Create opportunities for interaction to enable young children to experience the delight of being with others. For example:
 - Take the opportunity of visiting relatives and friends or having visitors at home to encourage young children to talk with others.
 - Encourage young children to play with friends, and invite friends to homes, so as to experience the joy from playing together.
 - Provide young children with more opportunities for interaction and free play in the kindergarten, and let them make choice for partners and teams in some activities.

Benchmark 2: Get Along with Peers

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Able to ask friendly when show an interest in participating in group play activities. 2. Able to share and not fight for toys when guided by adults. 3. Able to listen to adults' resolution in case of conflict with peers. 	<ol style="list-style-type: none"> 1. Able to participate in peer play through means such as self-introduction and toy exchange. 2. Able to share with peers or take turns to play with things attractive to all children. 3. Able to reach conflict resolution with the help of others. 4. Willing to consider peer's opinions and accept their suggestions when participating in activities. 5. Do not bully weaker and younger children. 	<ol style="list-style-type: none"> 1. Able to invite peers to play through various proper means. 2. Able to collaborate with peers and work together to overcome difficulties when participating in activities. 3. Able to resolve the conflict with peers through negotiation. 4. Become aware that other's ideas can differ from one's own at times, able to listen to others and consider their opinions, and say reasons in case of disagreement. 5. Do not bully others, nor allow to be bullied.

Educational Suggestions:

1. Help young children learn basic rules and skills in relation to specific scenarios.
For example:
 - Suggest children to share toys or play a specific role in the play activity when they are unsure about how to join in a group to play or rejected by peers.
 - Praise young children’s behaviors such as sharing toys and book, so as to enable them to feel the joy and satisfaction with own actions.
 - Encourage young children for conflict resolution through peaceful means such as negotiation, playing in turn, cooperation, and communication.
 - Use relevant books and stories in relation to children’s prior experience to discuss welcome behaviors in public and manners most likely accepted by others.
 - Kindergartens shall provide young children with more opportunities that require concerted efforts, so as to enable them to experience the importance of collaboration and responsibility sharing.
2. Help young children stand in the shoes of others and learn to understand others in relations to specific situations. For example:
 - Encourage young children to think “How would you feel if you were that child?” in situations such as toy fighting, so as to enable them to understand others’ needs and feelings.
3. Talk with young children about their good friends, ask them to say why they like the friends, and help them appreciate the merits and strengths of peers.

Benchmark 3: Show Self Esteem, Confident, and Independence

3~4 years old	4~5 years old	5~6 years old
1. Able to make activity choices based on personal interests.	1. Able to engage in play and other activities based on personal ideas.	1. Able to initiate activities or work out ideas in the activities.
2. Feel proud for one’s good behaviors or activity performance.	2. Know one’s own merits and strengths, and feel satisfied.	2. Want to be better after showing a good deed or achieving a success.
3. Willing to do things at one’s ability.	3. Try best to help oneself and feel reluctant to rely on others.	3. Help oneself if possible, and willing to learn new things.
4. Like to assume the		

responsibility for small tasks.	4. Have the courage to try activities and tasks with some difficulty.	4. Take the initiative to assume tasks, and when there is a difficult, show persistence and not quickly seek for help. 5. Have the courage to insist on one's own opinions and provide justification in case of disagreement.
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Educational Suggestions:

- 1 Pay attention to the feelings of young children and protect their self-esteem and self-confidence. For example:
 - Treat young children fairly so as to make them feel respected.
 - Provide pertinent recognition or specific praise to young children's positive behaviors, so as to make them aware of one's merits and strengths, and feel satisfied and proud.
 - Never compare one child's weaknesses with the strengths of another child.
2. Encourage young children to make decisions and actions independently, so as to build up their self-esteem and self-confidence. For example:
 - Ask young children for their opinions on the subjects matter to them, and listen to them carefully, and accept their reasonable requests even if their opinions differ from those of adults.
 - Support young children to carry out personal ideas under the premise of safety, or provide necessary conditions to help them fulfill their wishes.
 - Allow young children to do things on their own, and encourage and guide them when the task is not successfully carried out so as to help them build self-esteem and self-confidence through practice.
 - Encourage young children to try asks with certain difficulty, and help to adjust the level of difficulty to develop the sense of accomplishment through efforts.

Benchmark 4: Show Care and Respect for Others

3~4 years old	4~5 years old	5~6 years old
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<ol style="list-style-type: none"> 1. Able to listen attentively to adults, and follow their requests. 2. Show sympathy to people who are sick or sad. 3. Know not to disturb others when reminded. 	<ol style="list-style-type: none"> 1. Able to politely express needs or ideas to adults. 2. Able to take notice of the moods of others, and show care and consideration. 3. Know parents' occupations, and understand the efforts that parents make for bringing them up. 	<ol style="list-style-type: none"> 1. Able to interact with others politely. 2. Able to take notice of others' moods and needs, and offer help as much as possible. 3. Show respect for service providers, and appreciate the consequence of their hard work. 4. Accept and respect people with different life styles or habits.
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Educational Suggestions:

1. Adults shall become a role model in terms of respecting and taking care of parents, elders, and other people. For example:
 - Ask about parents often and offer to help with house chore.
 - Pay respect to elderly, for instance, willing to give up own seats to senior citizens when taking a bus.
 - Show concern and offer help to others in need.
2. Guide young children to show respect and care for elderly and people around, and respect for others' work and its results. For example:
 - Remind young children to show concern for people around them. For instance, ask mother to rest when knowing she is tired.
 - Help young children understand parents' effort in bringing them up through stories, books, other appropriate means, so as to enable young children to experience parental love.
 - Remind young children to pay attention to others' emotions in relation to specific situation, learn about the needs of others and show appropriate concern.
 - Take advantage of opportunities in life and role plays to help young children gain an understanding of social service institutions and their functions closely related to themselves, for example, shopping malls, post offices, and hospitals, so as to enable them to experience the convenience and services provided by

these institutions, and know to respect the services and cherish the results of the workers.

3. Guide young children to learn to treat individual differences in an equal, inclusive, and respectful manner. For example:
 - Get to know that everyone has his own interests, hobbies and advantages, and learn from each other.
 - Take advantage of folk games, traditional festival, etc. to appropriately introduce to young children the cultures of both major ethnic groups of China and the nationalities of other countries around the world, so as to help them perceive cultural diversity and difference, and understand that people are equal and should show respect with each other and keep amicable relations.

B. Social Adaptability

Benchmark 1: Enjoy and Adapt to Group Life

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Show interest in group activities. 2. Be curious about the life in the kindergarten and like going to kindergarten. 	<ol style="list-style-type: none"> 1. Willing to participate and take active part in group activities. 2. Willing to participate in some community activities with parents. 	<ol style="list-style-type: none"> 1. Feel happy and positive when participating in group activities. 2. Be curious about and eager for the life in the primary school.

Educational Suggestions:

1. Often participate in group activities with young children, such as getting together with relatives, friends, and colleagues, and community activities appropriate for young children, so as to support them to play with their peers from different groups, and enrich their experience in group activities.
2. Offer opportunities for young children to take part in activities organized by different classes in the kindergartens, so as to enable children to experience diverse group activities.
3. Take the children of the senior classes in kindergartens to visit primary school, and tell them interesting stories about primary school, so as to arouse their curiosity about and yearning for primary school life, and become mentally prepared for it.

Benchmark 2: Observe Basic Code of Conduct

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Able to observe the rules in games and public places when reminded. 2. Know that the articles of others shall not be taken without permission, and that they shall return what they have borrowed from others. 3. Take good care of toys and other articles when reminded by adults 	<ol style="list-style-type: none"> 1. Able to perceive the meaning of the rules and basically observe them. 2. Take no articles of others without permission. 3. Know telling lies is wrong. 4. Know to take the effort to complete the task once accepted. 5. Able to save food, water, and electricity, etc when reminded. 	<ol style="list-style-type: none"> 1. Understand the meaning of rules, and make rules for games and activities through negotiation with their peers. 2. Value the articles, and know to do so when using the articles of others. 3. Admit willing one's mistake and refuse to tell lies. 4. Able to accomplish the tasks with care once accepted. 5. Protect the surrounding environment, and conserve resources.

Educational Suggestions:

1. Set a good example for young children by observing code of conduct, for instance, keeping the promise for young children, respecting the old and taking good care of young, protecting public environment, and saving water and electricity.
2. Help young children learn about the basic code of conduct or rules for playing games based on actual social life, so as to enable them to experience the importance of the rules, and learn to abide by rules consciously. For example:
 - Play with young children the games with rules, and follow the rules that are jointly agreed upon.
 - Take advantage of actual life scenarios and stories in books to introduce some necessary social code of conduct to young children, and discuss with them the reason for observing these rules.
 - Create scenarios in different learning centers to enable young children experience the inconvenience in the absence of rules, and encourage them to discuss and make rules, and follow these rules consciously.

- Promptly recognize young children’s behavior of abiding by the rules, and correct violations. For instance, praising them when they give up their seats to the seniors in the bus without asking, and stopping their behavior of damaging to others’ articles or public property immediately, and making the compensation at will.
3. Educate young children to be honest and reliable. For example:
- Recognize young children’s honest and reliable conducts timely.
 - Allow young children to make mistakes, and tell them it is acceptable to correct. Do not beat or scold them so as to prevent them from telling lies for fear of punishments.
 - Recognize the fact that very young children often fail to distinguish fantasy from reality and do not mistaken such developmental phenomenon as lies.
 - Consider the possibility that lies from children are the result of adults’ strict demands and adjust the conducts if it is the case, and convey the message to young children seriously that telling lies is wrong.
 - Assign some tasks suitable for young children from time to time, ask them to finish, and praise their effort timely, so as to foster their sense of attentiveness and responsibility.

Benchmark 3: Establish Initial Sense of Belonging

3~4 years old	4~5 years old	5~6 years old
1. Know the relationships between their family members and themselves, and experience they are part of their families. 2. Able to feel the warmth of family life, love their parents, and stay close to and trust in elders. 3. Able to speak out the names of the street and community (township or village) where their homes are located.	1. Enjoy their kindergarten and class, and take active part in group activities. 2. Able to name the province, city and county (district) where their homes are located, and know local representative products or sceneries. 3. Know they are Chinese. 4. Able to consciously	1. Willing to contribute to teamwork and feel happy for the team accomplishments. 2. Able to experience the development and changes of their hometowns, and feel happy for them. 3. Know their nationality, and China is a nation with many ethnic groups, and various ethnic groups shall respect each other, unite, and keep friendly. 4. Know some significant

4. Know national flag and national anthem.	stand properly when national anthem is being played and national flag is being raised.	achievements of the nation, show love for the motherland, and feel proud of being a Chinese.
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Educational Suggestions:

1. Be kind to young children and care for them to enable them to feel that elders are amiable, approachable and reliable, and that their families and kindergartens are warm. For example:
 - Play games and chat with children often, so as to try to create comfortable atmospheres at home and in school.
 - Use the means such as looking at photos with children and telling stories about their growth to enable them to feel the warmth of their families and kindergartens and the amiableness of their teachers, and feel grateful to those that bring them up.
2. Attract and encourage young children to participate in group activities to nurture their collective consciousness. For example:
 - Ask young children to make decisions through group discussion on major events and plans in their kindergarten and class.
 - Organize group activities in multiple forms to nurture young children’s sense of collective honor.
3. Inspire young children’s emotions of loving for their hometowns and motherland by employing the methods appropriate to young children. For example:
 - Talk with young children or identify the names of the province, city and county (district) where their homes are located.
 - Take field trips with young children, watch relevant TV programs with them, look at pictorials with them, collect with them pictures of places of interest, famous buildings, and special products in their hometown and across the motherland, so as to inspire their sense of pride and deep love to their hometowns and country.
 - Take advantage of TV programs or such activities as participating in flag-raising ceremony to introduce to young children national flag, national anthem, and the etiquettes for watching flag-raising ceremony and singing the national anthem.
 - Introduce to young children the inventions and creations that embody Chinese

people's wisdom, so as to inspire their national pride.

III. Sciences

Young children learn sciences while they engage in a process of attempting to discover similarities, differences, and relationships among things during their exploration of specific issues and problem-solving for practical needs. It is through the process in which young children explore the nature and use mathematics to make sense of the world around them, they not only gain rich perceptual experience and develop their visual thinking, but also take the initial steps for classifying, sequencing, justifying, and reasoning, and gradually develop their logic thinking to lay a solid foundation for in-depth learning in other fields.

Of core importance to young children’s learning of sciences lies in inspiring their interests in exploration, engaging them in the inquiring processes, and developing their ability for further investigation. Adults shall be adept in discovering and protecting young children’s curiosity, make full use of the opportunities in the nature and life, guide them to learn to discover, analyze, and solve problems by means of observation, comparison, operation, and experiment, to name a few. Adults shall also help young children gain a range of experience, apply it to new learning process, and develop positive attitude and learning habits benefiting them throughout their lifetime.

As young children’s thinking is characterized mainly by concrete, visual thinking, caregivers shall focus on guiding them to learn sciences through direct exploration, personal experience, and hands-on activities. Caregivers shall not teach children passively and train them intensively for the sake of mastering knowledge and skills.

A. Scientific Exploration

Benchmark 1: Stay Close to the Nature and Enjoy Exploration

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none">1. Enjoy staying close to the nature, and show interest in many things and phenomena around them.2. Ask all sorts of questions often or fiddle with objects and materials curiously.	<ol style="list-style-type: none">1. Like to experience new things, and often ask some relevant questions.2. Explore objects and materials by hands and minds often and feel delighted in the process.	<ol style="list-style-type: none">1. Persist to get to the root of the questions that interest them.2. Able to often work out answers to questions.3. Feel excited and satisfied with any discovery in the process of exploration.

Educational Suggestions:

1. Expose young children to the nature often to inspire their curiosity and desire for exploration. For example:
 - Provide young children with interesting tools for exploration, and show own curiosity and enthusiasm for exploration to influence children.
 - Work with young children to discover and share novel and interesting things or phenomena around them, and seek for solutions to the problems.
 - Use photographs, drawing, and other means to help document and store interesting explorations and discoveries.

2. Accept, support and encourage young children’s exploratory behaviors with sincerity and from multiple aspects. For example:
 - Attend to the questions asked by young children, and guide them to guess and think, and work with young children to conduct simple surveys or interesting experiments when possible.
 - Be tolerant with young children’s behaviors to make things dirty or messy, and even damage to some articles in the process of exploration, and guide them to clean up upon the conclusion of the activity.
 - Choose materials or toys that are manipulative, changeable, multifunctional, and recycled, and encourage young children to disassemble them or make toys by themselves under the premise of safety.

Benchmark 2: Possess Basic Explorative Ability

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Able to observe carefully the things that interest them, and identify their distinctive characteristics. 2. Able to use different senses to explore objects, and attend to results arising from the actions. 	<ol style="list-style-type: none"> 1. Able to make careful observation and comparison of things or phenomena, and discover their similarities and differences. 2. Able to put forward questions according to observation results, and courageously guess the answers. 3. Able to collect information through simple survey. 	<ol style="list-style-type: none"> 1. Able to discover and describe the characteristics of different types of objects or the changes of a specific event through observation, comparison, and analysis. 2. Able to verify their hypothesis by means of some methods. 3. Able to make simple survey plan and execute it with the help of adults. 4. Able to record using

	4. Able to record by drawing pictures or using other symbols.	numbers, pictures, tables and figures, or other symbols. 5. Able to collaborate and communicate with others in the process of exploration.
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Educational Suggestions:

1. Guide young children to intentionally observe things around them and learn basic observational methods, and nurture their capabilities for observation and classification. For example:
 - Support young children’s spontaneous observation, and applaud their findings.
 - Ask questions to guide young children to think and make comparative, and ongoing observations.
 - Encourage young children to make simple classification and generalization based on their observation and exploration, such as classifying animals according to their modes of movement, classifying plants according their habitation, and classifying objects according to their perceptual characteristics.

2. Support and encourage young children to make efforts to work out answers or solve problems in the process of their exploration. For example:
 - Encourage young children to put forward questions for further exploration according to their observation or discovery, or pose questions that deserve exploration and inspire their interest. For instance, do such objects as balls, tires, and bamboo tubes roll in a straight line? How can you make a playdough ball float in the water?
 - Support and encourage young children to image and guess answers, and manage to verify them. For instance, encouraging them to predict the rotation direction of toy windmill as well as conditions for its speed changes when playing with the windmill, and the verify the results.
 - Guide young children to learn to use appropriate methods to explore and solve problems, or collect evidence to support own ideas. For example: asking them to conduct a field survey if they want to know how many kinds of plants there are in the yard; encourage them to have a try if they want to know whether a ball rolls faster on the flat ground or on the slope; guide them to experiment if they want to know the relationship between the direction of a shadow and the position of the sun.

3. Encourage and guide young children to learn to make simple plans and take notes,

and share with others.

- Work with young children to make a survey plan, and discuss the purpose of the survey, procedures, methods, etc., or assist them to present the plan with pictures, arrows, and other symbols.
 - Encourage young children to record observation and exploration process and results by means of drawing, photos, specimens, and other methods, and pay attention the meaning of the records, so as to take advantage of the records to help enrich young children’s observational experience, establish the relationship between things, and share discoveries.
 - Support young children to collaborate with their peers to explore and share, guide them to try to sort out and generalize their exploration results in the process of communication, and experience the joy in collaborative exploration and discovery. For instance, young children can discuss and share their problems and discoveries with their peers, and work together to collect data and verify their assumptions.
4. Help young children review their exploration process, discuss what they have done, how they have finished, and whether the results conform to their planned target, and analyze the causes and the methods for next stage.

Benchmark 3: Learn about Surroundings and Phenomena through Exploration

3~4 years old	4~5 years old	5~6 years old
1. Know frequently seen animals and plants, and notice and discover that surrounding plants and animals are diverse.	1. Able to perceive and discover the basic habits of frequently seen animals and plants, as well as their growth and changes.	1. Able to perceive external characteristics and habits of animals and plants and their adaptive relationships with the environments.
2. Able to perceive and discover the features of objects and materials such as softness, hardness, smoothness, and roughness.	2. Able to perceive and discover the nature and functions of dissolution and heat transfer of frequently seen materials.	2. Able to discover the relationship between the structures and functions of frequently seen objects.
3. Able to perceive and experience the impact of weather on their daily lives and	3. Able to perceive and discover simple physical phenomena such as the change of	3. Able to explore and discover the conditions or influential factors contributing to common physical phenomena

<p>activities.</p> <p>4. Gain beginning understanding of the relationship between animals and plants and human life.</p>	<p>shapes or positions of objects.</p> <p>4. Able to perceive and discover the characteristics of different reasons and experience the influence of seasons on animals, plants and humans.</p> <p>5. Begin to understand the relationship between daily technical gadgets and people's lives, and know the pros and cons of these products.</p>	<p>such as shadow, sinking and floating.</p> <p>4. Perceive and understand the pattern of seasonal change and the sequence of the change.</p> <p>5. Begin to understand the close relationship between human beings and nature, and know to respect and cherish the life, and protect the environment.</p>
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Educational Suggestions:

1. Help young children accumulate hands on experience and perceptual knowledge while being exposed to the nature as well as things and phenomena in daily life. For example:
 - Help young children experience the diversity and uniqueness of the process of growth, reproduction, and death of living things through outdoor activity, field trip, examination, planting, and feeding.
 - Provide young children with a range of materials and appropriate tools to support them in the mode of play to explore and perceive the characteristics of common substances and materials and the structural features of objects.
2. Support young children's thinking while making exploration, and encourage them to make simple reasoning and analysis to discover obvious relationships among things. For example:
 - Guide children older than five to attend to and ponder over the significance of external characteristics, habits, and living environment of animals and plants to their existence. For instance, the long ears of rabbits are for self-protection, and shapes of plant seeds can facilitate their spread.
 - Guide young children to reckon and confirm the purposes of frequently seen or used substances and materials according to their features and structural characteristics. For instance, objects with wheels are easy to move, and vehicles for different purposes have different structures.

3. Support young children to pay attention to and gain an understanding of the close relationship between the nature, technical products, and human life, so as to enable them to gradually develop to love, respect and protect the nature. For example:
 - Help young children to experience the dependent relationship between human beings and nature, animals and plants in relation to their daily needs. For example, the relationship between animals, plants, seasonal changes and human life, and the impact of natural disasters on people’s production and life.
 - Talk with young children about the usefulness and issues of frequently seen or used technical products, for example, the use of automobiles is convenient to people’s life but causes pollution to the environment.

B. Mathematical Learning

Benchmark 1: Begin to Sense the Usefulness and Fun of Everyday Mathematics

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Perceive and discover various shapes of objects in daily life, and show interest in different shapes. 2. Experience and discover the use of numbers on many occasions in life. 	<ol style="list-style-type: none"> 1. Perceive and experience that some objects can be described in shapes when helped. 2. Perceive and experience that numbers can be used to describe certain things when guided, and show interest in sense making of various numbers in daily life. 	<ol style="list-style-type: none"> 1. Able to find out the basic structures or rules of simple patterns, and attempt to create new patterns. 2. Able to discover that math can be used to solve many daily life problems and experience the joy for problem solving.

Educational Suggestions:

1. Ask young children to pay attention to different shapes of objects, and try to describe objects using shape-related words, and experience the visualization and fun in such description. For example:
 - Talk with young children about various shapes that they have seen during and after sightseeing, and encourage them to make association and description using their own words. For example, a panda’s body looks round, and seems to consist of many circles.

- Use shape-related vocabulary appropriately to describe objects when talking with young children or reading books and telling stories to them. For instance, when reviewing pictures of the venues for the Olympic Games with young children caregivers can explaining to them the reason for such names as “Water Cube” and “Bird’s Nest”.
2. Help young children perceive and experience the use of numbers in daily life, pay attention to number-related information around them, and know that one number may represent different meanings. For example:
 - Work with young children to look for things in life that are labeled with numbers, for example, telephone numbers, clocks, calendars, and price tags.
 - Help young children understand varied meanings of numbers in different cases, for instance, numbers representing temperature in weather forecast indicated the degree of hotness or coldness, and those on a clock signifies time.
 - Encourage young children to try to use number information to make simple reasoning. For instance, today is Friday, and then tomorrow will be Saturday when fathers and mothers will take a break.
 3. Assist young children in observing and noticing the things arranged according to some rules, experience the attributes of the objects and regularity of the pattern, and try to make new rules for the pattern or the arrangement. For example:
 - Work with young children to observe and discuss the pattern of a orderly arranged team.
 - Supply music, nursery rhymes and stories with repeated melody and lyrics, or make use of patterns in the environment, such as ceramic tiles with a repeated color pattern or beads curtains with a repeated shape pattern), so as to encourage young children to discover and experience the regularities of different patterns.
 - Encourage young children to create pattern designs, create pattern movements, or construct block structures with patterns.
 - Guide young children with experiences that many things in life follow certain orders and rules. For instance, a week of seven days always starts from Monday and ends on Sunday, and four seasons of spring, summer, autumn and winter alternate in the same sequence every year.
 4. Encourage and support young children to discover and try to solve problems in daily life that require the use of mathematics, so as to experience the purposes of mathematics. For example:
 - Determine the ranking of ball bouncing, rope jumping, long jump, or beanbag tossing by counting and measuring.

- Ask young children to discuss the intended destinations for spring outing and number of children interested in each destination, and make decision about the destination based on the data display.
- Ask young children to take turns to play slides according to the rule that “first come, first serve”.

Benchmark 2: Make Sense of Number, Quantity, and Quantitative Relations

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Able to perceive and distinguish objects in terms of size, quantity, height, and length, as well as use corresponding vocabularies. 2. Able to compare the quantities of two groups of objects using one-to-one correspondence method. 3. Able to count the objects with total number of less than five with coordination of both hands and mouth, speak out the sum, and take objects according to a number. 4. Able to use numbers to describe things or movements. For instance, I have four books. 	<ol style="list-style-type: none"> 1. Able to perceive and distinguish objects in terms of thickness and weight, as well as use corresponding vocabularies. 2. Able to base counting to compare the quantities of two groups of objects. 3. Able to understand the relationship between numbers through operation, for instance, 5 is greater than 4 by 1; 2 and 3 is 5. 4. Able to use numerals to describe the sequence and position of things. 	<ol style="list-style-type: none"> 1. Begin to understand the relative nature of capacity. 2. Understand the meaning of “adding” and “subtracting” in the context of actual scenarios and operation (e.g., combining or taking away). 3. Able to add and subtract numbers within 10 through hands on operation or other methods. 4. Able to represent simple quantitative relationship using simple recording sheets and data display charts.

Educational Suggestions:

1. Help young children perceive and understand the “quantitative” aspect of objects and things. For example:

- Perceive common objects and things in terms of size, quantity, height, and thickness, and learn to use corresponding vocabularies to describe these attributes.
 - Assist young children's gradual understanding the relative nature of length and capacity in the context of actual scenarios. For example: Xiaoliang is taller than Xiaoming, but shorter than Xiaoqiang.
 - Encourage young children to classify and sort articles according to their attributes. For example, sorting books according to their sizes.
2. Work with young children to compare the quantities of objects in everyday life by means of matching or counting. For example:
- Encourage young children to one to one correspondence to learn about the quantities of two groups of objects. For example, by matching spoons to bowls on the table to find out the quantity of the two objects differs.
 - Encourage young children to count to compare the quantities of two things by counting. For instance, counting apples and pears, and say which one has more.
3. Use life and play situations to help young children to develop number sense. For example:
- Base on daily situation to help young children learn to count by one to one correspondence, and get the cardinal number of the counting objects.
 - Help young children through counting exercises understand that order and position of objects are irrelevant to the total number of the objects. For instance, encouraging children to arrange buttons of a certain quantity differently to see if the total number has changed.
 - Provide young children opportunities in daily life situation to “fetch objects according to a given number”. For instance, asking children to take out a certain quantity of balls when playing games.
4. Help young children understand number relations through operating real objects, and solve problems by means of “adding” or “subtracting”. For example:
- Ask young children to try different methods for fare share problems, for instance, how to ensure four stuff animals share two rooms, or how to share five biscuits between two children.
 - Encourage young children to solve everyday math problems. For instance, asking children how many more cups are needed if there are five guests, but only three cups on the table.
 - Get young children involved in the process of calculation and payment when

shopping for a small quantity of articles.

Benchmark 3: Perceive Shapes and Spatial Relationship

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Able to notice distinct shape features of objects, and describe them using own words. 2. Able to perceive basic positions and locations of objects, and understand such localizers as up and down, front and back, and inside and outside. 	<ol style="list-style-type: none"> 1. Able to perceive the shape and structural features of objects, and draw or construct the models. 2. Able to perceive and discover basic features of common geometric forms, and classify them. 3. Able to describe locations and directions of motions of objects with such localizers as up and down, front and back, inside and outside, middle, and beside. 	<ol style="list-style-type: none"> 1. Able to use common geometric forms to build and draw the models of objects. 2. Able to correctly take and place articles based on verbal instruction or simple sketch map. 3. Able to distinguish the left from the right of themselves.

Educational Suggestions:

1. Use a diverse teaching methods to help young children see the relationship between objects and geometric forms. For example:
 - Help young children see the geometric characters of different objects in life, and encourage them to identify and describe the shapes. For instance, experiencing and identifying the shape and its attributes of objects such as dishes, tables, wheels, and floor tiles.
 - Encourage and support young children to use materials of various forms such as blocks, boxes, and puzzles for construction play. For instance, using a rectangle board card box and two round bottle caps to build a “car”.
 - Engage young children to observe block composing during clean up time. For instance, two triangles may form a square, and two squares can make a rectangle.
 - Encourage young children to pay attention to the graphic features of objects in life, and sort objects according to shape.
2. Provide young children with experiences in knowing spatial positions and guide

them to use such experience for problem solving. For example:

- Use appropriate spatial related words when asking young children to help take or place articles. For instance, asking them to put an object under the table onto the balcony, and place a flower pot next to the big tree.
- Work with young children to identify the locations of familiar places. For instance, the supermarket is near their home, and the post office is in front of the kindergarten.
- Guide young children to experience spatial position and motion direction during sports, music and dancing activities.
- Play “treasure hunt” game with young children. Ask younger children to search for “treasure” according to verbal instructions, and ask older children to search according to simple sketch map.

Arts

Arts are important form for human to sense, express, and create aesthetics. People use arts as a unique means to show emotion, understanding of, and attitude towards the world around them.

There is a seed of beauty in the heart of each young child. Of particular importance to learning and development in the domain of arts is to providing young children with ample opportunities, nurturing their experience and perception of aesthetics in the nature, social, and cultural life, enriching their imagination and creativity, and guiding them to perceive and discover aesthetics with their souls, and express and create aesthetics in their own ways.

Young children’s perceive and understand the world differently from adults, and so are their ways to express their understanding and emotions. Young children’s unique brushwork, movements, and language often embody a wealth of imaginations and emotions. Therefore, adults should show sufficient understanding and respect for young children’s artistic expressions. To avoid to suppress young children’s imagination and creativity, adults should not use their own standards to judge the work of young children, or even train them using “one size fits all” approach only for the sake of “perfect” results.

A. Perception and Appreciation

Benchmark 1: Enjoy the Natural Beauty and the Aesthetics in Life

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none">1. Appreciate the natural beauty such as flowers, grasses, trees, the sun, the moon, and the staring sky.2. Attract to pleasant sounds in the nature such as chirping, and sounds of wind and rain.	<ol style="list-style-type: none">1. Attend to colors, shapes, and others characteristics when appreciating beautiful things in the nature and living environment.2. Enjoy listening to various kinds of pleasant sounds, and perceive the changes in the pitches, durations, and strengths of these	<ol style="list-style-type: none">1. Take delight in collecting beautiful articles or introducing to others the beautiful things that they have discovered.2. Take delight in imitating special sounds in the nature and the living environment, and enjoy associated imagination.

	sounds.	
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Educational Suggestions:

1. Experience, discover and appreciate with young children beautiful things in natural environment and cultural landscape. For example:
 - Encourage young children to experience more and appreciate beautiful sceneries and sounds.
 - Take young children often to such cultural landscapes as gardens and places of their interest, tell relevant historical stories and legends to them, and talk with them about their feelings of aesthetics.
2. Work with young children to discover the characteristics of beauty, and experience and appreciate the aesthetics. For example:
 - Ask young children to observe common animals, plants and other objects, and encourage them to use words and gestures to describe observed characteristics such as colors, shapes, and forms.
 - Ask young children to listen to and distinguish various kinds of sounds, and guide them to express perceived timbre, strength, and speed in their own ways.
 - Support young children to collect favorite articles and share with peers for appreciation.

Benchmark 2: Enjoy Diversified Art Forms and Works

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none"> 1. Enjoy listening to the music or watching dancing, drama, and other performing arts. 2. Take delight in appreciating painting, clay sculpture, or works of other art forms. 	<ol style="list-style-type: none"> 1. Able to attentively watch their favorite art performance or works, and show interest in imitation and participation. 2. Show corresponding association and emotional response when appreciating art works. 	<ol style="list-style-type: none"> 1. Express understanding by means of facial expressions, gestures, and words when appreciating art work or performance. 2. Willing to share and communicate with others their favorite art works and aesthetic experience.

Educational Suggestions:

1. Expose young children to various art forms and works. For example:
 - Expose young children to diverse, appropriate musical works, and enrich their perception and experience of music.
 - Work with young children to decorate and beautify the environment with pictures, handcrafts, etc.
 - Take young children to watch or jointly participate in traditional folk art and local folk cultural activities such as shadow play, paper cutting, and dough figurine.
 - Take young children to theatre, art gallery, museum, and other places to appreciate art performance and works when it is possible.
2. Respect young children's interest and feelings, and understand their appreciative behaviors. For example:
 - Understand and respect young children's behaviors when appreciating art works such as dancing with joy or impromptu imitation.
 - Listen attentively and provide positive response and encouragement to young children when they take the initiative to introduce their favorite dance, drama, painting, or art work.

B. Expression and Creation

Benchmark 1: Enjoy Art Activities and Bold Expression

3~4 years old	4~5 years old	5~6 years old
<ol style="list-style-type: none">1. Hum or imitate interesting movements, expressions, and tones often.2. Scribble and make collage often and find great fun in such activities.	<ol style="list-style-type: none">1. Sing and dance often and like to participate in such activities singing, rhythmic throbbing, dancing, and performance.2. Express personal experiences and ideas through painting, clay making, collage, and other means often.	<ol style="list-style-type: none">1. Take active part in art activities and have personal preferences.2. Able to express their feelings and imaginations by using many kinds of tools and materials or different techniques of expression.3. Able to work both

		cooperatively and independently in art activities.
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Educational Suggestions:

1. Create opportunities and conditions to support young children’s spontaneous art expression and creation.
 - Provide abundant materials, tools or articles easily accessible to young children to support their participation in diverse art activities such as painting, collage, singing, and performance.
 - Join young children in singing, performing, drawing pictures, and collage, and share the joy in creating art works.

2. Create a safe psychological atmosphere to enable young children to have the courage to express and enjoy doing so. For example:
 - Appreciate and respond to young children’s spontaneous performing art activities such as humming, singing, and imitating a show, and praise their unique expression.
 - Try not to interfere or impose adult’s wishes on young children while they engage in self expression and creation process, but offer specific help when needed.
 - Find out and listen attentively to young children’s ideas and feelings about their artistic expression, understand and respect their creative intention, and avoid to simply use adult’s criteria to evaluate children’s work with comments such as “it looks like or it does not look like”, “good or bad”.
 - Display children’s works and encourage them to decorate the environment using their own works or art works.

Benchmark 2: Possess Beginning Artistic Expression and Creativity

3~4 years old	4~5 years old	5~6 years old
1. Able to imitate and sing short songs.	1. Able to sing songs in natural voice and appropriate pitch with basic accuracy.	1. Able to sing songs with basically accurate rhythms and tones.
2. Able to make body movements along with familiar music.	2. Able to express emotions through humming, improvising	2. Able to use rhythms or simple dance movements to express emotions or scenarios
3. Able to use voice,		

<p>movements, and postures to imitate the things in nature and living situations.</p> <p>4. Able to use simple lines and colors to sketch people or things of personal interest.</p>	<p>creating lyric for familiar songs.</p> <p>3. Able to create basic rhythms with hands, feet, other body movements, or objects that can be tapped.</p> <p>4. Able to using drawings and collage to express the things that have been observed or imagined.</p>	<p>in the nature.</p> <p>3. Able to create and act out stories, and choose simple costumes, props, or settings for the performance.</p> <p>4. Able to decorate the environment and beautify the life with their art works.</p>
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Educational Suggestions:

1. Respect young children’s spontaneous expression and creation, and give appropriate guidance. For example:
 - Encourage young children to observe and experience attentively in life to gain a wide range of experiences and materials for art activities. For example, observing the shapes and colors of different trees.
 - Provide young children with a wide range of materials such as books, photos, paintings or musical works, and enable them to make independent choice, and use preferred ways to imitate or create. Adults should not make too many requests.
 - Take into account young children’s life experience, discuss with them about themes of art expression and presentation, assist them to imagine and express around the theme.
 - Consider not to provide models while young children draw pictures. In particular, adults shall not ask children to follow the models completely.
 - Recognize the strengths of young children’s works, and express personal feeling to provide suggestions or comments. For instance, “Your painting is full of red colors. It feels like the joyous environment during the Spring Festival”, and “Your voice of big bad wolf sounds so real. I wonder if your facial expression could be meaner”.