



Republic of the Philippines  
Department of Education  
DepEd Complex, Meralco Avenue  
Pasig City



# Standards and Competencies for Five-Year-Old Filipino Children

May 2016

## K to 12 BASIC EDUCATION CURRICULUM

### I. INTRODUCTION

**“The first years of life are important because what happens in early childhood can matter in a lifetime.”**

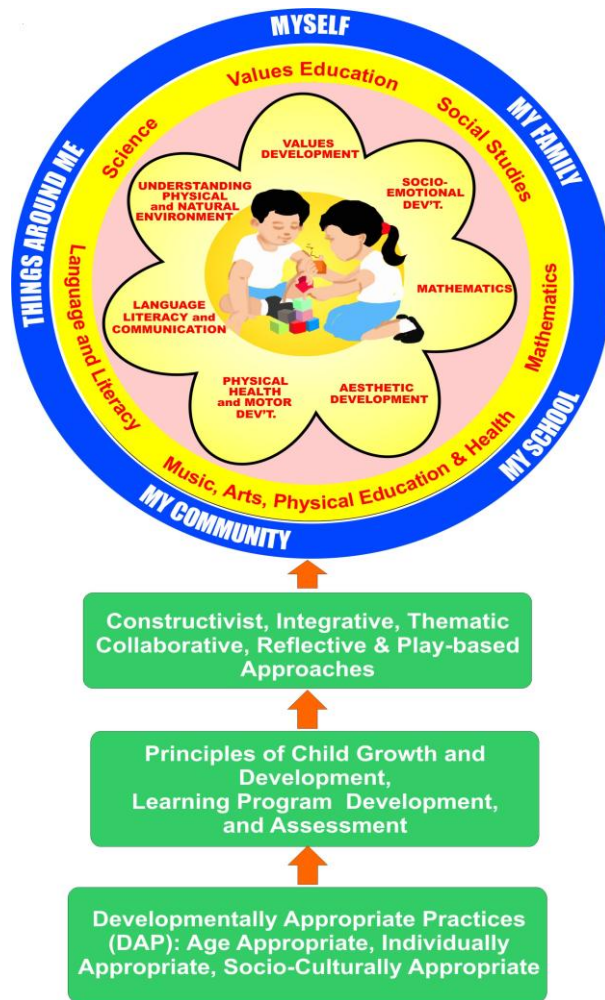
(Harvard, 2009)

Republic Act 10157, or "The Kindergarten Education Act" made Kindergarten the compulsory and mandatory entry stage to basic education. Section 2 of this Act provides that all five (5)-year old children shall be given equal opportunities for Kindergarten Education to effectively promote their physical, social, emotional, and intellectual development, including values formation, so they will be ready for school. The Department of Education (DepEd) believes that Kindergarten is the transition period from informal to formal literacy (Grades 1–12), considering that age five (5) is within the critical years in which positive experiences must be nurtured to ascertain school readiness. Extensive research has shown that this is the period of greatest growth and development, during which the brain continuously develops most rapidly and almost at its fullest. It is also the stage when self-esteem, vision of the world, moral foundations are established, and their mind’s absorptive capacity for learning is at its sharpest. Teachers/parents/caregivers/adults should therefore be guided to facilitate explorations of our young learners in an engaging, creative, and child-centered curriculum that is developmentally appropriate and which immerses them in meaningful experiences. Provision of varied play-based activities leads them to becoming emergent literates and helps them to naturally acquire the competencies to develop holistically. They are able to understand the world by exploring their environment, as they are encouraged to create and discover, which eventually leads them to becoming willing risk takers and ready to tackle formal school work.

Section 5 of said Republic Act also state the adoption of the Mother Tongue-Based Multilingual Education (MTB-MLE). Therefore, the mother tongue of the learner shall be the primary medium of instruction for teaching and learning in kindergarten.

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### II. FRAMEWORK



**Figure I. The Kindergarten Curriculum Framework**

The Kindergarten Curriculum Framework (KCF) draws from the goals of the K to 12 Philippine Basic Education Curriculum Framework and adopts the general principles of the National Early Learning Framework (NELF). Kindergarten learners need to have a smooth transition to the content-based curriculum of Grades 1 to 12.

The items in rectangles in Figure 1 show the theoretical bases for teaching-learning in the early years, which are founded on constructivism, integrative, thematic, collaborative, inquiry-based, and reflective teaching in play-based approaches with application of the Developmentally Appropriate Practices (DAP); these support the principles of child growth and development, and the learning program development and assessment.

The circles, on the other hand, signify the system of how Kindergarten Education is to be employed. The interlocked ellipses represent the learning domains that have to be nurtured and equally imparted to holistically develop children. It also forms a flower that portrays the gradual unfolding but steady development, as is expected of every child. The child is seen as being in the process of blossoming – like a flower bud whose development should not be forced lest it lose its chance to fully mature. The domains are enclosed by the Learning Areas children will meet in Grade One onward, for which they are being prepared. The outermost layer indicates the Curricular Themes upon which the Kindergarten Curriculum Guide (KCG) or the Teacher’s Guide is designed. It has been crafted using the thematic or integrative approach to curriculum development in a spiralling learning process. This approach employs integrative and interactive teaching-learning strategies as well as child-centered learning experiences.

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### III. GENERAL GUIDING PRINCIPLES

The following are the general guiding principles of the National Early Learning Framework (NELF):

#### A. On Child Growth and Development

1. Every child is unique. Growth and development vary from child to child, for whom the first eight years of life are most vital. He/she has an innate desire to learn, and this is best done through meaningful and real experiences.
2. Every aspect of growth and development is interrelated and interdependent. The child needs to be nurtured in a good and caring environment that enhances healthy and dependable relationships with other children and most significant adults.
3. The learning and development of every child involve a series of complex and dynamic processes that are best attended to in a more positive and responsive manner.
4. The child must be encouraged to aspire beyond one's own level of achievements and to practice newly acquired competencies.
5. Every child is a thinking, moving, feeling, and interactive human being able to actively participate in the learning and development of self in the context of one's family and community, including cultural and religious beliefs.

#### B. On Learning Program Development

1. The learning program is child centered. It promotes the holistic way by which young children grow and develop, and recognizes the role of families and communities in supporting the child through various stages of growth and development.
2. The learning program is appropriate for developing the domains, and must sustain interest in active learning of all young children including those with special abilities, marginalized, and/or those at risk.
3. The learning program is implemented by way of diverse learning activities that may be enhanced with multimedia technologies such as interactive radio, audio/video clips, and computer-enhanced activities.
4. The use of learning materials and other resources that are locally developed and/or locally available is encouraged. The mother tongue shall be used as the child's language of learning.

#### C. On Learning Assessment

1. Assessment is done to monitor learning, know where the child is at, and inform parents of the child's progress.
2. Assessment is crucial to identifying the child's total developmental needs and does not determine academic achievement.
3. Assessment is best conducted on a regular basis so that a timely response or intervention can be made to improve learning.
4. The results of the learning assessment of a child shall be kept strictly confidential. Ratings should be more qualitative/descriptive and less numerical.
5. The family and community must be informed of the general outcomes of learning so as to encourage further cooperation and partnerships.

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### IV. DEVELOPMENTAL DOMAINS ( and what to expect in each)

“Developmental domains” refers to specific aspects of growth and changes in children. These are represented by the ellipses to show interconnectedness in the holistic development of children. The contents of each developmental domain are defined by learning expectations, as follows:

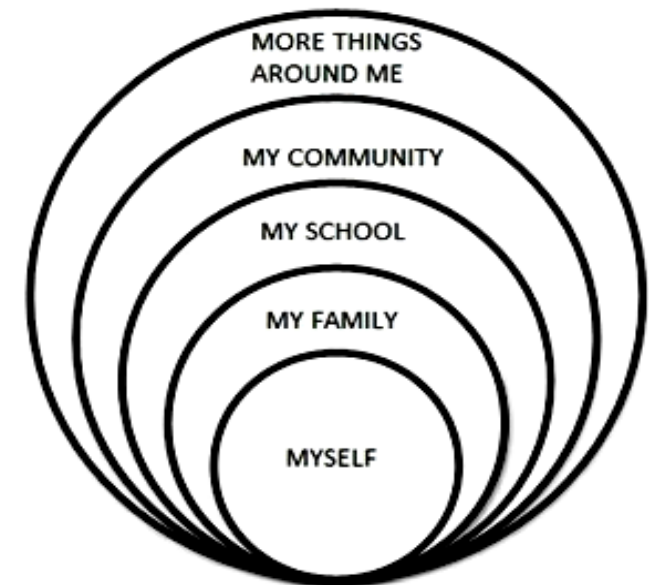
1. **Socio-Emotional Development (Pagpapaunlad ng Sosyo-Emosyunal at Kakayahang Makipamuhay)** - Children are expected to develop emotional skills, basic concepts pertaining to her/himself, how to relate well with other people in his/her immediate environment, demonstrate awareness of one's social identity, and appreciate cultural diversity among the school, community, and other people.
2. **Values Development (Kagandahang Asal)** - Children are expected to show positive attitudes, self-concept, respect, concern for self and others, behave appropriately in various situations and places, manifest love of God, country, and fellowmen.
3. **Physical Health & Motor Development (Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor)** - Children are expected to develop both their fine and gross motor skills to be efficient and effective movers when engaging in wholesome physical and health activities. They are also expected to acquire an understanding of good health habits and develop their awareness about the importance of safety and how they can prevent danger at home, in school, and in public places.
4. **Aesthetic/Creative Development (Sining)** – Children are expected to develop their aesthetic sense and creative expression through drawing, painting, and manipulative activities. Aesthetic development involves the love and pursuit of beauty in art, music, and movement, and creates opportunities for the creative expression of emotions, thoughts, feelings, and ideas.
5. **Mathematics** - Children are expected to understand and demonstrate knowledge, thinking skills, and insights into patterns of mathematics, concepts of numbers, length, capacity, mass, and time through the use of concrete objects or materials, and to apply these meaningfully in their daily experiences. Children are provided with varied manipulative activities to help them see relationships and interconnections in math and enable them to deal flexibly with mathematical ideas and concepts.
6. **Understanding of the Physical and Natural Environment** - Children are expected to demonstrate a basic understanding of concepts pertaining to living and nonliving things, including weather, and use these in categorizing things in his/her environment. They are also expected to acquire the essential skills and sustain their natural curiosity in their immediate environment through exploration, discovery, observation, and relate their everyday experiences using their senses (touch, sight, smell, taste, and hearing).
7. **Language, Literacy, and Communication** - This domain provides opportunities on early literacy learning for self-expression through language using the mother tongue or the child's first language. Children are expected to develop communicative skills in their first language. They are also expected to develop more positive attitudes toward reading, writing, and to view themselves as effective users and learners of language.

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### V. CURRICULAR THEMES

The outer circle of the KCF corresponds to the interrelatedness of the learning domains, which dictates the way to approach implementation. The daily activities prescribed in the Kindergarten Curriculum Guide (KCG) or the Teacher's Guide is designed as learner centered, inclusive, and developmentally appropriate to employ an integrative and interactive approach in developing the competencies focusing on the themes shown in Figure 2. The child and brain development principles were the bases of the selection of content, concepts, and skills, as well as the learning activities. Developmentally appropriate practices considered the developmental tasks that five-year-olds, in general, could tackle at a specific time, and in a specific sequence. Thus, these curricular themes adhere to Bronfenbrenner's Bio-ecological theory that defines "layers of environment, each having an effect on a child's holistic development."

1. Myself - concepts and ideas that help the learners understand himself/ herself better so that he/she will develop as an individual
2. My Family - concepts, ideas, practices that guide the child to be responsible and proud of himself and his family
3. My School - concepts, ideas, practices, and situations that help the child understand how to be an individual and socialize with other learners, teachers, and other school personnel
4. My Community- concepts, ideas, practices, situations, and responsibilities that the learner should acquire and understand so that he/she will become functional and responsive member of the community
5. More Things Around Me - all other concepts, ideas, practices, situations, and responsibilities beyond themes 1 to 4, but which may be relevant to the community, culture, and interest of the learner



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**TRANSITION FROM KINDERGARTEN TO GRADE 1**

**VI. TRANSITION PARADIGM**

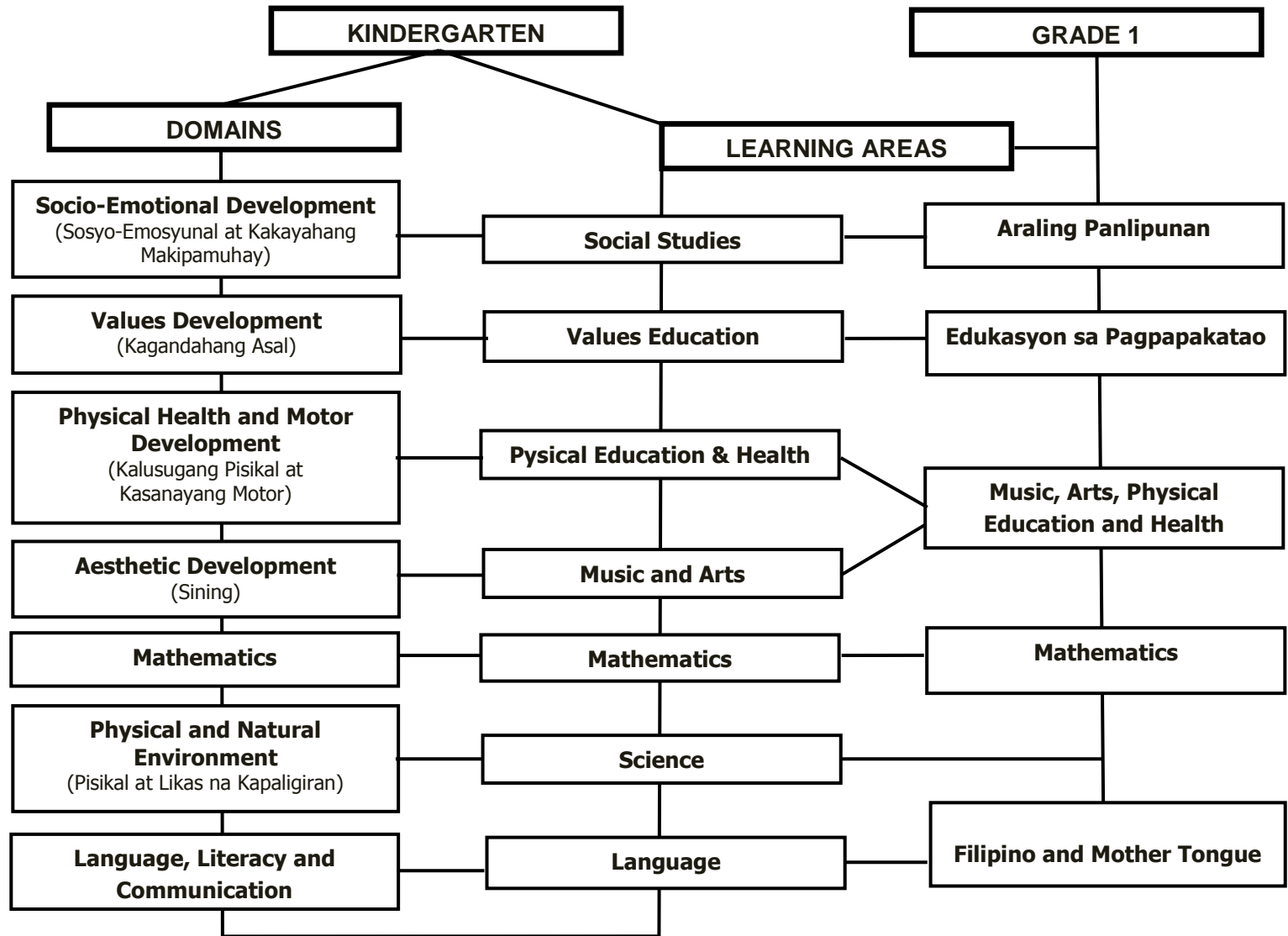


Figure 3 illustrates the interrelatedness of the developmental domains and the learning areas. The domain-based skills intended to be developed in kindergarten are aligned to the learning area, content-based curriculum to be learned in Grade 1. Domains are strategically integrated in the content of the blocks of time as contained in the KCG/Teaching Guide. Activities tackle different but interrelated domains for the smooth and successful transition of every five-year-old Filipino child from Kindergarten on to Grades 1 to 12 Basic Education.

**Figure 3. Transition Paradigm**

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**VII. MATRIX OF LEARNING STANDARDS AND COMPETENCIES**

**A. PAGPAPAUNLAD SA KAKAYAHANG SOSYO-EMOSYUNAL (SE)**

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
<b>Pagkilala ng Sarili at Pagpapahayag ng Sariling Emosyon (PSE)</b>	sariling ugali at damdamin	kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain	1. Nakikilala ang sarili	<b>SEKPSE-00-1</b>	
			1.1 pangalan at apelyido	<b>SEKPSE-Ia-1.1</b>	
			1.2 kasarian	<b>SEKPSE-Ib-1.2</b>	
			1.3 gulang/kapanganakan	<b>SEKPSE-Ic-1.3</b>	
			1.4 gusto/di-gusto	<b>SEKPSE-IIc-1.4</b>	
			2. Naisakikilos ang sariling kakayahan sa iba't ibang paraan, hal. pag-awit, pagsayaw, at iba pa	<b>SEKPSE-If-2</b>	
			3. Nasasabi ang mga sariling pangangailangan nang walang pag-aalinlangan	<b>SEKPSE-If-3</b>	
			4. Naipakikita ang tiwala sa sarili na tugunan ang sariling pangangailangan nang mag-isa Hal. maghugas ng kamay, kumain, magbihis, magligpit, tapusin ang gawaing nasimulan	<b>SEKPSE-Ie-5</b>	
5. Naipakikita ang kahandaan na sumubok ng bagong karanasan	<b>SEKPSE-IIIc-6</b>				
6. Natutukoy ang kahalagahan ng pagpapakita ng positibong pag-uugali sa harap ng hindi inaasahang pangyayari tulad ng pagkatalo sa laro, atbp.	<b>SEKPSE-00-8</b>				
7. Naipakikita ang pag-unawa sa nangyayari o kasalukuyang sitwasyon at nakapaghihintay sa tamang oras na matugunan ang gusto/pangangailangan	<b>SEKPSE-00-10</b>				



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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			8. Nakikilala ang mga pangunahing emosyon (tuwa, takot, galit, at lungkot)	<b>SEKPSE-00-11</b>	
<b>Pag-unawa sa Emosyon ng Iba</b> (EI)	damdamin at emosyon ng iba	kakayahang unawain at tanggapin ang emosyon at damdamin ng iba	1. Naipahihiwatig ang katanggap-tanggap na reaksiyon sa mga akmang sitwasyon (hindi pagtawa sa nasaktan na batang nadapa)	<b>SEKEI-00-1</b>	
			2. Nagkakaroon ng kamalayan sa damdamin ng iba	<b>SEKEI-00-2</b>	
<b>Pagpapahalaga sa Pagkakaiba</b> (PP)	pagkakaiba at pagkilala ng tao	pagkilala sa pagkakaipareho at pagkakaiba ng tao	Nakikilala at iginagalang ang pagkakaiba-iba ng tao: wika, kasarian, kaanyuan, kulay, kultura (kasuotan, gawi, paniniwala), katayuan sa buhay, kakayahan	<b>SEKPP-Ib-1</b>	
<b>Pakikisalamuha sa Iba Bilang Kasapi ng Pamilya</b> (PPam)	konsepto ng pamilya, paaralan at komunidad bilang kasapi nito	pagmamalaki at kasiyahang makapagkuwento ng sariling karanasan bilang kabahagi ng pamilya, paaralan at komunidad	1. Natutukoy na may pamilya ang bawat isa	<b>KMKPPam-00-1</b>	
			2. Natutukoy kung sino-sino ang bumubuo ng pamilya	<b>KMKPPam-00-2</b>	
			3. Nailalarawan kung paano nagkakaiba at nagkakatulad ang bawat pamilya	<b>KMKPPam-00-3</b>	
			4. Naipakikita ang pagmamahal sa mga kasapi ng pamilya at sa nakatatanda sa pamamagitan ng: 4.1 pagsunod nang maayos sa mga utos/kahilingan 4.2 pagmamano/paghalik 4.3 paggamit ng magagalang na pagbati/pananalita 4.4 pagsasabi ng mga salitang may pagmamahal (I love you Papa/Mama) 4.5 pagsasabi ng "Hindi ko po sinasadya ", "Salamat po", "Walang anuman", kung kinakailangan	<b>KMKPPam-00-5</b>	

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			4.6 pakikinig sa mungkahi ng mga magulang at iba pang kaanak 4.7 pagpapakita ang interes sa iniisip at ginagawa ng mga nakatatanda at iba pang miyembro ng pamilya		
			5. Naikukuwento ang mga ginagawa ng pamilya nang sama-sama - Nailalarawan ang nagagawa ng mga tagapag-alaga/Nanay/Tatay/Lolo/Lola, atbp.	<b>KMKPPam-00-6</b>	
			6. Natutukoy ang mga pangangailangan ng pamilya at kung paano nila ito natutugunan	<b>KMKPPam-00-7</b>	
			7. Nakahihingi ng tulong sa mga nakatatanda at iba pang miyembro ng pamilya	<b>KMKPPam-00-8</b>	
<b>Pakikisalamuha sa Iba Bilang Kasapi ng Paaralan (PAra)</b>			1. Natutukoy na ang bawat isa ay may karapatang matuto/makapag-aral/pumasok sa paaralan	<b>KMKPAra-00-1</b>	
			2. Nakikilala ang mga tauhan ng paaralan at ang tungkulin nilang ginagampanan	<b>KMKPAra-00-2</b>	
			3. Nakapagbubuo ng pagkakaibigan	<b>KMKPAra-00-5</b>	
			4. Nakapagkukuwento ng mga ginagawa sa paaralan	<b>KMKPAra-00-3</b>	
			5. Nailalarawan ang mga karanasan na may kinalaman sa pagtutulungan ng pamilya at paaralan	<b>KMKPAra-00-4</b>	
<b>Pakikisalamuha sa Iba Bilang Kasapi ng Komunidad (PKom)</b>			1. Natutukoy na ang bawat pamilya ay nabibilang sa isang komunidad	<b>KMKPKom-00-1</b>	
			2. Natutukoy na ang paaralan ay isang mahalagang bahagi ng komunidad	<b>KMKPKom-00-7</b>	
			3. Nakikilala ang mga taong nakatutulong sa komunidad hal. guro, bombero, pulis, at iba pa	<b>KMKPKom-00-2</b>	

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			4. Natutukoy ang iba't ibang lugar sa komunidad	<b>KMKPKom-00-3</b>	
			5. Napananatiling malinis ang kapaligiran sa pamamagitan ng pagtulong sa mga simpleng gawain tulad ng pagwawalis ng bakuran, pagtapon ng basura sa tamang lalagyan at iba pa.	<b>KMKPKom-00-4</b>	
			6. Naipakikita ang pagtulong at pangangalaga sa kapaligiran: pagdidilig ng mga halaman, pag-aalis ng mga damo at kalat, hindi pagsira ng halaman, pag-aalaga sa hayop	<b>KMKPKom-00-5</b>	
			7. Naikukuwento ang mga naging karanasan bilang kasapi ng komunidad	<b>KMKPKom-00-6</b>	

**B. KAGANDAHANG ASAL (KA)**

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
<b>Pagpapahalaga sa Sarili (PS)</b>	konsepto ng mga sumusunod na batayan upang lubos na mapahalagahan ang sarili:  1. Disiplina	tamang pagkilos sa lahat ng pagkakataon na may paggalang at pagsasaalang-alang sa sarili at sa iba	1. Napagsisikapang matapos ang sinimulang gawain sa itinakdang oras	<b>KAKPS-00-1</b>	
			2. Nakagagawa nang may kusa	<b>KAKPS-00-2</b>	
			3. Nakagagawa nang nag-iisa	<b>KAKPS-00-3</b>	
			4. Naisasagawa ang simpleng gawain nang maluwa sa kalooban • Nakapagsesipilyo	<b>KAKPS-00-4</b>	
			5. Nakasusunod sa mga utos/gawain nang maayos at maluwa sa kalooban	<b>KAKPS-00-5</b>	

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			6. Naipakikita nang kaaya-aya ang tamang gawain sa iba't ibang sitwasyon	<b>KAKPS-00-6</b>	
			7. Naipahahayag sa positibong paraan ang nararamdaman	<b>KAKPS-00-7</b>	
			8. Nakapagliligpit lamang ng sariling gamit	<b>KAKPS-00-9</b>	
			9. Nakasusunod sa mga itinakdang tuntunin at gawain (routines) sa paaralan at silid-aralan	<b>SEKPSE-IIa-4</b>	
			10. Nakapaghihintay ng kanyang pagkakataon	<b>KAKPS-00-12</b>	
	2. Pagkamatapat		1. Nakapagsasabi ng totoo sa magulang, nakatatanda at iba pang kasapi ng pamilya sa lahat ng pagkakataon	<b>KAKPS-00-21</b>	
			2. Napagbabalik/napagsasauli ng mga bagay na napulot	<b>KAKPS-00-8</b>	
			3. Nakahihingi ng pahintulot (paggamit ng bagay na pag-aari ng ibang tao, pagpasok/paglabas ng silid-aralan/tahanan)	<b>KAKPS-00-11</b>	
	3. Paggalang		1. Natatawag ang mga kalaro at ibang tao sa kanilang pangalan	<b>KAKPS-00-13</b>	
			2. Naipakikita ang pagiging tahimik at maayos sa pagkilos/ pagsunod sa seremonya gaya ng pagluhod/pagtayo/pagyuko, pag-awit kung nasa pook dalanginan	<b>KAKPS-00-14</b>	
			3. Naipakikita ang paggalang sa pambansang sagisag (watawat at Pambansang Awit): pagtayo nang tuwid na nakalagay ang kanang kamay sa dibdib habang umaawit at itinataas ang watawat	<b>KAKPS-00-15</b>	
	4. Pakikipagkapwa		1. Naipakikita ang pagpapahalaga sa maayos na pakikipaglaro: pagiging mahinahon, pagsang-ayon sa pasiya ng nakararami/reperi, pagtanggap ng pagkatalo nang maluwag sa kalooban, pagtanggap ng pagkapanalo nang may kababaang loob	<b>KAKPS-00-19</b>	
	5. Pagmamalasakit sa kapwa		1. Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit)	<b>KAKPS-00-16</b>	

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
		2. Naipakikita ang kusang pagtulong sa panahon ng pangangailangan	<b>KAKPS-00-20</b>		

**C. KALUSUGANG PISIKAL AT PAGPAPAUNLAD NG KAKAYAHANG MOTOR (KP)**

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
<b>Kasanayang Pisikal</b> (Physical Fitness - PF)	kahalagahan ng pagkakaroon ng masiglang pangangatawan	sapat na lakas na magagamit sa pagsali sa mga pang-araw-araw na gawain	1. Nakasasali sa mga laro, o anumang pisikal na gawain at iba't ibang paraan ng pag-eehersisyo <ul style="list-style-type: none"> <li>- Nakapagsisimula ng laro</li> <li>- Nakikipaglaro sa dalawa o tatlong bata gamit ang isang laruan</li> </ul>	<b>KPKPF-00-1</b>  <b>SEKPKN-00-1</b> <b>SEKPKN-Ig-2</b>	
			2. Nakagagalaw (martsa, palakpak, tapik, padyak, lakad, lundag at iba pa) nang angkop sa ritmo at indayog bilang tugon sa himig na napapakinggan/awit na kinakanta	<b>KPKPF-Ia-2</b>	
<b>Kasanayang "Gross Motor"</b> (GM)	kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan	maayos na galaw at koordinasyon ng mga bahagi ng katawan	1. Naisasagawa ang paggalaw/pagkilos ng iba'tibang bahagi ng katawan sa saliw ng awitin nang may kasiyahan	<b>KPKGM-Ia-1</b>	
			2. Naisasagawa ang mga sumusunod na kilos lokomotor sa pagtugon sa ritmong mabagal at mabilis (paglakad, pagtakbo, pagkandirit, paglundag/pagtalon, paglukso )	<b>KPKGM-Ie-2</b>	
			3. Nagagamit ang mga kilos lokomotor at di-lokomotor sa paglalaro, pag-eehersisyo, pagsasayaw	<b>KPKGM-Ig-3</b>	

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KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			4. Naipakikita ang panimbang sa pagsasagawa ng iba't ibang kilos ng katawan, gaya ng paglukso-luksong pahalinhinan ang mga paa (skipping), pagtulay nang di natutumba sa tuwid na guhit, pag-akyat at pagbaba sa hagdanan	<b>KPKGM-00-4</b>	
<b>Kasanayang "Fine Motor" (FM)</b>	sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag	kakayahang gamitin ang kamay at daliri	1. Paggamit ng kutsara at tinidor, pagbobotones, pagsara ng zipper, pagtali/pagsuot ng sapatos	<b>KPKFM-00-1</b>	
			2. Naisasagawa ang mga sumusunod na kasanayan		
			2.1 paglipat ng pahina	<b>KPKFM-00-1.1</b>	
			2.2 pagtiklop ng papel	<b>KPKFM-00-1.2</b>	
			2.3 pagpilas/paggupit/pagdikit ng papel	<b>KPKFM-00-1.3</b>	
			2.4 pagbakat, pagkopya ng larawan, hugis, at titik	<b>KPKFM-00-1.4</b>	
			2.5 pagmomolde ng luwad (clay), pagbuo ng puzzles	<b>KPKFM-00-1.5</b>	
			2.6 paglikha ng mga modelo pangkaraniwang bagay sa paligid	<b>KPKFM-00-1.6</b>	
<b>Pangangalaga sa Sariling Kalusugan at Kaligtasan (PKK)</b>	kakayahang pangalagaan ang sariling kalusugan at kaligtasan	pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan	1. Naisasagawa ang pangangalaga sa pansariling kalusugan tulad ng: paglilinis ng katawan, paghuhugas ng kamay bago at pagkatapos kumain, pagsesipilyo, pagsusuklay, paglilinis ng kuko, pagpapalit ng damit, pagtugon sa personal na pangangailangan nang nag-iisa (pag-ihi, pagdumi) paghuhugas ng kamay, pagkatapos gumamit ng palikuran	<b>KPKPKK-Ih-1</b>	
			2. Naipakikita ang wastong pangangalaga sa mga pansariling kagamitan sa paglilinis at pag-aayos ng katawan	<b>KPKPKK-00-2</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

KAUGNAY NA BATAYAN	PAMANTAYAN		PALATANDAANG KASANAYAN	CODE	LEARNING MATERIALS
	NILALAMAN	PAGGANAP			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
			3. Nakikilala ang kahalagahan ng mga tuntunin: pag-iwas sa paglalagay ng maliit na bagay sa bibig, ilong, at tainga, hindi paglalaro ng posporo, maingat na paggamit ng matutulis/matatalim na bagay tulad ng kutsilyo, tinidor, gunting, maingat na pag-akyat at pagbaba sa hagdanan, pagtingin sa kaliwa't kanan bago tumawid sa daan, pananatiling kasama ng nakatatanda kung nasa sa matataong lugar	<b>KPKPKK-Ih-3</b>	
			4. Nakikilala ang kahalagahan ng pansariling kaligtasan: nagpapaalam kung lalabas, sumasama lamang sa mga kilalang tao/kaloro, nagsasabi ng "HUWAG" o "HINDI" kung hinipo ang maselang bahagi ng katawan	<b>KPKPKK-Ih-2</b>	
			5. Naipakikita ang simpleng na kahandaan sa panahon ng sakuna: lindol, baha, sunog, atbp.	<b>KPKPKK-Ih-4</b>	

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**D. SINING**

DOMAIN	PAMANTAYAN		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
<b>Pagpapahalaga sa Kagandahan (Appreciation)</b>	kahalagahan at kagandahan ng kapaligiran	kakayahang magmasid at magpapahalaga sa ganda ng kapaligiran	1. Natutukoy ang magagandang bagay na nakikita sa paligid	<b>SKPK-00-1</b>	
			2. Nabibigyang-pansin ang linya, kulay, hugis at tekstura ng magagandang bagay na: <ul style="list-style-type: none"> <li>a. makikita sa kapaligiran tulad ng sanga ng puno, dibuho sa ugat, dahon, kahoy; bulaklak, halaman, bundok, ulap, bato, kabibe, at iba pa</li> <li>b. gawa ng tao tulad ng mga sariling gamit, laruan, bote, sasakyan, gusali</li> </ul>	<b>SKPK-00-2</b>	
<b>Malikhaing Pagpapahayag (Creative Expression)</b>	pagpapahayag ng kaisipan at imahinasyon sa malikhaing at malayang pamamaraan	kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhit/pagpinta	1. Nakalilikha ng iba't ibang bagay sa pamamagitan ng malayang pagguhit	<b>SKMP-00-1</b>	
			2. Nakaguguhit, nakapagpipinta at nakapagkukulay ng iba't ibang bagay o gawain (dekorasyon sa "name tag", kasapi ng mag-anak, gawain ng bawat kasapi ng mag-anak, mga alagang hayop mga halaman sa paligid)	<b>SKMP-00-2</b>	
			3. Nakagagawa ng modelo ng mga pangkaraniwang bagay sa paligid: dahon, bato, buto, patpat, tansan at iba pa	<b>SKMP-00-3</b>	
			4. Nakagugupit at nakapagdidikit ng iba't ibang hugis na may iba't ibang tekstura	<b>SKMP-00-4</b>	
			5. Nakapagkikiskis (rubbing) ng krayola sa papel na nakapatong sa iba't ibang teksturang makikita sa paligid: semento, banig, medalya, basket, pera, sahi	<b>SKMP-00-5</b>	
			6. Nakapagmomolde ng luwad (clay) sa nais na anyo	<b>SKMP-00-6</b>	
			7. Nakapupunit, nakagugupit at nakapagdidikit sa paggawa ng collage	<b>SKMP-00-7</b>	
			8. Nakapagpapatung-patong, nakapagdudugtong-dugtong at nakapagdidikit-dikit (assemblage) ng mga patapong bagay: maliit na kahon ng gamot	<b>SKMP-00-8</b>	
			9. Nakagagalaw, nakasasabay, nakaiindak at	<b>SKMP-00-9</b>	



**K to 12 BASIC EDUCATION CURRICULUM**

DOMAIN	PAMANTAYAN		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>Ang bata ay nagkakaroon ng pag-unawa sa...</i>	<i>Ang bata ay nakapagpapamalas ng...</i>			
		nakasasayaw sa himig na napapakinggan			
		10. Naipakikita ang kawilihan nang may sariling interpretasyon sa himig/tugtuging napapakinggan	<b>SKMP-00-10</b>		

**E. Mathematics (M)**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of ...</i>	<i>The child shall be able to...</i>			
<b>Logic (L)</b>	objects in the environment have properties or attributes (e.g., color, size, shapes, and functions) and that objects can be manipulated based on these properties and attributes	manipulate objects based on properties or attributes	1. Describe objects based on attributes/properties (shapes, size, its use and functions)	<b>MKSC-00-4</b>	
			2. Group objects that are alike	<b>MKSC-00-5</b>	
			3. Match object, pictures based on properties /attributes in one-to-one correspondence - object to object - object to picture - picture to picture	<b>MKAT-00-1</b>	
			4. Sort and classify objects according to one attribute/property (shape, color, size, function/use)	<b>MKSC-00-6</b>	
			5. Identify sequence of events (before, after, first, next, last)	<b>MKSC-00-9</b>	
			6. Arrange objects one after another in a series/sequence according to a given attribute (size, length) and describe their relationship (big/bigger/biggest or long/longer/longest)	<b>MKSC-00-10</b>	
			7. Complete patterns	<b>MKSC-00-19</b>	
			8. Reproduce and extend patterns	<b>MKSC-00-20</b>	
			9. Create own patterns	<b>MKSC-00-21</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of ...</i>	<i>The child shall be able to...</i>			
			10. Transform/translate patterns from one form to another	<b>MKSC-00-22</b>	
			11. Tell that the quantity of a set of objects does not change even though the arrangement has changed (i.e., the child should be able to tell that one set of counters placed in one-to-one correspondence and then rearranged still has the same quantity)	<b>MKSC-00-23</b>	
			12. Tell that the volume of liquid does not change even if the size and shape of container do	<b>MKSC-00-24</b>	
			13. Tell that length of an object does not change even if it is moved	<b>MKSC-00-25</b>	
<b>Number and Number Sense (NNS)</b>	the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease	perform simple addition and subtraction of up to 10 objects or pictures/drawings	1. Rote count up to 20	<b>MKSC-00-12</b>	
			2. Count objects with one-to-one correspondence up to quantities of 10	<b>MKC-00-7</b>	
			3. Compare two groups of objects to decide which is more or less, or if they are equal <ul style="list-style-type: none"> <li>• Identify sets with one more or one less element</li> </ul>	<b>MKC-00-8</b>	
			4. Recognize and identify numerals 0 to 10	<b>MKC-00-2</b>	
			5. Read and write numerals 0 to 10	<b>MKC-00-3</b>	
			6. Match numerals to a set of concrete objects from 0 to 10	<b>MKC-00-4</b>	
			7. Identify the number that comes before, after, or in between	<b>MKC-00-5</b>	
			8. Arrange three numbers from least to greatest/ greatest to least	<b>MKC-00-6</b>	
			9. Identify the 1st, 2nd, 3rd, up to 10th object in a given set	<b>MKC-00-11</b>	
			10. Recognize the words "put together,"	<b>MKAT-00-26</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of ...</i>	<i>The child shall be able to...</i>			
			"add to," and "in all" that indicate the act of adding whole numbers		
			11. Recognize the words "take away," "less," and "are left" that indicate the act of subtracting whole numbers	<b>MKAT-00-4</b>	
			12. Combine elements of two sets using concrete objects to represent the concept of addition	<b>MKAT-00-3</b>	
			13. Take away a quantity from a given set using concrete objects to represent the concept of subtraction	<b>MKAT-00-4</b>	
			14. Add quantities up to 10 using concrete objects	<b>MKAT-00-8</b>	
			15. Subtract quantities up to 10 using concrete objects	<b>MKAT-00-9</b>	
			16. Use a variety of materials and communicate strategies used to determine answers to addition and subtraction problems listened to	<b>MKAT-00-10</b>	
			17. Solve simple addition and subtraction number stories (up to quantities of 10) read by the teacher using a variety of ways (e.g., concrete materials, drawings) and describe and explain the strategies used	<b>MKAT-00-11</b>	
			18. Write addition and subtraction number sentences using concrete representations	<b>MKAT-00-10</b>	
			19. Recognize and visualize situations that require addition and subtraction	<b>MKAT-00-14</b>	
			20. Group, represent, and count sets of equal quantity of materials up to 10 (beginning of multiplication)	<b>MKAT-00-15</b>	
			21. Separate and represent groups of equal quantities using concrete objects up to 10 (beginning division)	<b>MKAT-00-16</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS	
	CONTENT	PERFORMANCE				
	<i>The child demonstrates an understanding of ...</i>	<i>The child shall be able to...</i>				
			22. Divide a whole into two or four equal parts (halves and fourths)	<b>MKAT-00-17</b>		
<b>Measurement (ME)</b>	concepts of size, length, weight, time, and money	use arbitrary measuring tools/means to determine size, length, weight of things around him/her, time (including his/her own schedule)	1. Tell which activities take a longer or shorter time (recognize and names the things that can be done in a minute, e.g., washing hands, etc., and recognize and name the things that can be done in an hour)	<b>MKME-00-4</b>		
			2. Recognize that a clock and a watch tell time		<b>MKME-00-5</b>	
			3. Recognize and name the hour and minute hands in a clock		<b>MKME-00-6</b>	
			4. Tell time by the hour		<b>MKME-00-7</b>	
			5. Tell the time of day when activities are being done, e.g., morning, afternoon, night		<b>MKME-00-3</b>	
			6. Tell the number of days in a week		<b>MKC_00-10</b>	
			7. Tell the names of the days in a week, months in a year		<b>MKME-00-8</b>	
			8. Compare objects based on their size, length, weight/mass <ul style="list-style-type: none"> <li>• big/little</li> <li>• longer/shorter</li> <li>• heavier/lighter</li> </ul>		<b>MKME-00-2</b>	
			9. Use nonstandard measuring tools e.g. length – feet, hand, piece of string capacity – mug/glass mass – stone, table blocks		<b>MKME-00-1</b>	
			10. Recognize and identify coins and bills up to Php20 (pesos and centavos)		<b>MKAT-00-2</b>	
<b>Geometry (G)</b>	Objects can be 2-dimensional or 3-dimensional	describe and compare 2-dimensional and 3-dimensional objects	1. Recognize symmetry (own body, basic shapes)	<b>MKSC-00-11</b>		
			2. Recognize simple shapes in the environment	<b>MKSC-00-1</b>		
			3. Identify two to three dimensional	<b>MKSC-00-2</b>		

**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of ...</i>	<i>The child shall be able to...</i>			
			shapes: square, circle, triangle, rectangle		
			4. Identify objects in the environment that has the same shape as a sphere, cube, cylinder	<b>MKSC-00-3</b>	
			5. Identify the positions of the objects using "in," "on," "over," "under," "top," and "bottom"	<b>MKSC-00-12</b>	
<b>Statistics and Probability (SP)</b>	organizing and interpreting data	make sense of available information	1. Collect data on one variable (e.g., sex/boys or girls) through observation and asking questions	<b>MKAP-00-1</b>	
			2. Create simple pictographs	<b>MKAP-00-2</b>	
			3. Discuss simple pictographs	<b>MKAP-00-3</b>	
			4. Tells possible outcomes of familiar events (e.g., what to wear on a sunny/rainy days, running fast on a wet and slippery corridor, etc.)	<b>MKAP-00-5</b>	

**F. UNDERSTANDING THE PHYSICAL AND NATURAL ENVIRONMENT (PNE)**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>			
<b>Life Science: Body and the Senses (BS)</b>	body parts and their uses	take care of oneself and the environment and able to solve problems encountered within the context of everyday living	1. Identify one's basic body parts	<b>PNEKBS-Id-1</b>	
			2. Tell the function of each basic body part	<b>PNEKBS-Id-2</b>	
			3. Demonstrate movements using different body parts	<b>PNEKBS-Ic-3</b>	
			4. Name the five senses and their corresponding body parts	<b>PNEKBS-Ic-4</b>	
			5. Use the senses to observe the environment	<b>PNEKBS-Ic-5</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>			
			6. Use the senses to observe and perform simple experiments in classifying objects ( e.g., texture – soft/hard, smooth/rough; taste – salty, sweet, sour)	<b>PNEKBS-Id-6</b>	
			7. Identify one’s basic needs and ways to care for one’s body	<b>PNEKBS-Ii-8</b>	
			8. Practice ways to care for one’s body	<b>PNEKBS-Ii-9</b>	
			9. Describe how one grows and changes	<b>PNEKBS-Ij-7</b>	
<b>Life Science: Animals (A)</b>	characteristics and needs of animals and how they grow	communicate the usefulness of animals and practice ways to care for them	1. Name common animals	<b>PNEKA-Ie-1</b>	
			2. Observe, describe, and examine common animals using their senses	<b>PNEKA-IIIh-2</b>	
			3. Group animals according to certain characteristics (how they look/ body, coverings/parts, how they move, sounds they make, what they eat, where they live)	<b>PNEKA-IIIi-4</b>	
			4. Identify the needs of animals	<b>PNEKA-III g-5</b>	
			5. Identify ways to care for animals	<b>PNEKA-III g-6</b>	
			6. Identify and describe how animals can be useful	<b>PNEKA-III g-7</b>	
<b>Life Science: Plants (P)</b>	characteristics and growth of common plants	communicate the usefulness of plants and practice ways to care for them	7. Name common plants	<b>PNEKP-IIa-7</b>	
			8. Observe, describe, and examine common plants using their senses	<b>PNEKP-IIb-1</b>	
			9. Group plants according to certain characteristics, e.g., parts, kind, habitat	<b>PNEKP-IIb-8</b>	
			10. Identify needs of plants and ways to care for plants	<b>PNEKP-IIb-2</b>	
			11. Identify and describe how plants can be useful	<b>PNEKP-III f-4</b>	

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SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>			
<b>Physical Science: Properties and Change, Forces and Motion</b> (PP)	physical properties and movement of objects	work with objects and materials safely and appropriately	12. Classify objects according to observable properties like size, color, shape, texture, and weight)	<b>PNEKPP-00-1</b>	
			13. Demonstrate an understanding that objects are made from one or more materials like metal, plastic, wood, paper	<b>PNEKPP-00-2</b>	
			14. Communicate changes observed (e.g., shorter pencil when sharpened, ice to water, corn kernel becomes pop corn)	<b>PNEKPP-00-3</b>	
			15. Explores how objects can be moved like pushing, pulling, rising, sinking, blowing	<b>PNEKPP-00-4</b>	
			16. Describe movement of objects like, straight, round and round, back and forth, fast and slow	<b>PNEKPP-00-5</b>	
			17. Use objects and materials safely	<b>PNEKPP-00-6</b>	
<b>Earth Science: Environment and the Weather</b> (E)	different types of weather and changes that occur in the environment	talk about how to adapt to the different kinds of weather and care for the environment	1. Tell and describe the different kinds of weather (sunny, rainy, cloudy, stormy, windy)	<b>PNEKE-00-1</b>	
			2. Observe and record the weather daily (as part of the opening routine)	<b>PNEKE-00-1</b>	
			3. Identify what we wear and use for each kind of weather	<b>PNEKE-00-2</b>	
			4. Observe safety practices in different kinds of weather	<b>PNEKE-00-6</b>	
			5. Identify simple ways of taking care of the environment	<b>PNEKE-00-4</b>	
			6. Explore simple cause-and-effect relationships in familiar events and situations	<b>PNEKE-00-5</b>	

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**G. LANGUAGE, LITERACY AND COMMUNICATION (LL)**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>			
<b>Auditory Perception and Discrimination (APD)</b>	how to discriminate the different sounds in the environment	actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly	1. Identify familiar sounds in the environment	<b>LLKAPD-Ie-1</b>	
			2. Tell who/what is producing a given sound	<b>LLKAPD-Ie-2</b>	
			3. Identify where the sound is coming from (inside/outside the room)	<b>LLKAPD-Ie-3</b>	
			4. Tell if the sound is loud/soft, high/low	<b>LLKAPD-Id-4</b>	
			5. Differentiate a soft from a loud sound/high from low	<b>LLKAPD-Ie-5</b>	
			6. Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio	<b>LLKAPD-Id-6</b>	
<b>Visual Perception and Discrimination (VPD)</b>	similarities and differences in what he/she can see	critically observes and makes sense of things around him/her	1. Tell which objects/pictures are the same based on color, shape, size, direction, and other details (T-shirt with collar and without collar)	<b>LLKVPD-Id-1</b>	
			2. Tell the missing parts in objects/pictures	<b>LLKVPD-00-3</b>	
			3. Draw the missing part	<b>LLKVPD-00-5</b>	
			4. Identify the letter, number, or word that is different in a group	<b>LLKVPD-00-6</b>	
			5. Tell which two letters, numbers, or words in a group are the same	<b>LLKVPD-Ie-4</b>	
<b>Oral Language (OL)</b>	increasing his/her conversation skills	confidently speaks and expresses his/her feelings and ideas in words that	1. Use the proper expression in introducing oneself e.g., I am/My name is _____	<b>LLKVPD-Ia-13</b>	



**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>			
		make sense	2. Use polite greetings and courteous expressions in appropriate situations 1.1 Good Morning/Afternoon 1.2 Thank You/You're Welcome 1.3 Excuse Me/I'm Sorry 1.4 Please..../May I.....	<b>LLKOL-Ia-1</b>	
			3. Recite rhymes and poems, and sing simple jingles/songs in the mother tongue, Filipino and/or English	<b>LLKOL-Ia-2</b>	
			4. Talk about one's personal experiences/narrates events of the day	<b>LLKOL-Ig-3</b>	
			5. Talk about likes/dislikes (foods, pets, toys, games, friends, places)	<b>LLKOL-Ic-15</b>	
			6. Talk about the details of an object/picture like toys, pets, foods, places	<b>LLKOL-Id-4</b>	
			7. Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words	<b>LLKOL-00-5</b>	
			8. Ask questions about stories (who, what, where, when, why) as may be appropriate	<b>LLKOL-00-7</b>	
			9. Give 1- to 2-step oral directions	<b>LLKOL-00-8</b>	
			10. Express thoughts, feelings, fears, ideas, wishes, and dreams	<b>LLKOL-Ig-9</b>	
			11. Participate actively in a dialog or conversation of familiar topics	<b>LLKOL-00-10</b>	
			12. Retell in 1 to 3 sentences through pictures and dramatization	<b>LLKOL-Ih-12</b>	
<b>Phonological Awareness (PA)</b>	letter sound to name relations	identify/pick out the distinct sounds in words, match sounds with letters, and hear specific letter	1. Identify the sounds of letters orally given	<b>LLKPA-Ig-1</b>	
			2. Identify whether or not 2 spoken words begin with the same sound	<b>LLKPA-Ic-2</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>			
		sound by listening to familiar poems and stories, and singing of rhymes and songs	3. Select from 3 spoken words those that begin with the same sound 4. Tell whether a pair or set of spoken words rhyme 5. Tell whether words from a story read rhyme or not 6. Give a word that rhymes with a spoken word 7. Identify several words that begin with the same sound as the spoken word 8. Tell the number of syllables in given spoken words	<b>LLKPA-00-3</b>  <b>LLKPA-Ic-4</b>  <b>LLKPA-00-9</b>  <b>LLKPA-00-6</b>  <b>LLKPA-Ig-7</b>  <b>LLKPA-Ig-8</b>	
<b>Book and Print Awareness (BPA)</b>	book familiarity, awareness that there is a story to read with a beginning and an end, written by author(s) and illustrated by someone	Use book – handle and turn the pages; take care of books, enjoy listening to stories repeatedly and may play pretend-reading, and associates him/herself with the story	1. Identify parts of a book (front and back cover, and its pages) 2. Identify/read the title of the story 3. Talk about the pictures on the book cover 4. Tell what an author and illustrator do 5. Predict what the story is all about based on the title of the book and the picture on the cover 6. Flip pages of the book sequentially from front to back 7. Tell that the left page is looked at/read before the right page 8. Point to the first part/beginning of story	<b>LLKBPA-00-2</b>  <b>LLKBPA-00-3</b>  <b>LLKBPA-00-4</b>  <b>LLKBPA-00-5</b>  <b>LLKBPA-00-9</b>  <b>LLKBPA-00-6</b>  <b>LLKBPA-00-7</b>  <b>LLKBPA-00-8</b>	
<b>Alphabet Knowledge (AK)</b>	letter representation of sounds – that letters as symbols have names and distinct sounds	identify the letter names and sounds	1. Recognize one’s given name by sight 2. Identify the letters of one’s given name 3. Identify the letters of the alphabet (mother tongue, orthography)	<b>LLKAK-Ia-6</b>  <b>LLKAK-Ic-1</b>  <b>LLKAK-Ih-3</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>			
			4. Give the sound of each letter (mother tongue, orthography)	<b>LLKAK-Ih-7</b>	
			5. Match the letter sound to its letter form	<b>LLKAK-Ih-5</b>	
			6. Name the beginning letters of their friends' names, their family members', and common things they use	<b>LLKAK-Ic-2</b>	
			7. Match an upper- to its lower-case letter	<b>LLKAK-Ih-4</b>	
			8. Trace, copy, and write different strokes: scribbling (free hand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag	<b>LLKH-00-6</b>	
			9. Trace, copy, and draw familiar figures	<b>LLKH-00-2</b>	
			10. Trace, copy, and write the letters of the alphabet: straight lines (A,E,F,H,I L,T), combination of straight and slanting lines (K, M,N, V, W, X, Y, Z), combination of straight and curved lines (B, C, D, G, J, O, P, Q, R, S, U), rounded strokes with loops	<b>LLKH-00-3</b>	
			11. Write one's given name	<b>LLKH-00-5</b>	
			12. Write the lower case for each upper-case letter or vice versa	<b>LLKH-00-4</b>	
			<b>Study Skills (SS)</b>	the importance in getting details from the environment	note details from the environment and information presented
2. Name the places and the things found in a map of a classroom	<b>LLKSS-00-2</b>				
3. Get information from simple environmental prints	<b>LLKSS-00-3</b>				

**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>			
<b>Composing (C)</b>	different symbols in representing ideas	express simple ideas through symbols	1. Express simple ideas through symbols (e.g., drawings, invented spelling)	<b>LLKC-00-1</b>	
<b>Attitude Towards Reading (ATR)</b>	importance that books can be used to entertain self and to learn new things	demonstrate positive attitude toward reading by himself/herself and with others	1. Listen attentively and react during story reading	<b>LLKBPA-00-9</b>	
			2. Hold the book upright	<b>LLKBPA-00-1</b>	
			3. Browse books on their own	<b>LLKBPA-00-10</b>	
			4. Initiate reading books with peer/teacher	<b>LLKBPA-00-11</b>	
<b>Vocabulary Development (V)</b>	acquiring new words/ widening his/her vocabulary links to his/her experiences	actively engage in meaningful conversation with peers and adults using varied spoken vocabulary	1. Name common objects/things in the environment (in school, home, and community)	<b>LLKV-00-1</b>	
			2. Describe common objects/things in the environment based on color, shape, size, and function/use	<b>LLKV-00-2</b>	
			3. Recall and use words from story listened to	<b>LLKV-00-3</b>	
			4. Give the meaning of words presented through real objects, pictures, actions, synonyms and antonyms, and context clues	<b>LLKV-00-4</b>	
			5. Name objects that begin with a particular letter of the alphabet	<b>LLKV-00-5</b>	
			6. Give the names of family members, school personnel, and community helpers, and the roles they play/ jobs they do/things they use	<b>LLKV-00-6</b>	
			7. Name the places and the things found in the classroom, school and community	<b>LLKV-00-8</b>	
			8. Give the synonyms and antonyms of given words	<b>LLKV-00-7</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

SUB-DOMAIN	STANDARDS		LEARNING COMPETENCIES	CODE	LEARNING MATERIALS
	CONTENT	PERFORMANCE			
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>			
<b>Listening Comprehension (LC)</b>	information received by listening to stories and be able to relate within the context of their own experience	listen attentively and respond/interact with peers and teacher/adult appropriately	1. Listen attentively to stories/poems/songs	<b>LLKLC-00-1</b>	
			2. Recall details of the story: characters, when and where the stories/poems/songs happened, and the events in story listened to	<b>LLKLC-00-2</b>	
			3. Talk about the characters and events in short stories/poems listened to	<b>LLKLC-Ih-3</b>	
			4. Relate personal experiences to events in stories/poems/songs listened to	<b>LLKLC-Ig-4</b>	
			5. Retell stories listened to, with the help of pictures	<b>LLKLC-00-5</b>	
			6. Tell the event that happened first, middle, and last in stories listened to	<b>LLKLC-Ih-6</b>	
			7. Give the correct sequence of three events in a story listened to orally and/or through drawing	<b>LLKLC-00-7</b>	
			8. Infer character feelings and traits in a story listened to	<b>LLKLC-Ig-8</b>	
			9. Identify the speaker in the story or poem listened to		
			10. Identify simple cause and/or effect of events in a story listened to	<b>LLKLC-00-9</b>	
			11. Identify problem solutions in a story listened to	<b>LLKLC-00-11</b>	
			12. Predict what might happen next in the story listened to	<b>LLKLC-00-10</b>	
			13. Predict possible ending of a story listened to	<b>LLKLC-00-12</b>	
			14. Express one's idea/self freely through creative ways (drawing, illustration, body movement, singing, dancing) based on story listened to	<b>LLKLC-00-13</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

**CODE BOOK LEGEND**

**Sample: MKC-00-8**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Mathematics	<b>MK</b>
	Grade Level	Kindergarten	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Counting	<b>C</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	No Specific Quarter	<b>0</b>
<b>Lowercase Letter/s</b> <i>* Zero if no specific quarter</i> <i>*Put a hyphen (-) in between letters to indicate more than a specific week.</i>	Week	No Specific Week	<b>0</b>
			-
<b>Arabic Number</b>	Competency	Compare two groups of objects to decide which is more or less, or if they are equal	<b>8</b>

**K to 12 BASIC EDUCATION CURRICULUM  
CODE BOOK LEGEND**

<b>DOMAIN/ SUB-DOMAIN/ COMPONENT</b>	<b>CODE</b>
<b>Pagpapaunlad sa Kakayahang Sosyo-Emosyunal</b>	<b>SE</b>
Pagkilala ng Sarili at Pagpapahayag ng Sariling Emosyon	PSE
Pag-unawa sa Emosyon ng Iba	EI
Pakikipag-ugnayan sa Kapwa at Nakatatanda	PKN
Pagpapahalaga sa Pagkakaiba	PP
<b>Pagpapaunlad sa Kakayahang Makipamuhay</b>	<b>KM</b>
Pakikisalamuha sa iba bilang kasapi ng pamilya	PPam
Pakikisalamuha sa iba bilang kasapi ng paaralan	PAra
Pakikisalamuha sa iba bilang kasapi ng komunidad	PKom
<b>Kagandahang Asal</b>	<b>KA</b>
Pagpapahalaga sa Sarili	PS
<b>Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor</b>	<b>KP</b>
Kasanayang Pisikal/Physical Fitness	PF
Kasanayang Gross Motor	GM
Kasanayang Fine Motor	FM
Pangangalaga sa Sariling Kalusugan at Kaligtasan	PKK
<b>Sining</b>	
Pagpapahalaga sa kagandahan	
Malikhaing Pagpapahayag	

<b>DOMAIN/ SUB-DOMAIN/ COMPONENT</b>	<b>CODE</b>
<b>Mathematics</b>	<b>M</b>
Sorting and Classifying	SC
Counting	C
Number and Algebraic Thinking	AT
Measurement	ME
Data Analysis and Probability	AP
<b>Understand Physical and Natural Environment</b>	<b>PNE</b>
Life Science: Body and Senses	BS
Physical Science: Properties and Change, Forces and Motion	PP
Life Science: Animals	A
Life Science: Plants	P
Earth Science: Environment and the Weather	E
<b>Language, Literacy and Communication</b>	<b>LL</b>
Auditory Perception and Discrimination	APD
Visual Perception and Discrimination	VPD
Oral Language	OL
Phonological Awareness	PA
Book and Print Awareness	BPA
Alphabet Knowledge	AK
Study Skills	SS
Composing	C
Attitude Toward Reading	ATR
Vocabulary Development	V
Listening Comprehension	LC
Study Skills	SS
Composing	C

## K to 12 BASIC EDUCATION CURRICULUM

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