

Performance Indicators (Pre-primary Institutions)

Domain on Children's Development

Second Edition ■



Aesthetic and
cultural development

Affective and
social development

Physical development

Cognitive development

Performance Indicators (Pre-primary Institutions)

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Second Edition

Content

Content		Page
I.	Foreword	2
II.	Key Features of Performance Indicators of Children's Development Domain – Second Edition	3
III.	A Framework of Performance Indicators for Pre-primary Institutions in Hong Kong	4
IV.	Domain on Children's Development: Key Principles	6
V.	Profile of Performance Indicators of Children's Development Domain	8
VI.	Domain on Children's Development (Area: Cognitive Development)	9
VII.	Domain on Children's Development (Area: Physical Development)	11
VIII.	Domain on Children's Development (Area: Affective and Social Development)	12
IX.	Domain on Children's Development (Area: Aesthetic and Cultural Development)	13
X.	References	14
XI.	Children's Developmental Milestones	15

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I. Forward

I In its comprehensive review of the overall education system in Hong Kong in 1999, the Education Commission (EC) iterated the importance of early childhood education (ECE) as the foundation for life-long learning, and that the quality of ECE has a far-reaching impact on the growth of the younger generation. To enhance the development of quality ECE, the EC recommended that pre-primary institutions should take various measures to build up a quality culture. To tie in with the aims of ECE, the former Education Department (ED)¹ published the document *Performance Indicators (for Kindergartens) First Edition (the First Edition)* in July 2000, which serves as a reference for self-evaluation and external review.

To enhance the comprehensiveness and practicability of the Performance Indicators (PIs), the former ED started the refinement of the *First Edition* by phases, taking into account the experience gained from the pilot tests on the PIs, views collected from front-line ECE practitioners and current ECE developments. The first phase of refinement of the PIs focusing on the Domain on Learning and Teaching was completed in 2001 with the document *Performance Indicators (Pre-primary Institutions) Domain on Learning and Teaching, Second Edition* published in September in the same year. In the second phase, the refinement of the PIs in the Domains on Management and Organisation, and Support to Children and School Culture was completed in September 2002 and the two related documents were distributed to all pre-primary institutions.

In order to widely solicit the views from the colleagues of pre-primary institutions (including kindergartens and child care centres), the Education and Manpower Bureau and the Social Welfare Department invited various stakeholders and experienced ECE practitioners to serve on the advisory committee and working group on the development of the PIs. Moreover, a wide consultation through questionnaire surveys and seminars was launched to draw experience and collect opinions from practitioners on the refinement of the PIs.

In the light of the views collected, the refinement of the PIs in the Domain on Children's Development has been completed, with the publication of the Second Edition to serve all pre-primary institutions as a reference to advance towards quality education.

Electronic versions of the PIs can be downloaded from:

<http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/performance-indicators/kg/domains/index.html>

¹ Education Department and Education and Manpower Bureau merged to become the new Education and Manpower Bureau on 1 January 2003.

II. Key Features of *Performance Indicators of Children's Development Domain* — *Second Edition*

- **Streamlining the Areas**

Seven areas in the *First Edition* are streamlined into four areas in the *Second Edition*.

- **Changing “What to look for” Items to “Items of Performance”**

Overlapping and minor “What to look for” items in the *First Edition* are deleted whereas related components are integrated and refined under “Items of Performance”. Hence, the *Second Edition* is more concise and precise.

- **Providing assessment tool for reference for school self-evaluation**

In the *Second Edition*, an explicit account of the key principles and points to note on the Performance Indicators of Children's Development Domain is given. An assessment tool for children's development entitled “Children's Developmental Milestones (Recommended Version)” is also provided for reference only. The pre-primary institutions are advised to consider their own ECE practitioners' understanding of the assessment tool before adopting the tool for self-evaluation.

Way Forward

The Education and Manpower Bureau intends to formulate a set of comprehensive, practicable, reliable and valid PIs as a reference for evaluating the performance of pre-primary institutions. We believe that continuous empirical application and research as well as consultation are the driving forces in improving and developing the PIs.

Enquiries, comments and suggestions on the content of this booklet are welcome. They can be directed to the Kindergarten Inspection Section, Education Bureau:

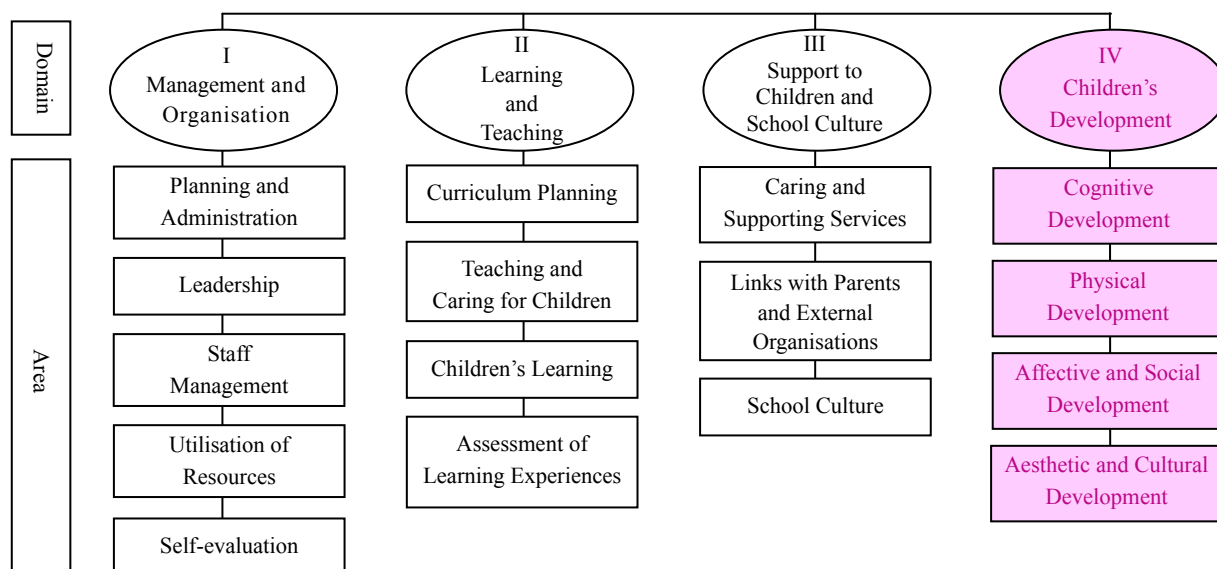
Address : Room 1216, 12/F Wu Chung House,
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III. A Framework of Performance Indicators for Pre-primary Institutions in Hong Kong

Areas of Work to be Assessed

To enable a thorough evaluation on the performance of a pre-primary institution, PIs are designed to cover the following areas of work under four major domains:

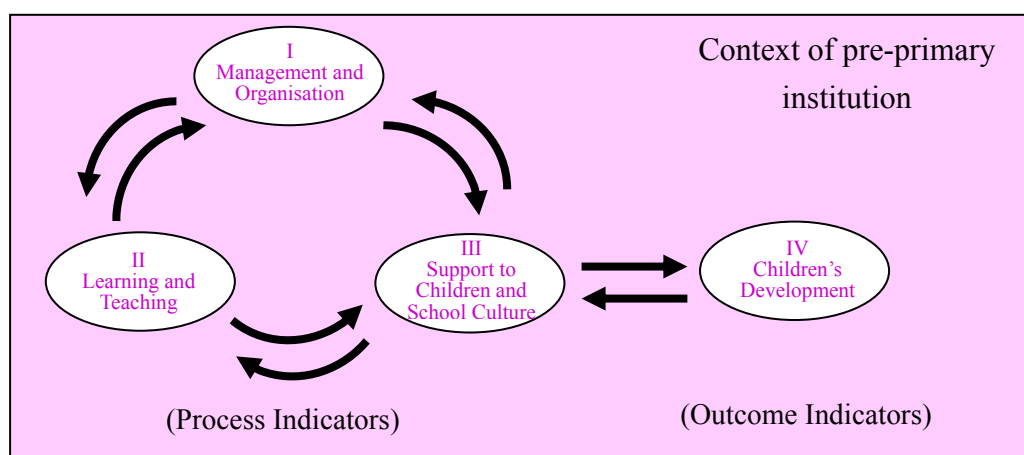
Diagram I



Inter-relationship of the Domains of PIs

The PIs in Domains I to III are collectively known as Process Indicators, reflecting pre-primary institution's capacity in providing a learning environment conducive to the development of quality education. Those in Domain IV are the Outcome Indicators covering the progress of children in different aspects, to reveal the effectiveness of the pre-primary institution. Although the four Domains comprise their own assessment items, they are inter-dependent and of equal importance.

Diagram II



III. A Framework of Performance Indicators for Pre-primary Institutions in Hong Kong

Points to Note

The framework of PIs in the Domain on Children's Development comprises four "Areas", eight "Performance Indicators", fifteen "Aspects" and relevant "Items of Performance". When using these indicators in assessing children's development, the following points should be observed:

- 1 Pre-primary institutions should collect relevant information through regular observation, interviews and review of children's work, etc. to understand the situation of the children's development. However, paper and pencil mode of assessment such as dictation, test and examination should not be adopted.
- 2 Pre-primary institutions should collect information about the children's development through various means, e.g. collecting views from ECE practitioners and parents, but not to assess children's development based on a single source of information.
- 3 The performance indicator 4.2 Language Ability in the area of Cognitive Development refers to the mother-tongue language development of children, who study in pre-primary institutions using their first language as the medium of instruction. It should not be used to assess children's acquisition of a second language.
- 4 Pre-primary institutions should evaluate the effectiveness of teaching and learning, making reference to the children's performance in various aspects, to improve the quality of learning and teaching continuously.
- 5 Pre-primary institutions should take record of children's development regularly so as to better understand their progress and render appropriate support to cater for individual needs.

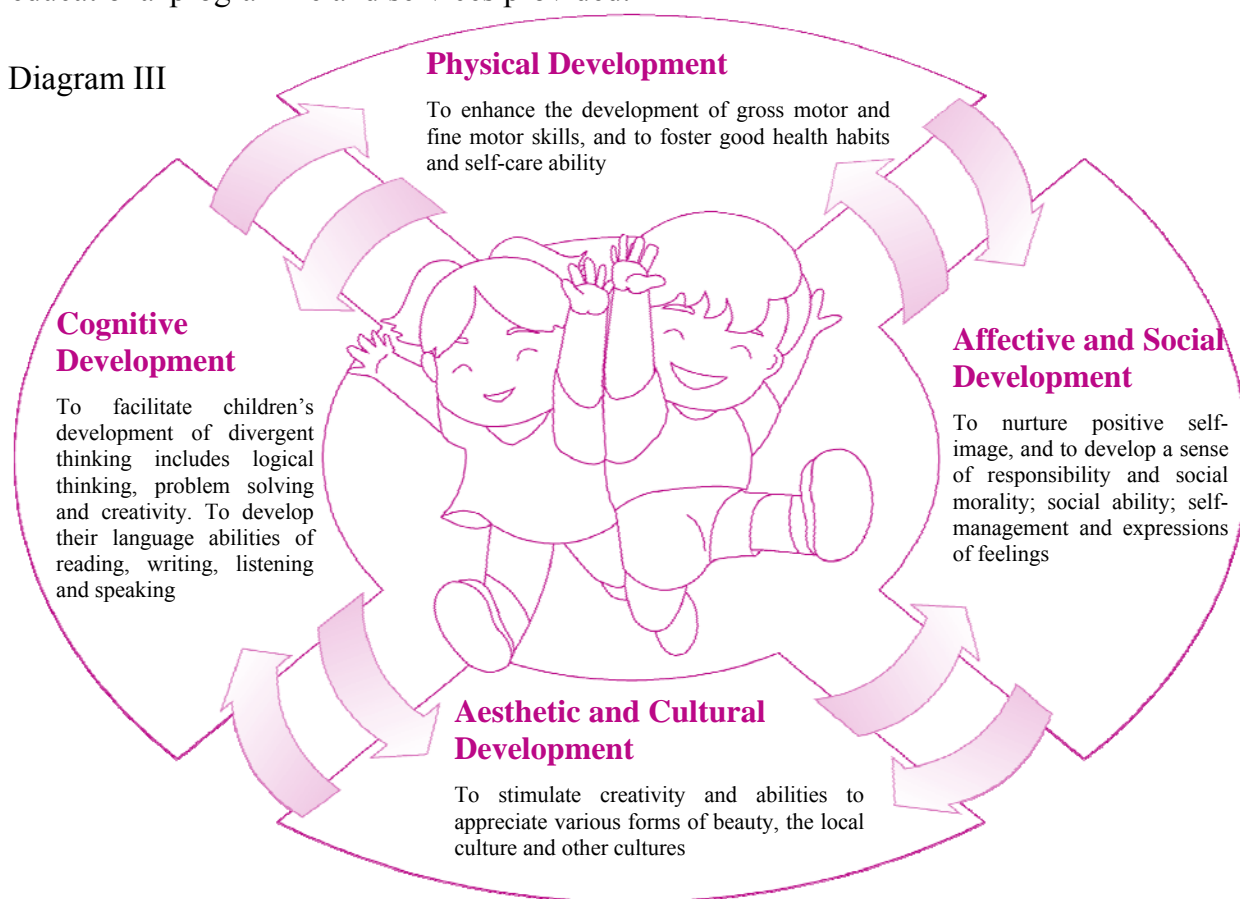
Evidence of Performance

Performance Indicators of the Domain on Children's Development are Outcome Indicators concerning the various developmental aspects of children. As the socio-economic background of children varies among pre-primary institutions, it is not advisable to grade their performance at four levels (excellent, good, acceptable and unsatisfactory) or standardise children's development by age. With reference to their contextual factors, pre-primary institutions should set reasonable expectations on children's performance and then monitor their development through regular reviews. Based on the data collected from various sources, the pre-primary institutions can review the effectiveness of their performance for continuous improvement.

IV. Domain on Children's Development: Key Principles

The natural process of maturation and the learning environment are two crucial elements affecting the children's development. They interact with each other to shape the growth of children. Children's development comprises four areas, which are inter-dependent, namely **cognitive development**, **physical development**, **affective and social development** as well as **aesthetic and cultural development**. It is not surprising to find that a child may excel in one area but display a less satisfactory level of performance in another. As such, ECE practitioners should collect evidence of children's development through various means, then analyse and review children's development of their abilities in certain areas. Pre-primary institutions can also use the results of children's data on either class or school level for self-evaluation, and reflect on the overall balance and appropriateness of the quality of the educational programme and services provided.

Diagram III



Performance Indicators of the Domain on Children's Development are different from that of "Assessment of Learning Experiences" in the Domain on Learning and Teaching, with the latter focuses on the assessment of children's learning outcomes as a result of curriculum implementation. PIs of the Domain on Children's Development are the Outcome Indicators for pre-primary institutions. They serve to reflect how the performance of various areas of work of pre-primary institutions (including the quality of teachers, resources provision, learning environment, curriculum design, learning activities arrangements, care and support for children, institutional culture, etc.) can enhance the all-round development of the children.

IV. Domain on Children's Development: Key Principles

IV

Children's development is an incremental progressive process. Each child develops at his/her own pace and in a unique pattern. PIs of the Domain on Children's Development therefore do not prescribe the level to be met by children of a particular age. To enable ECE practitioners to have a better understanding of the application of PIs to record the children's different developmental stages, an assessment tool for children's development entitled Children's Developmental Milestones (*Recommended Version*) has been prepared in this booklet. In respect to the criteria for the development of children aged two to six who receive education in pre-primary institutions, ten developmental characteristics are specified for each aspect of the performance indicators to reveal the progressive development of children and provide examples for reference. Though the developmental characteristics of each aspect are arranged in a hierarchical pattern, children may display only one particular developmental characteristic or more than one at the same time. Pre-primary institutions may adopt the *Recommended Version* as reference materials for their colleagues' in-depth discussion, taking into account the situation of their children's development in the institution, to review the stage of their children's development. Pre-primary institutions could also make adjustment on the recommended developmental characteristics according to their own institutional vision and children's background so as to facilitate colleagues to have a better understanding of the assessment tool to review children's development in the process of school self-evaluation.

V. Profile of Performance Indicators of Children's Development Domain

Area	Performance Indicator	Aspect
Cognitive Development	4.1 Thinking ability	4.1.1 Logical thinking 4.1.2 Problem solving and creativity
	4.2 Language ability	4.2.1 Listening ability 4.2.2 Speaking ability 4.2.3 Reading ability 4.2.4 Writing ability
Physical Development	4.3 Physical movement	4.3.1 Coordination of gross motor skills 4.3.2 Coordination of fine motor skills
	4.4 Health habits	4.4.1 Personal hygiene and self-care ability
Affective and Social Development	4.5 Affective development	4.5.1 Self-image 4.5.2 Self-management and expression of feelings
	4.6 Social development	4.6.1 Social ability 4.6.2 Sense of responsibility and social morality
Aesthetic and Cultural Development	4.7 Aesthetic development	4.7.1 Creativity and ability to appreciate various forms of beauty
	4.8 Knowledge and appreciation of different cultures	4.8.1 Knowledge and appreciation of local culture and other cultures

VI. Domain on Children's Development

(Area: Cognitive Development)

Performance Indicator 4.1 Thinking ability

Aspect	Items of Performance
Logical thinking	• show curiosity in the surrounding environment, explore and learn things by using different senses
	• show interest in mathematics and science activities, able to observe changes in daily life materials and briefly report back
	• able to organise and present the results of exploration and investigation orally or by using numbers or charts
	• able to classify and compare objects, to arrange and put them in order or sequence
	• able to use counting, numbers, numeracy and mathematical concepts to solve problems encountered in daily life
	• able to judge, reason and analyse from existing concepts or experiences
	• able to set simple plans for investigation and construction of knowledge, and make simple records and conclusion
Problem solving and creativity	• able to understand things from different perspectives
	• able to follow steps in doing things, understand the causal effect relationship
	• able to investigate on their own and solve problems in a planned way
	• able to suggest ways of handling matters and solving problems in daily life
	• willing to try new things, probe questions and raise suggestions, and show plenty ideas
	• full of original ideas and creativity

VI. Domain on Children's Development

(Area: Cognitive Development)

Performance Indicator 4.2 Language ability

Aspect	Items of Performance
Listening ability	• use the sense of hearing to identify the meaning of different sounds, willing to communicate with others
	• understand the meaning of sounds and make appropriate reactions
	• understand the contents of conversation and make appropriate response
	• have an appropriate listening habit, being attentive and polite
	• understand the meanings of change in people's tone and make reactions accordingly
Speaking ability	• speak with clear pronunciation
	• able to use verbal or body language to communicate with others, and able to speak in a polite manner
	• able to speak with confidence, to use language to describe things, express their experiences, feeling and idea in daily life
	• able to control their tone, volume and speed when speaking, and speak logically
	• able to use natural, proper tone and manner in daily conversation to express feelings, opinions and participate in discussions
	• willing to express oneself and communicate with others
Reading ability	• able to understand ideas expressed in pictures, symbols or words
	• able to master the method of reading
	• show interest in reading, like to choose books for reading
	• show good reading habits
	• able to look up information from books to solve problems
Writing ability	• enjoy manipulating the writing tools freely, have interest in drawing
	• able to express ideas through pictures, signs or writing when communicating with other people
	• able to grasp the right posture for writing and proper way of holding pencils and write with correct strokes
	• able to write single words and simple sentences which are commonly used in their daily life
	• have interest to express their ideas in simple words

VII. Domain on Children's Development

(Area: Physical Development)

Performance Indicator 4.3 Physical movement

Aspect	Items of Performance
Coordination of gross motor skills	• able to control body balance and coordinate the four limbs
	• demonstrate skills in gross motor movement and control movement of the limbs
	• show the concept of space in movement
	• show interest in participating in and display vigour during gross motor activities
	• have an awareness of safety during activities
Coordination of fine motor skills	• demonstrate hand control and coordination
	• demonstrate eye-hand coordination
	• master the fine motor skills
	• demonstrate ability in coordinating gross and fine motor skills during activities

Performance Indicator 4.4 Health habits

Aspect	Items of Performance
Personal hygiene and self-care ability	• demonstrate basic life skills
	• able to take care of oneself in daily life
	• have good hygiene habits
	• have good eating habits
	• have good living habits and health awareness

VIII. Domain on Children's Development

(Area: Affective and Social Development)

Performance Indicator 4.5 Affective development

Aspect	Items of Performance
Self-image	<ul style="list-style-type: none"> • know about oneself in a certain way and able to identify his/her own similarities and differences with others
	<ul style="list-style-type: none"> • show interest in joining various games and activities, actively participate in discussions and express their ideas
	<ul style="list-style-type: none"> • show confidence in oneself
	<ul style="list-style-type: none"> • to be active and conscientious in learning activities and not to give up easily
	<ul style="list-style-type: none"> • recognise his/her own value and appreciate his/her own uniqueness
Self-management and expression of feelings	<ul style="list-style-type: none"> • willing to obey rules and maintain harmonious relationship with others
	<ul style="list-style-type: none"> • able to understand and express his/her own needs and feelings
	<ul style="list-style-type: none"> • able to plan the time schedule and mode of activities properly
	<ul style="list-style-type: none"> • know about, understand and accept various emotion expressions
	<ul style="list-style-type: none"> • able to express and control his/her emotion properly
	<ul style="list-style-type: none"> • able to respect others, understand and show concern about others' feelings and needs

Performance Indicator 4.6 Social development

Aspect	Items of Performance
Social ability	<ul style="list-style-type: none"> • adapt to the social life
	<ul style="list-style-type: none"> • able to accept others' suggestions and advice
	<ul style="list-style-type: none"> • accept the norm in social life
	<ul style="list-style-type: none"> • being accepted by peers and establish friendly relationship
	<ul style="list-style-type: none"> • treat others with courtesy, show love and care to their peers
	<ul style="list-style-type: none"> • know how to share, to get along and establish a good relationship with others
Sense of responsibility and social morality	<ul style="list-style-type: none"> • know how to keep a clean & hygienic environment
	<ul style="list-style-type: none"> • able to take good care of public property and do not waste food
	<ul style="list-style-type: none"> • able to observe rules of activities and display disciplined behaviour
	<ul style="list-style-type: none"> • possess a sense of responsibility and provide social service
	<ul style="list-style-type: none"> • demonstrate an awareness of environmental protection

IX. Domain on Children's Development

(Area: Aesthetic and Cultural Development)

Performance Indicator 4.7 Aesthetic development

Aspect	Items of Performance
Creativity and ability to appreciate various forms of beauty	• able to use and try different materials and ways to express personal experience and feelings
	• willing to participate in creative activities
	• appreciate his/her own and others' work or performances
	• able to use imagination and creativity in art and design, music, dancing, imaginative play, role-playing and story-telling
	• show interest in various forms of beauty, and appreciate the beauty of life

Performance Indicator 4.8 Knowledge and appreciation of different cultures

Aspect	Items of Performance
Knowledge and appreciation of local culture and other cultures	• know about some stories and customs relating to traditional festivals, and show interest in joining the festive celebration
	• know about and appreciate the cultural features of Hong Kong and of the mainland
	• know about the relationship between self and his/her nation
	• able to respect the way of living of different races, and able to appreciate both local and other cultures and customs

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XI. Children's Developmental Milestones (Recommended Version)



XI. Children's Developmental Milestones

(Recommended Version)

10 Able to formulate simple plans to explore and construct knowledge, and to make simple record and evaluation

- Children are able to formulate simple plans, such as the materials used and the methods adopted, to find out the answers and construct knowledge through actual observation, operation and trial. To make simple record and evaluation on the results and effectiveness after the activities.

9 Able to use counting, numbers, numeracy and mathematical concepts to solve problems in daily life

- Children are able to use counting, numbers, quantity and numeracy in daily life, e.g. telephone number, the quantity of goods purchased, the quantity of a group of objects, etc.
- Children are able to use methods such as comparison, sorting, matching and arranging in order, etc., together with the appropriate mathematical vocabulary to describe or solve problems encountered in daily life.
- Children can grasp the concept of addition and subtraction within 10 and apply in games and their daily life.

8 Able to judge, reason and analyse from existing concepts or experiences

- Through the design of activities or life context, children observe, compare, differentiate and reason out the relationship of things, such as similarities, differences, changes, cause and effect.

7 Able to apply mathematical knowledge to organise and present the results of studies and researches in various formats

- Children are able to apply acquired knowledge and concepts, such as counting, difference in quantity, categorisation and integration, etc., to organise and present the results of exploration and investigation orally, by numbers or charts, etc.

6 Able to sort, compare, arrange objects and put them in order or sequence

- Children compare the objects and sort them according to their attributes, e.g., children arrange objects and put them in order according to the shape, height and size.

5 Able to understand the concepts of time, space, length and volume, and related ones

- Children are able to distinguish the sequence of an event.
- Children understand the meaning and the relation of space and location, are able to distinguish the position of above and below, front and back, etc., and are able to place an object in the correct position under instruction.
- Children compare objects and sort them according to their length. They also acquire the concept of height, width, thickness, etc.
- Children differentiate the concepts of “full” and “empty” through manipulating containers in water play.

4 Interested in learning science, able to observe the changes of matters encountered in daily life and express the observation noted

- Children are interested in the activities of the Nature Corner. They find out the answers and make simple records through actual operation and studies.
- Children are interested in the changes of matters encountered in daily life, e.g., to observe the sinking and floating of objects in water and make oral report.

3 Able to count from 1 to 10 and grasp the number concepts “within 10”, and able to sort or match objects according to the colour, shape and size

- Able to count and recognise the numbers from 1 to 9 and able to count up to 10 objects.
- Children match or sort similar objects together from a group of objects according to their colour, shape or size.
- Children are able to identify the similarities and major differences of objects in the same category.

2 Recognise the basic colours and shapes and able to distinguish sizes

- Children are able to use mathematical terms, including the colour, shape and size to describe daily matters.

1 Curious about surrounding environment and explore objects and events through various senses

- Children explore the environment and things around through senses of sight, hearing, smell and touch.

XI. Children's Developmental Milestones

(Recommended Version)

10 To express unique ideas, and to make use of their imagination to solve the problems on living and learning creatively

- Children are imaginative and smart and strong in association. They can use language or graphics to express clearly their own ideas. They can solve the problems creatively in daily life.

9 Able to apply the knowledge acquired to solve new problems

- Children are able to apply the knowledge and experience acquired to judge, reason, analyse and seek solutions step by step in a planned way.
- Children are able to raise questions and give suggestions towards new things.

8 Willing to participate in learning activities and solve problems in a planned way

- Children are active to explore. They can formulate simple plans for study and knowledge construction so as to solve problems and find the answers.

7 Able to observe, compare and analyse things from different perspectives

- Through learning activities, children can observe carefully, think meticulously, find out the characteristics of things and materials, and compare and differentiate from different perspectives. They can choose suitable resources and tools, such as comparing the weight of objects by means of scales, when necessary.

6 Able to act according to circumstances, put forward different ideas and try to solve problems with different methods

- In daily life, children think of several solutions to any problem they may encounter and try to handle it.
- Children are able to act according to circumstances, express ideas and handle matters according to different contexts, time, characters, etc.

5 Aware of the causal effect relationship of matters in activities

- Children ask questions like “why?”
- Children raise questions or give opinions during the process of manipulations and exploration, and attach importance to the causal effect relationship of matters.

4 Able to understand the characteristics of things from different perspectives

- Children make use of senses to identify the characteristics of things from different perspectives. They compare and sort them according to their characteristics.

3 Able to follow steps

- Children arrange and reason the order of things through experience, such as taking the toys → playing with the toys → putting back the toys.

2 Willing to try new things

- Children are curious about new things and are willing to manipulate and study them.
- Children notice the new things around them and show curiosity.

1 Able to identify the common objects and things and are able to name them

- Children identify objects / images by their names, such as a real balloon and the visual image of a balloon.

XI. Children's Developmental Milestones

(Recommended Version)

10 Able to understand the meanings of change in people's tone and manner

- When listening to people, children are able to understand not only the superficial meanings of the words, but also perceive thoroughly the meanings of change in tone and manner and make relevant responses.

9 Have a good habit of listening. Able to listen attentively

- Children demonstrate a positive attitude when listening to people, e.g., attend to the speaker and listen quietly. They do not interrupt others and are in an easy manner.
- Children are able to listen quietly to a news report and presentation for a period of time.

8 Able to understand the contents of stories and respond to questions.

- Children demonstrate their understanding to the stories they listen, and are able to give relevant responses to teachers' questions.

7 Strong concentration and are able to listen to stories attentively

- When listening to stories, children are able to listen to people quietly and attentively for a period of time.

6 Able to understand instructions of the teachers, understand more complex sentences, and give relevant responses

- Children are able to understand words and instructions of the teachers, understand more complex sentences, and respond with relevant actions or replies.

5 Able to listen attentively, understand the contents, and respond to questions

- Children are able to pay attention, listen quietly and understand the contents when people are talking.
- Children listen attentively when they are being asked. They can give relevant responses to the questions.

4 Understand that attentiveness is needed when communicating with people and eye contacts should be maintained

- Children are able to respond when listening to people, e.g., giving eye contact, nodding, smiling, giving simple verbal responses, etc.
- Children look at the other party in the course of communication, and understand that they should listen attentively when communicating with people.

3 Able to understand the meaning of sounds and respond with corresponding actions and aware of the words of unfamiliar people

- Children understand the meanings of sounds or instructions and respond with relevant movement or appropriate action.
- Children listen to not only adults and children who are familiar to them but also unfamiliar people.

2 Use the sense of hearing to distinguish different sounds and try all means to show their intention of communicating with people

- Children have a good ability to distinguish different sounds produced by human or objects, e.g., able to recognise the sounds produced by different percussion instruments they know.
- Children always convey their intention of communicating with people in a variety of contexts through their words, movements, expressions and imitating others.

1 Respond quickly to sounds

- Children respond immediately when people are talking or sounds are emitted in the surrounding environment.

XI. Children's Developmental Milestones

(Recommended Version)

10 Willing to initiate communication with others to express their ideas and able to construct simple sentences with vocabulary they have learnt to express

- Children speak out simple and complete sentences by organising the vocabulary they have learnt to express a new idea.
- Children are willing to initiate talks with others or able to express their ideas or comments clearly in their replies. They are effective in communication.

9 Able to communicate, express feelings and ideas, ask questions and discuss with an appropriate and natural tone and manner

- Children can use language to express themselves and enable others to understand their feelings. They are able to make suggestions, discussion and arguments.
- Children speak with an appropriate tone and speed. They communicate and converse with others in a spontaneous tone and a friendly manner.

8 Able to speak with various kinds of vocabulary and repeat simple matters or stories systematically

- Children are able to use various nouns, adjectives, conjunctions, etc.
- Children are able to repeat simple matters and stories systematically or tell the experience of others.

7 Able to speak systematically, and to control the tone, volume and speed when speaking

- When children express their ideas, they pay attention to the volume of their voice, and are able to control their tone with an appropriate speed.

6 Speak confidently. Able to use language to describe the characteristics of things and tell the experience in their daily life

- Children understand the functions of language and describe the characteristics of things correctly and concisely, e.g., "the ball is round".
- Children speak confidently. They are able to state clearly their own experience.

5 Able to repeat simple phrases and express themselves with common vocabulary. They can use non-verbal methods, e.g., symbols and drawings, to express their feelings

- Children are able to repeat simple phrases such as "I like games" and understand the meaning of questions.
- Children are able to use common vocabulary to express themselves.
- Children are able to use various means, e.g., words, pictures, writings, music and action, to express their own emotions and feelings.

4 Able to grasp basic speaking skill and use the vocabulary in daily life. They are able to express themselves and their ideas by body language. They are good at the manner of speaking

- Children are interested in the things encountered in their daily life and are able to name something like persons, animals, plants, etc. in a natural and appropriate tone.
- When speaking, children are able to use proper expressions (e.g., smiling, frowning...) and simple movements (e.g., clapping, nodding...) to express their views and ideas.
- Children are able to respect the speakers by asking questions only after they have finished their conversation. They also listen attentively to the speakers, and respond with smiles and nods as a signal of acknowledgement.

3 Able to read rhymes aloud

- Children can read the rhymes with a natural tone.

2 Able to name things and use simple social expressions

- Children can identify and clearly name something like "little hand", "towel", etc.
- Children are able to use simple social expressions to communicate with people, e.g., "Bye-bye", "Good morning", etc.

1 To speak with a clear voice

- Children can let others understand their meaning clearly when they speak.

XI. Children's Developmental Milestones

(Recommended Version)

10 Form a reading habit, love to read different types of books

- Children have a good reading habit. They read books on their own initiative and love to read various types of books.

9 Able to search for information from books when solving certain problems

- Children find books in the Reading Corner or the library to solve their learning problems.

8 Able to draw on the language patterns of stories to re-tell a story in the correct sequence

- Children are able to figure out the sequence of an event from pictures, and use words to express a story.

7 Understand the elements of a story — characters, events, opening and ending of the plot

- Children are able to understand the elements of a story, e.g., characters, time, place, scenes, ending, etc., and give an account of the story after reading it.

6 Like to read books of their own choice and have an interest in reading

- Children read books on their own initiative and try to get the ideas from the pictures or words.

5 Understand the layout of the Chinese texts

- Children are able to read according to the usual Chinese writing format, i.e., from top to bottom and from left to right.

4 Able to recognise some familiar words

- Children are able to recognise some words and phrases they have learnt.

3 Able to understand the meanings conveyed by pictures or common symbols

- Children are able to evoke imagery after viewing some pictures or common symbols and understand the meanings conveyed by them.

2 Able to hold and turn the pages of a book correctly

- When reading, children are able to hold the book correctly without turning it upside down and read page by page.

1 Read in the company of an adult

- Children love to read with an adult or a friend, and to enjoy the fun of reading together.

XI. Children's Developmental Milestones

(Recommended Version)

10 Able to express their own ideas in writing

- Children can command language to a certain extent and can express their own ideas in writing.

9 Interested in copying simple vocabularies and sentences

- Children are interested in writing and they like copying simple vocabularies and sentences.

8 Able to grasp the structure of character pattern and write words. They also have an initial understanding about radicals

- Children can grasp the structure of character pattern, write the subordinate part according to the radicals and understand some common radicals such as “人”, “口”, “日” and so on.

7 To grasp the concept of character pattern and can write according to the order of strokes

- Children can grasp the concept of character pattern and can write the words correctly according to the order of strokes.

6 Willing to try to write or create character pattern on their own

- Children like practising writing or simulation on their own, and try creating innovative symbols and character pattern.

5 Able to demonstrate the correct writing posture and the way of holding a pen

- Children demonstrate correct posture in writing (the spine being upright, to hold the pen in one hand and to press the desk and paper in another, the head bends a bit forward, etc.) and holding a pen.

4 To share with and tell others their drawings and records

- Children can write about their own experience in simple pictures and symbols, and are willing to share with others.

3 Able to control the pen shaft and simulate simple lines, and to express themselves by dots and lines

- Children try to use different writing tools, such as colour pencils, felt pens and water colour. They can also control the pen shaft, simulate writing dots and lines and can make use of basic elements such as dots and lines to express themselves.

2 Enjoy manipulating free drawing with writing utensils

- Children like using writing utensils to draw on paper freely.

1 Interested in drawing

- Children like to grab any pen they see and then draw something.

XI. Children's Developmental Milestones

(Recommended Version)

10 Able to coordinate and control various gross motor movement, revise the movement, review and improve in the repeated gross motor skills

- Children are able to coordinate and control various gross motor skills freely, such as walking, running, jumping, climbing, throwing and catching, and can repeat, relate and revise simple movement. Sometimes, they will comment on their own performance, revise and improve after repeated practice.

9 Safety conscious in activities

- Children are aware of their own and others' safety and make appropriate response in times of danger.

8 Able to control the force, direction and speed of movement and so on

- When carrying out activities in relation to gross motor skill, children are able to control the force, direction and speed of movement, e.g., control the speed of running, and control the bouncing of a ball.

7 Able to coordinate the movement of various parts of the body

- Children are able to coordinate the movement of various parts of the body. For example, when on a balancing beam, they are able to balance their body freely and have good control of the movement of their legs and hands. When they jump, they are able to coordinate with their hands. When they climb, they can coordinate the movement of their hands and legs.

6 Willing to participate in physical games and are energetic in activities

- Children are willing to participate in physical games. They get involved in the games and are full of energy.

5 Able to have good control of the space of limbs and move correspondingly following the instructions, such as extending, contracting, moving forward, backward, upward and downward

- Children are able to grasp the concept of the space of limbs and move correspondingly following the instructions, such as extending the limbs, contracting the body, walking forward, and stretching their hands upward.

4 Able to use different sports equipment to demonstrate basic physical skills

- Children can make use of different sports equipment to demonstrate basic physical skills, such as walking up the slides and climbing frame freely, and pedalling forward and manipulating with both hands on a bicycle.

3 Able to balance the body and control more complicated movement appropriately

- Children can appropriately control the movement of the body, such as standing with one leg for a while and walking upstairs step by step. They can also step along the line or follow the footsteps and jump over the obstacles.
- Children can balance their body to move freely in different environments, e.g., can stand on tiptoe on a slope or uneven ground surface.

2 Able to control gross motor skills

- Children can have good control of gross motor skills, such as walking freely and pulling or pushing objects. They still have to be careful in walking upstairs. They walk two steps in one level and hold the bars. They can put their hands in front of their chest to throw the ball and so on.

1 Move spontaneously, showing some control of body movement and coordination of various part of the body

- Children can freely control their body movement and coordinate various parts of the body, such as walking freely and taking things, etc.

XI. Children's Developmental Milestones

(Recommended Version)

10 Able to control the coordination of forearms, wrists and fingers, and hold the pen correctly to draw pictures and write characters

- Children are able to control the coordination of forearms, wrists and fingers skilfully, with a more dexterous movement for the first three fingers, e.g., able to use chopsticks, tie up shoelaces, etc.
- Children are able to hold the pen correctly to draw and write more complicated pictures and characters.

9 Master delicate fine motor skills and eye-hand coordination to carry out various activities

- Children are able to master delicate fine motor skills with a better eye-hand coordination, e.g., drawing a straight line with a ruler, using scissors to cut out different patterns, using paper-clay to create models, etc.

8 Get more dexterous in the control of fingers, wrists and palms, and are able to master actions like kneading, tearing, cutting, pressing and picking up, etc. easily

- Children get more dexterous in the control of their fingers, wrists and palms that they are able to master the following actions easily, e.g., kneading dough, tearing paper, using a punch, picking up small beans, etc.

7 Able to coordinate the movement of gross and fine motor

- Children are able to coordinate the movement of gross and fine motor, e.g., dressing and buttoning on their own.

6 Get more dexterous in the eye-hand coordination as well as the coordination of the hands

- Children are able to carry out activities which require delicate coordination of the hands, e.g., folding the paper in half, cutting a straight line with a pair of scissors, affixing labels on patterns, etc.

5 Able to control and operate tools and objects safely

- Children are able to use and operate some “instrumental” toys safely, e.g., using “tools” such as small knives, forks, tongs and cookie cutters, etc. to knead plasticine or dough.

4 Able to control a pen and draw lines efficiently

- Children are able to control a pen and draw lines and simple sketches on their own efficiently.

3 Able to control their fingers, wrists and palms, with a more apparent development in the eye-hand coordination

- Children are able to control their fingers, wrists and palms, e.g., they can use plasticine to carry out action such as kneading, pressing, hammering, squeezing, etc.
- The development of children's eye-hand coordination is more apparent, e.g., piling up toy bricks in different sizes, threading a string through holed-boards, picking up small objects, etc.

2 Able to master the basic eye-hand coordination

- Children demonstrate basic eye-hand coordination, e.g., able to pile up a few large toy bricks, pick up a string, thread a string through big beads, turn the pages of a thick book, etc. with both hands.

1 Spontaneous movement, able to grab and grip with their hands

- Children are able to control the movements of their hands efficiently and spontaneously, e.g., able to hold a tablespoon, fetch a cup, pick up an object, knead plasticine, etc.

XI. Children's Developmental Milestones

(Recommended Version)

10 Have good living habits and display self-care ability

- Children develop good living habits. For example, they keep early hours and do exercise regularly. They display the ability to take care of themselves in daily life, such as able to feed themselves, change the clothes, wash and dress, and tidy things up on their own, etc.

9 Have good eating habits and personal hygiene

- Children have good eating habits in their daily life. For example, they have a balanced diet, they take regular meals and do not have immoderate eating and drinking habits.
- Children keep good personal hygiene, such as washing their hands before meals and after going to toilet.

8 Have a knowledge of general table manners

- Children can use different kinds of tableware properly and keep their clothes clean and tidy when taking food.
- Children know that they should not devour the food ravenously or talk while having food in the mouth.

7 Understand and know how to stay healthy

- Children understand the importance of staying healthy and the ways to achieve this, e.g., wipe the sweat away and drink water on their own after physical activities.
- Children can respond to the change of weather, e.g., take off their coats when the weather is hot and put on their coats when the weather is cold.

6 Take care of themselves in their daily life

- Children get water to drink when they are thirsty. They get the food they need on their own or assist teachers to distribute the refreshments.
- Children are able to tidy up their personal items and clothes. They are also able to put on and take off their shoes and socks themselves.

5 Pay attention to and practise personal hygiene in their daily life

- Children use toilet paper to clean themselves after going to the toilet.
- Children know how to maintain personal grooming. They are able to comb their hair and keep their clothes clean and tidy. They put on the apron on their own for the art and craft activities.

4 Realise that some personal things, such as toothbrushes, towels and face masks, cannot be lent to other people, and are able to keep them clean

- Children realise that some personal things, such as toothbrushes, towels and face masks, cannot be lent to other children or adults.

3 Keep themselves clean, e.g., wash or wipe their hands, wipe their mouth, clean running nose, etc.

- Children can clean up themselves, e.g., turn on or off the tap when washing their hands, and use towel to wipe their hands. Children can also use a small towel to wipe their mouth or tissue paper to clean their running nose when necessary.

2 Dress and undress, and put on or take off shoes and socks under instruction or with assistance

- With instructions or assistance from adults, children can put on or take off their coats, and try to put on or take off their shoes and socks.

1 Wash and wipe their hands, wipe their mouth, drink with cups and try to eat with spoons under instruction or with assistance

- Under the instructions or with the assistance of adults, children wash their hands and wipe them with towel before meals. They try to eat with spoons and pick up the cups with both hands to drink. They wipe their mouth after meals.

XI. Children's Developmental Milestones

(Recommended Version)

10 Know about their own values, have an intellectual curiosity and build up a healthy self-image

- Children always display the ability to make firm and correct judgement. They can properly express their views on things and people.
- Children recognise and accept their own uniqueness. They also assert their own values, such as being a useful person.
- Children possess the skills and abilities for self-improvement, such as to introspect, demonstrate self-control and accept criticisms.

9 Maintain an interest, motivation and eagerness in learning. Not afraid of failure and have the endurance to try

- During their participation in various activities, children will not give up easily. They will try to find solutions for the problems.
- Children take the initiative to express their feelings and needs, and indicate their interest in new activities.

8 Are confident to try new activities, take part in discussions actively and put forth ideas, and have the spirit of probing into the facts

- Children are willing and confident to try new activities.
- Children express their feelings and ideas actively and confidently in games and discussions.
- Children are not satisfied with the superficial understanding of situations and are eager to probe into the facts. Apart from asking questions like “what is this?” and “what is that?”, they also ask “why?”.

7 Willing to take responsibility, are confident and persistent in finishing activities on their own

- Children are able to do things on their own.
- Children show the abilities to work independently and are able to finish the activities with confidence.
- During the course of learning or activities, children work actively without the instructions from adults or companions, e.g., they will not leave their incomplete picture unattended in order to play with the toys.

6 Know about their appearance, sex, abilities and strengths; able to admit their own limitations and accept the advice and criticisms from other people

- Children admit their own limitations and assert their own values. They can tell the strong and weak points of their own, such as those of their appearance, sex and abilities. They also accept the criticisms and suggestions from other people.

5 Participate in various games and activities with confidence and close attention

- Children are willing to do things within their ability under the assistance from adults.
- Children understand the rules for the games and activities. They are interested in the games and activities and display confidence and enthusiasm in the participation process.
- Children can focus their attention and get involved in learning or the activities, e.g., listen to the teachers attentively the introduction of various activities, read quietly and attentively in the Book Corner.

4 Appreciate their own self and express their wishes and feelings

- Children are pleased with their own abilities and express their feelings and ideas in the activities.
- Children are satisfied with their work and have a sense of achievement.

3 Know about their likes and dislikes

- Children can tell their likes and dislikes about people, things and situations in their daily life. They are able to indicate their likes and dislikes in words, behaviour and gesture, such as saying “I like to eat cakes” or to indicate their favourite things through their behaviour.

2 Have a basic knowledge of their own sex and different parts of the body

- Children begin to pay attention to their own body. They know the features of male and female bodies and are able to tell whether they are a boy or a girl. They also accept their own sex.
- With the guidance from adults, children know about their own body and can tell the names and functions of different parts of the body. They also know that they should take good care of their body.

1 Identify their own belongings

- Children pay close attention to their own belongings and are able to identify them, such as their own shoes, schoolbags, etc.

XI. Children's Developmental Milestones

(Recommended Version)

10 Display a strong and positive sense of self-identity with stable emotion and are able to express a range of emotions appropriately

- Children demonstrate firm and positive attitudes. They can always maintain stable emotion and properly express what they prefer and dislike.

9 Understand and show concern about others' feelings and needs, and are aware that they should take responsibility for their own actions

- During activities, children care for others' feelings and needs. They will consider the impacts and consequences of their words and actions for self and others.

8 Express their negative feelings properly and seek for advice or assistance

- When children have developed negative feelings, such as feeling unhappy, they are able to use appropriate words or body language to express their feelings. They also take the initiative to seek help from adults, follow the advice and learn how to manage their emotion.

7 Plan the schedule and mode of activities properly

- Children are able to plan the schedule and mode of their activities properly. They will take various considerations in working out the appropriate schedule and mode of activities.

6 Express their needs and feelings in appropriate ways

- When in a happy mood, children can express their happiness in proper ways, such as giving a smile, clapping their hands or offering to share their happiness with their companions or adults.

5 Aware of different types of mood and accept other people's different moods, and respect other people

- Children are aware of different types of mood, including happiness, anger, sorrow, joyfulness, etc. Children also accept the different emotional behaviours of other children and know how to respect others.

4 Show concern for other people in words or actions; pay heed to other people's needs and offer help willingly

- Children express their care for classmates feeling unwell by comforting them.
- Children can express their needs and show concern for other people. They will offer help within their means if their peers, classmates and teachers need assistance.

3 Willing to obey rules, in rapport with others, and apologise after making mistakes

- Children begin to understand that there are certain rules for the games and are willing to follow the rules. They are in rapport with others.
- Children understand that making apology is one way to ask for forgiveness and admit their own faults.

2 Play on their own without the company of adults, and are interested in and aware of things outside the family

- Children show the ability to be independent. They can play on their own for a while without the company of adults. Apart from their own family and things around them, children start to feel interested in other things.

1 Adapt to new things with adult assistance happily

- Children pay attention to their surroundings. They are willing to try new things with the assistance of adults. They enjoy participating in these activities.

XI. Children's Developmental Milestones

(Recommended Version)

10 Discuss and negotiate with companions about the solutions to the problems

- In case of problems and conflicts, children will discuss with others the solutions available, agree on the feasible ways and carry them out together.
- Establish a profound and lasting relationship with companions, and can give emotional support and encouragement to each other.

9 Establish a good interpersonal relationship with adults and peers

- Children can initiate communication with adults and peers. They are able to develop good communication with others through words, facial expression, gesture and sharing of experience.
- Children are friendly and care for children and adults of various ages.

8 Show understanding of and respect for other people, accept the advice and views of other people

- Children accept and respect others' needs and opinions. They are eager to express their own views and willing to listen to the views of other people.
- Children understand the feelings of other people. They are sympathetic and show understanding of other people.
- Children are willing to accept the advice and views of other people.

7 Willing to cooperate with the companions in the activities and treat other people in a polite manner

- Children are willing to participate in cooperative activities and share the work.
- Children know about the basic social etiquette, treat other people in a polite manner and care for their companions.

6 Understand that they should observe the agreed rules and accept to be bound by the norm of social life

- Children understand that they should follow the agreed rules to handle matters and are able to observe such rules during activities.
- Children take turns fairly or voluntarily in the participation of activities. They are aware that being members of the group or class, they should wait in order.

5 Accepted by companions and establish a friendly relationship with them, and participate in group activities

- Children have pleasant experience in the participation of group activities and are willing to share their toys with different companions.
- Children are accepted by their companions and establish a friendly relationship with them. They have a lot of friends in the class.

4 Build up relationship with other people through gesture and conversations

- Children can make use of gesture, facial expression and words to communicate with adults and other children. They can get along and play games with more companions.
- Children do not need the supervision of adults and take the initiative to play with companions.

3 Love to play with other children and are accustomed to social life gradually

- Children learn to get along with others. They are willing to take part in activities or games with children of the same group or class and take the initiative to talk with their companions.

2 Take turns and share things with others under the guidance of adults

- Children take turns with others under the guidance of adults.
- Children recognise that the toys in the kindergarten or nursery belong to all and will not take exclusive possession. They learn to play in turns and share things with each other, such as to share a bottle of glue.

1 Play alone by the side of other people and start to adapt to social life

- The child can play toys by the side of another child, but he/she hardly talks or exchanges his/her toys with the other child. He/She sometimes observes and imitates behaviour of the other child.

XI. Children's Developmental Milestones

(Recommended Version)

10 Able to accept the opinions of other people and concern about the feelings and needs of other people

- Children show concern about the needs and feelings of their family, companions, teachers or workers. They will greet others and share others' work on their own initiative.
- Children will listen patiently when adults or their companions express their views. They will make analysis and give proper response after accepting the views.

9 Have a sense of awareness for environmental protection and take active actions

- Children take good care of the natural environment. They show curiosity and interest in the astronomical phenomena, seasonal changes, the ecological environment of plants and animals, etc.
- Children have a sense of responsibility to protect the environment and put it into practice. They are willing to actively disseminate the relevant messages.

8 Care for the community environment, and possess a sense of responsibility and positive attitudes to maintain environmental hygiene

- Children love and care for their community and know that they are members of the community.
- Children are able to maintain environmental hygiene, care for the natural environment and public properties.

7 Willing to help others and love and care for each other

- Children will offer to help if their companions are in difficulty.
- Children are willing to serve companions in the same group or class.

6 Understand their roles in the family and school and care for other people

- Children are aware of their own duties. They care about their family and value their family life.
- Children love their school life. They show concern for people in the school and understand their own roles and duties in the school.

5 Treasure daily food and care for the public facilities

- Children will only take appropriate amount of food to avoid waste.
- Children use the facilities and toys in the school with care and will not damage them deliberately.

4 Observe the rules of activities and are well-disciplined

- During the participation in games and activities, children are able to observe the rules of activities set down by the teachers, workers or companions.

3 Take good care of their home and the school environment to ensure safety. Willing to keep the place clean

- Children are aware of and understand the safety rules at home and in the school. They are willing to obey the rules.
- Children always keep the area of activity clean and pay attention to the environmental hygiene in their daily life.

2 Know about their home and school environment, and learn how to keep the place clean

- Children have a knowledge of their living environment and the school facilities. They understand the relationship between different facilities and their daily life. They also learn how to tidy up the things and keep the area of activity clean.
- Children pay attention to the environmental hygiene in their daily life, such as to refrain from littering and flush the toilet after use.

1 Able to explore things around them and tidy up under instructions

- Children always pay attention to the change of their surroundings. They are interested in trying new things and are actively engaged in the related activities. They are also able to tidy up their things and put them back to the original place under instructions.

XI. Children's Developmental Milestones

(Recommended Version)

10 Express creativity and imagination through art works, music, role-plays and imaginative plays

- Children can use various materials for creative expression and show aesthetic perception through colours and composition.
- In the activities, children conduct creative work to express their own ideas by composing songs, improvising the accompaniment and participating in imaginative play. For example, they make the sounds of rain and thunderstorm with musical instruments, express the postures of different animals through various movements, play the characters in the stories, and provide background music for the stories.

9 Willing to appreciate art works, music, dances and various forms of beauty, and to show the sensibility, imagination and the ability to express in various forms of beauty

- Children can appreciate various art works, music, songs and dances. They understand the key content and mood of the works.
- Children appreciate the surroundings, the beauty of nature and various forms of beauty. They can express the aesthetic sensibility and appreciative ability in various forms of beauty.

8 Express their ideas and thoughts through art and craft works

- Children will introduce to others the contents of their work during the art and craft activities.
- Children can reveal their unique thought in their work and express plots and contents of their work through contrast of colours, various sizes and different locations.

7 Use different methods for the creation of music and express their feelings through music

- Children can use different materials, such as paper and wood to make sounds. They can also make musical instruments on their own.
- Children know how to play the instruments for the creation of music, such as using different percussion instruments to represent different characters.
- Children are able to write lyrics for the songs.
- Children express their ideas and feelings through role-play.

6 Love the creation of art and craft work, music and dance performance, story-telling and role-playing

- Children are happy in the participation of activities on musical performance, dances and role-playing. They will initiate suggestions to teachers on selecting the songs and dances performed.
- Children can express their mild, lively and happy moods through singing songs and performing movements.
- During the painting and the art and craft activities, children are interested in the change of colours, texture and shapes. They have pleasant experience in the activities.

5 Express the elements of music, such as the dynamics, speed and pitch through singing songs and performing movements

- Under the guidance of teachers, children can perform rhythmic movement to go with the fast and slow, light and heavy rhythm. They will use suitable movements, such as jumping to go with the lively and joyous music.

4 Appreciate their own work and enjoy musical activities, love singing songs and listening to music

- Children will take the initiative to introduce their work to other people and are willing to display their art and craft work in the activity room.
- Children are pleased to participate in various musical activities, such as singing, rhythmic movement and music appreciation.

3 Try to use different materials in painting or the creation of art and craft work

- Children will use different materials, such as wax crayons, watercolour, pith and crepe paper in painting and the creation of art and craft work.
- Children are able to use different materials, such as paper and boxes to construct 3D art and craft models.

2 Try to use different ways to express their sensory experiences

- When participating in play and activities, children can imitate teachers to perform some movements, such as clapping, stepping, imitating the sounds of small animals and the natural environment.
- Children take part in imaginative play in daily activities, such as playing as a dog, a mother or a little driver.
- Children participate in role-playing in the Home Corner and Role-play Corner.

1 Sing simple songs and try to participate in various art and craft activities

- Children can sing simple songs.
- Children try to participate in art and craft activities, such as scribbling, finger-painting and pasting.

XI. Children's Developmental Milestones

(Recommended Version)

10 Appreciate the Chinese culture and the culture of other nations, and can compare the similarities and differences of the culture of different places

- Children know about the characteristics of the Chinese culture and the culture of other nations, and can identify their similarities and differences.
- Children are aware of the characteristics, the similarities and differences of the culture of different places. They accept and appreciate these similarities and differences.

9 Concerned about Hong Kong, show interest in the news and express a sense of belonging to Hong Kong and the mainland

- Children know that they are citizens of the HKSAR and realise that Hong Kong is their home. They love the place where they live and show attitudes of support and concern.
- Children pay attention to the news in Hong Kong and the mainland, and are concerned about what is happening daily.

8 Respect the living habits, traditional customs and culture of different nations

- Children are aware that different nations have different living habits. They show acceptance to the living habits of other nations.
- Children get along well with and respect children of other nations in school.
- Children show acceptance to and appreciation of the customs and culture of other nations.

7 Appreciate Chinese culture and customs

- Children respect and value Chinese culture and customs, such as the customs and the food of the Lunar New Year.
- Children can tell the names of some Chinese culture and arts, such as the Cantonese operas, ink paintings and paper-cuttings and are interested in them.

6 Show interest in the local cultural facilities and scenic spots

- Children are interested in knowing about the local cultural facilities, such as the libraries, the Science Museum, the Cultural Centre and the Museum of History through visits and relevant promotion.
- Children show interest in knowing about the local scenic spots, such as the Peak, the Repulse Bay, the HK International Airport, the Po Lin Monastery and the Big Buddha in Lantau Island, through visits and relevant promotion.

5 Have a knowledge of the regional emblem and regional flag of the HKSAR, realise that the HKSAR is part of China and recognise the national flag

- Children know that Hong Kong returned to China in 1997 and has become part of China. They have a knowledge of the national flag and anthem.

4 Have a knowledge of people of different nations, including their skin colour and language, and are willing to take part in the festival celebrations of different nations

- Children understand that there are people of different nations and countries living in the world. They have different skin colours (such as white, yellow and black) and they communicate in different languages (e.g., Americans speak English and Japanese speak Japanese).
- Children are willing to take part in the celebrations of traditional festivals of other nations, such as the Halloween.

3 Understand their own nationality and identity, and recognise the characteristics of the Chinese people/people of their own nationality

- Children can tell whether they are Hong Kong people, Chinese people or people born in other countries.
- Children can tell the characteristics of Chinese people, such as yellow skin, dark hair and dark eyes. Children of other nationalities can tell the characteristics of their own people.

2 Know about some stories relating to the traditional festivals

- Children can understand the meanings of traditional festivals through stories, such as the story of the Year Monster of the Lunar New Year and the story of the goddess Chang'e flying to the moon of the Mid-Autumn Festival.

1 Know about the customs and the ways of celebration of some traditional festivals, and are willing to take part in the celebrations

- Children know the ways of celebrating traditional festivals, such as eating moon cakes and playing lanterns in the Mid-Autumn Festival.
- Children are involved happily in the participation of the celebrations.