



CURRICULUM NURSERY



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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PREFACE

Education is crucial for the development of any society as it equips individuals with required knowledge, skill that enables them to lead a meaningful life. It is a lifelong process wherein the potential of people can be utilized for development of the society as a whole too.

Children are the most important members of any society and all of us work towards seeing them successful in their lives. Provision of good quality education to our children is a prime concern and responsibility as it prepares them for future. As parents, we understand the importance of education and want our children to understand its importance too.

Preschool stage of Education is the first and most crucial level as it prepares the foundation for the forthcoming stages of education and ultimately for future. Researches on brain growth and development have proved the importance of early years from birth to eight years of age when brain development takes place at a very fast pace. Almost ninety percent of brain development is complete by the time a child is six years old. It is very important that during early years, children are provided with a stimulating and caring environment that provides opportunities for them to learn and develop through activities, exploration, experimentation, games and daily life experiences.

This is also the period when children are equipped with the pre-requisite skills for formal education and an interest and aptitude is developed for learning and a liking for school is developed. In other words, this is the time when readiness for schooling is developed among children.

Keeping in view the importance of early years, SCERT has prepared a two years' curriculum based on developmental stages for children enrolled in preschool classes namely Nursery and Kindergarten. It is believed that the experiences in the classroom and school would help children develop the cognitive, physical, social and emotional skills that are needed to succeed in life. It develops their confidence and helps them build their personality. Actually, it is the pre-school education that forms a strong and firm base for children's holistic development and advanced future education.

I congratulate SCERT for taking this initiative and working towards developing a curriculum that will cater to the developmental and educational needs of children belonging to different socio-economic and educational backgrounds.

Dated: March 10th 2017

New Delhi.

Saumya Gupta

Director, Education

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FOREWORD

SCERT Delhi has developed a two year curriculum for preschool classes. Children at ending the two year preschool programme would be in the age group of three to six years who would be benefited from this curriculum. The curriculum is comprehensive catering to children's developmental needs of this age group as these children are naturally active, energetic, curious and observant. They learn about the world through their experiences and develop impressions about it. Through the daily life experiences children form concepts and impressions about the environment around them and learn to deal with their daily life situations.

The positive environment of the school, love and care and all the activities in which children are engaged

act like early stimulation which help them form strong bases for cognitive, physical, social and emotional developments along with foundations for further learning.

Keeping the developmental needs and role of stimulating environment in view, the present two year curriculum has been designed in such a way that it would help children learn and develop at their own pace and as per their own individual nature. Care has been taken to keep the basic instincts and nature of children alive.

The soul of this curriculum is to provide opportunities to children to learn in a pleasant, caring, lively and stimulating environment. This would develop among children a love for school and learning.

Another special highlight of this curriculum is that it is so elaborative and clearly designed in such a way that it would be helpful for every teacher teaching at preschool level to teach with right spirit and vision in uniform manner.

I appreciate the efforts of the team and congratulate them for working tirelessly and developing the kind of curriculum which is conducive to the developmental needs of children from diverse backgrounds.

Dated: March 10th 2017

New Delhi.

Anita Satia

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From the Desk of Coordinators. . .

The National Policy on Early Childhood Care and Education (ECCE), 2013 visualises "nurturance and promotion of holistic development and active learning of all children below six years of age by promoting free, universal, inclusive, equitable, joyful and contextualised opportunities." this helps in laying the foundation for the child's all round development and attaining her/his full potential.

The quality of preschool education programmes imparted in present scenario, however varies considerably

and a curriculum offered in most of the preschools is developmentally inappropriate. Children spend their valuable time in following the directions given by teachers, engaged in writing work, working with worksheets and rote learning.

As we know the early years of a child's life are not only the most vulnerable but also the most significant for determining potential for lifelong learning and development, the need for a developmentally appropriate curriculum cannot be overstated to ensure a sound foundation.

What the child needs at this stage is a curriculum that is play based and caters to the all round development of the child - a curriculum that will enable the child to be better prepared to enjoy the childhood, form the habits, acquire learning in an exciting manner.

State Council of Educational Research and Training has developed the curriculum for two years of preschool education programme that is preparatory 'one' and preparatory 'two'. This curriculum does not view the preschool education programme as a downward extension of the primary schooling. This curriculum aims at the holistic development of the child. The different domains of development namely – personal, socio-emotional, physical, language and communication, literacy, mathematics, expressive arts and designs have been included in this curriculum. The main thrust of this curriculum is on regular singing, drama, storytelling, painting, drawing and active doing so as to nurture an aesthetic sense and inner will.

We are thankful to the Director, Ahvaan Trust and her team for their contribution in developing this curriculum.

We are grateful to Prof. Vinita Kaul for her consistent support in the development of curriculum.

Dr. Sharda Kumari

Dr. Sangeeta Choudhary

Dr. Kanwaljeet Kaur

Nursery Curriculum

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Nursery Curriculum

Introduction:

The main aim of pre-school curriculum is to explore the potential of children and involve them in a host of activities, which help them develop different skills required for formal learning. The suggested preschool curriculum aims at providing a variety of experiences to children keeping in mind their age, abilities and social context.

Pre-school curriculum is an integrated whole where all the domains of development are interrelated.

These interrelations can be best established through a theme-based approach. This curriculum is theme-based where different concepts are integrated. The teacher should feel free to incorporate more aspects to the listed themes.

A variety of activities involving different sensory motor skills have been incorporated in the curriculum.

What a Pre School Teacher Needs To Know

Pre-School Teachers need to motivate children, provide lots of correct opportunities for development and stimulate the learning process.

Pre-School Teachers have to devise new/ different ways to make the learning process of every child creative and enjoyable.

Pre-School Teachers must avoid rigidity of the curriculum, be flexible and customise 'teaching' to suit their group of children.

**The words introduced with all the letters
are for vocabulary development and are not
be written by children.
However, the teacher can label some of
the flash cards so that children are**

exposed to the written word.

↵

Outdoor play, clay work, stories and rhymes should be regular pre-school activities.

↵ Numbers must be introduced through real objects and experiences and not through abstract mental thinking – give children different objects to count such as beads, pencils, chalks, etc.

Teachers' own use of language and the way they give instructions is vital for children's language development.

↵ Instructions should be clear, short and concise.

↵ Very young children require repetition of instructions.

↵ Reading is meaningless if we do not give them opportunities to look into the books and predict on the basis of their experiences. The curriculum therefore offers a wide scope for vocabulary development – an important prerequisite for reading in later years.

↵ There is an inborn need for mobility and physical activity in pre-school children.

↵ Teachers need to build awareness about starting from the top of the page/slate and the left of the page/slate.

↵ While working on the worksheets, teachers must ensure the same rule follows and writing strokes follow the top to bottom rule.

⚠ All work on the worksheets- colouring, pattern, over writing, etc will be done with crayons only.

We may list common characteristics of a given age group but also ponder that individual differences exist and these should be respected. Hence the teacher must be very sensitive to the learning needs of all children.

Colouring and drawing are very important activities both for cognitive and emotional expression. These activities, when planned well, provide avenues for emotional expression, expand imagination and enhance cognitive faculties dramatically.

Domains specifically inherent within this curriculum

1. Personal, Social and Emotional Development

- Development of meaningful social interactions
- Appropriate behaviour in the classroom
- Self-care
- Development of self-esteem
- Habit formation

2. Sensory Motor Development

- Fine motor
- Gross motor
- Auditory discrimination
- Visual/spatial Discrimination
- Tactile discrimination
- Taste and smell discrimination

3. Language and Communication

- Listening and attention
- Understanding
- Speaking

4. Literacy (Cognitive)

- Reading
- Writing – patterns, visual discrimination, drawing, working with slates, scribbling
- Phonemic awareness
- Letter-Sound Correspondence

5. Early Maths(Cognitive)

- Early number concepts such as big/small, in/out, up/down, near/far, more/less, sequencing, seriation and classification.
- Numbers – 1-9
- Shapes – circle, square, triangle and rectangle

6. Expressive Art or Aesthetic Domain

- Scribbling
- Drawing
- Colouring
- Pasting
- Use of water colours/ printing, finger printing, etc.
- Use of puppets
- Dramatization
- Singing and Dancing
- Festival Craft

7. Understanding the World

- Natural Environment – trees, animals, birds, insects, etc.
- Physical Environment – sky, water, air, with the help of activities like nature walk, rhymes, and real life experiences (observations).
- Social environment – family, peers, helpers, public places, etc.

Since the contents of this domain (Understanding the World) form the basis of language and mathematics skill development, a separate space has not been allotted to it in the curriculum.

The Classroom

- The child should feel safe and secure in the classroom.
- The classroom should be inviting, colourful and bright.
- Children's work should be displayed at their eye level.
- Keep changing the displays.
- Avoid putting too many displays as it may distract the children.
- Children should be allowed to express their needs without fear or hesitation.
- There should be many opportunities for structured and unstructured conversation in the classroom.
- There should be space for children and teacher to move around.
- Little children cannot sit at one place for long.
- Any activity should not be stretched for too long.
- Children should be kept occupied at all times.
- Encourage children to treat the classroom space as their own.
- Children should be able to attach meaning to whatever they do in the classroom.

Themes:

1. April

Myself

Talking about myself and my family

Self-Care: Hygiene

Habit Formation

Helping everyone

2. May

Summer Season

Vocabulary related to summer

3. July

Rainy Season

Vocabulary related to rainy season

Cleanliness

4. August

Festivals

Janmashtami

Eid

Independence Day

Raksha Bandhan

5. September

Animals

Names of Animals

Animals and their sounds

Big and small Animals

Sensitivity towards animals

Dussehra

6. October

Festivals

Diwali

Celebrating Diwali in an environmentally friendly way

7. November

Means of transport

Names of different vehicles

Different means of transport: Classification

Fast and slow vehicles

Road rules

8. December

People who help us

Identifying different professions

Dignity of Labour

Helping others

Christmas

9. January

Winter

Vocabulary Related to winter: food, vegetables, clothes, keeping warm, etc.

10. February

Things Around us

Natural – tree, water, air, sky, etc.

Conservation of water

Social – bank, park, market, grocery, road, etc.

Suggested Daily Schedule

Activity	Time
Conversion and Circle time Begin with circle time where there is free conversion between the teacher and children	30 minutes
Language Activity: Oral or Worksheet	30 minutes
Outdoor activity/play	30 minutes
Break	30 minutes
Early Mathematics Activity: using concrete material or worksheet	30 minutes
Free play with apparatus	30 minutes
Story/dramatization	30 minutes
Indoor games/ craft work	30 minutes

Closure and 'bye'	10 minutes
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Teachers may adjust the timings and the sequence of the activities. However, children should be given opportunities to experience all the activities given in the day schedule in some form or the other.

Stories

Tell simple stories, initially related to children's lives

Tell the story in one go

Tell a story every day

Use voice modulation and expression

Do not mix Hindi and English while narrating stories

Some stories can be repeated by the teacher

Stories become more interesting when flash cards, drawings and puppets are used

A story that has been told more than once can be dramatized

Stories are a great way to develop language and vocabulary, and to strengthen the imagination.

The first few days in school are very critical for everyone involved – children, parents and teachers.

It is important for children to settle down, feel secure and feel taken care of. This experience lasts for the rest of their school-lives.

Parents feel confident when they know their child is comfortable, safe and secure – psychologically and physically.

For the teacher, the first year gives them the parameters within which children function at school and at home. Eventually, a design emerges that enables every child to graduate and move towards attaining his/her development milestones.

Helping children and parents settle down is the responsibility of the school and the teacher.

Ultimately, what determines the success of pre-school is the teacher's:

- attitude towards the importance and role of pre-schooling,
- understanding of growth patterns,
- belief in children's inherent potential and
- understanding of the complexities involved in planning and approach.

Month: April

Week 1

Theme: Myself

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory- Motor Development
<p>Rhymes:</p> <p>नी नी बिड़िया (Rhyme 1)</p> <p>Brush Brush Your Teeth (Rhyme 2)</p> <p>Do rhymes using dramatization</p> <p>Use actions to co-ordinate with words</p> <p>Conversation/Cir de time:</p> <p>Make the children comfortable in the classroom.</p> <p>Talk to children about the objects of the school and the classroom.</p> <p>Make them familiar with the norms of the classroom</p> <p>Children are</p>	<p>Sound Association:</p> <p>Draw the attention of children to sounds present in the environment with objects; like jangling of keys, clicking of fingers, clapping, rustling of paper, etc.</p> <p>Guessing Game:</p> <p>Children sit with their eyes closed, listen to these sounds and identify them.</p> <p>The teacher uses musical instruments.</p> <p>Once the students have become familiar with these sounds, they try and produce the sounds on their own. One child produces the sound and the other children guess the same.</p>	<p>Oral:</p> <p>Good Morning, Good Afternoon Bye</p>	<p>Big and Small:</p> <p>1.Begin with concrete examples for e.g. a big pencil and a small pencil</p> <p>2.Use pictures</p> <p>3. W/S-5</p> <p>Children to colour big and small with colour specified by the teacher. For ex: big cat-red; small cat-yellow</p>	<p>Fine motor:</p> <p>Play material like beads, small blocks, rangometry, puzzles, etc. Teacher demonstrates how to use the apparatus.</p> <p>Scribbling: Allow the children to scribble on slates and on paper with colours. Children will begin by scribbling. Note: Teacher must respect the efforts and ask the children to name his/her picture.</p> <p>To encourage children to draw without fear, children can be asked to draw using slate and chalk, copying examples made by the teacher.</p> <p>Give children papers to crumple. Give children play dough/ clay to make different things. Note: Since it is the first time, begin with ball, roti, snake, etc. (teacher to assist).</p>

<p>encouraged to express themselves.</p> <p>Habit Formation: Sit in lines Put bags and bottles in their places Take care of your belongings Use dustbin</p> <p>Myself: (in Hindi) मेरा नाम मैं लड़का/लड़की हूँ मुझे खेलना पसंद है</p> <p>Story: Teacher's choice</p>	<p>Vocabulary (Hindi): Names of Objects in the classroom- कुर्सी, चटाई, खिलौने, दरवाजा, खिड़की etc. The uses of these objects must be discussed</p> <p>Vocabulary: 'Names of Colour':- लाल, हरा, पीला (Associate them with objects for e.g. लाल सेब, हरी पत्तियाँ, पीला नींबू etc). Use flashcards with pictures to show more examples of each colour</p>		<p>Colouring in bold pictures W/S- 1 Ball W/S -2 Balloon W/S-3 Tree W/S -4 Sun W/S-5-Big and Small Cat (Children's colouring may be untidy to begin with)</p> <p>Paper Folding- Handkerchief/paper (2 folds) – use paper 5 inches by inches (approx)</p> <p>Touch/Tactile discrimination: The child puts her/his hand in the feely bag which has common objects like key, pencil, ball, paper, cotton, spoon, etc. and identify the object. Only 3 object to be put at one time.</p> <p>Gross Motor: 1. Draw two parallel lines making a slightly narrow path on the floor, the students run within the lines. 2. Pakdam Pakdai 3. Free outdoor play</p> <p>Indoor Play Game: Game 1: Teacher and children take turns to throw a handkerchief up and let it come down. Laugh till the time hanky is up in the air, stop laughing as the hanky touches the ground Game 2: Children stand in a circle. Each child says his/ her name and passes the ball to the next child. Children say their name while passing the ball.</p>
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Circle Time

Every day should begin with a 5 minutes slot of circle time in which children are encouraged to talk about anything that is on their mind pertaining to home, school, friends, etc. It could be a happy sharing or an apprehension. The teacher may need to motivate and encourage children to express themselves initially. Once they are comfortable they will talk freely.

Month April

Week 2

Theme: Myself

language Development	Literacy(Hindi)	Literacy(English)	Maths	Sensory-Motor Development
				<p>Fine Motor: Play material like beads, small blocks, rangometry, puzzles,</p>

				<p>etc. Teacher to demonstrate how to use the apparatus</p>
<p>Rhymes: (Rhyme 1) Brush Brush your teeth (Rhyme 2)</p> <p>(Rhyme 3)</p> <p>Rhymes are to be done using dramatization</p>	<p>Sound Association: Draw the attention of children to sounds</p>			<p>Scribbling: Allow children to 'scribble' on slates and paper. Children will begin by scribbling Note: Teacher must respect the efforts and ask the children to name his/her picture.</p> <p>To encourage children to draw without fear, children can be asked to draw using slate and chalk, copying examples made by the teacher</p> <p>Give children papers to crumble</p>

<p>Use actions to co-ordinate with words</p>	<p>present in the environment with objects; like jangling of keys, clicking of fingers, clapping, rustling of paper, etc.</p>			
<p>Conversation/Circle time: The teacher makes the children comfortable in the classroom and talks to them about the objects in the school and the classroom</p> <p>Familiarise children with the norms of the classroom. Encourage children to express themselves freely.</p> <p>Discussion on hygiene: Take a bath daily Brush your teeth Cut nails Wash hands Wear clean clothes Keep the classroom clean</p> <p>Habit</p>	<p>Guessing Game: Children sit with their eyes closed, listen to these sounds and identify them. The teacher uses musical instruments, if possible.</p> <p>Allow the children to manipulate these objects to produce the same sounds</p> <p>Guessing Game: Once the students have become familiar with these sounds, they try and produce the sounds on their own. When one child produces the sound, the other children guess.</p> <p>Vocabulary</p>	<p>Oral: Good Morning, Hello, Good Afternoon, Bye</p>	<p>Recurring Patterns 1. Use concrete objects (2/3 objects-for e.q. a pattern of pencil-eraser-pencil-eraser, use many different objects) 2. Recurring Sound pattern: Produce a simple sound pattern by clapping, using the <i>dhapli</i> or any other musical instruments Children reproduce the same sound pattern.</p> <p>Reinforce Big and Small</p> <p>W/S-10 Continue to demonstrate using different objects. Children to colour big and small with colour specified by the teacher-use orange for big and pink for small</p>	<p>Give children play dough/clay Give children play dough/clay to make different things-since they are still learning begin with ball, roti, snake, etc. (teacher to assist)</p> <p>Touch/Tactile discrimination: Uses feely bags with common objects like paper, small ball, rubber ban, bangle, etc. Children feel with hand and identify the objects</p> <p>Scribbling: Allow the children to 'scribble' on slates To encourage children to draw without fear, children can be asked to draw on slate using chalk, copying examples made by the teacher.</p> <p>Colouring in bold pictures W/S-6 : Bird W/S-7 : Dog W/S-8 : Rabbit W/S-9 : Rat W/S-10 : Big and Small-flower and tree Note: Children's colouring may be untidy to begin with</p>

<p>Formation (Reinforce): Children are encouraged to sit in their own lines-the lines are named to help</p>	<p>(Hindi): Names of Objects in</p>			<p>Paper Folding/ Handkerchief</p> <p>Gross Motor Activity: 1. Make a slightly narrow path on the floor, students jump and move ahead within the path 2. Outdoor Play (as per teacher's instructions) Hopping Jumping Running</p> <p>Games: 1. A child throws handkerchief up, everyone laughs when the handkerchief goes up and stops laughing when the handkerchief touches the ground</p> <p>2. Memory game- Keep 3-4 things in a tray-like keys, pencils,stone, etc. Show the tray to the children and then cover it with a piece of cloth. Remove one object without showing to the children. Uncover the tray and ask children to identify the</p>
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				missing object. Use as many combinations as possible
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Display children's work in the classroom

Teachers should be careful about displaying every child's work at some time or the other. The displays need not always be of the best work.

Meaningful Indoor and Outdoor Play

Making Indoor and Outdoor activities meaningful in pre-school is challenging. The purpose of these activities is to develop and refine the children's fine and large motor skills, sharpen senses, balance and steadiness, besides the cognitive, emotional and social skills. These skills determine how well children learn, read and write for the rest of their school lives.

Carefully chosen activities would enable the teacher to:

- recap previous learning
- integrate the cognitive, the affective (pertaining to emotions and feeling) and the physical domains
- seek alternative ways of teaching because different children learn in different ways
- break the class into specific groups for need-based activities

Month: April

Week: 3

Theme: Myself

Language	Literacy(Hindi)	Literacy(English)	Maths	Sensory-Motor Development
				Fine Motor: Play material like beads, small blocks, rangometry, puzzles, etc. Teacher to demonstrate how to use the apparatus

<p>Rhymes:</p> <p>(Rhyme 3)</p> <p>Brush Brush your teeth (Rhyme 2)</p>	<p>Sound Association:</p> <p>Draw the attention of children to sounds present in the environment with objects; like jangling of keys, clicking of fingers, clapping, rustling of paper, etc.</p>	<p>Oral:</p> <p>Good Morning, Hello, Good Afternoon, Bye</p>	<p>Recurring Patterns</p> <p>1. Use concrete objects (2/3 objects- for e.q. a pattern of pencil-eraser- pencil-eraser, use many different objects)</p> <p>2. Recurring Sound pattern: Produce a</p>	<p>Scribbling: Allow children to 'scribble' on slates and paper. Children will begin by scribbling</p> <p>Note: Teacher must respect the efforts and ask the children to name his/her picture.</p> <p>To encourage children to draw without fear, children can be asked to draw using slate and chalk, copying examples made by the teacher</p> <p>Give children papers to crumble</p> <p>Give children play dough/clay</p> <p>Give children play dough/clay to make different things- since they are still learning begin with ball, roti, snake, etc. (teacher to assist)</p> <p>Touch/Tactile</p>
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<p>Story time: Read simple stories to children so that children begin to connect pictures with text</p> <p>Story of teacher's choice: Encourage children to recall the sequence events of the story, assist them.</p>	<p>Guessing Game: Children sit with their eyes closed, listen to these sounds and identify them. The teacher uses musical instruments, if possible.</p> <p>Allow the children to manipulate these objects to produce the same sounds</p> <p>Guessing Game: Once the students have become familiar with these sounds, they try and produce the sounds on their own. When one child produces the sound, the other children guess.</p> <p>Vocabulary (Hindi): Names of Objects in</p>		<p>simple sound pattern by clapping, using the <i>dhaplor</i> any other musical instruments Children reproduce the same sound pattern.</p> <p>Reinforce Big and Small</p> <p>W/S-10 Continue to demonstrate using different objects. Children to colour big and small with colour specified by the teacher- use orange for big and pink for small</p>	<p>discrimination: Uses feely bags with common objects like paper, small ball, rubber ban, bangle, etc. Children feel with hand and identify the objects</p> <p>Scribbling: Allow the children to 'scribble' on slates To encourage children to draw without fear, children can be asked to draw on slate using chalk, copying examples made by the teacher.</p> <p>Colouring in bold pictures W/S-6: Bird W/S-7: Dog W/S-8: Rabbit W/S-9: Rat W/S-10: Big and Small-flower and tree Note: Children's colouring may be untidy to begin with</p> <p>Paper Folding/ Handkerchief</p> <p>Gross Motor Activity: 1. Make a slightly narrow path on the floor, students jump and move ahead within the path 2. Outdoor Play (as per teacher's instructions)</p>
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				<p>Hopping Jumping Running</p> <p>Games: 1. A child throws handkerchief up, everyone laughs when the handkerchief goes up and stops laughing when the handkerchief touches the ground</p> <p>2.Memorygame- Keep 3-4 things in a tray-like keys, pencils,stone, etc. Show the tray to the children and then cover it with a piece of cloth. Remove one object without showing to the children. Uncover the tray and ask children to identify the missing object. Use as many combinations as possible</p>
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Young children learn by concrete experiences.

Where concrete experiences are not possible,
pictures must be used.

Month 2: May

Week 1

Theme: Summer

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development

<p>Rhymes: Recap all the rhymes done so far</p> <p>Conversation time: Teacher discusses 'summer' Things to keep in mind in summer: wear light coloured clothes, stay indoors, talk about food we eat in the summer</p> <p>Encourage children to express themselves freely</p> <p>Myself- (family member) Reinforce hygiene</p> <p>Story: Teacher's choice</p>	<p>Sound Association activities to continue</p> <p>Vocabulary: Read simple stories to children and encourage them to recall the sequence Children can be given pictures from magazines/books or newspapers and they can be encouraged to talk about these pictures (the picture must be very simple and relevant to children's environment)</p>	<p>Vocabulary: Names of the objects in the classroom-table, chair, mats, window, blackboard, toys, etc.</p> <p>Speaking: Encourage children to talk about the uses of these different objects</p>	<p>Up-Down Oral (using examples from the classroom and outdoor)</p> <p>One to one correspondence through objects: Ask children to place a block in front of each rangometry piece (use different objects)</p>	<p>Fine Motor: Play material: Demonstrate different ways in which the play material can be used</p> <p>Visual Discrimination: W/S-16 W/S-17 find the 'same', colour them and cross out the 'different' one</p> <p>Finger Printing: W/S-18: Print on the lines W/S-19: Print on the outline of the picture</p> <p>Encourage children to draw on slates Demonstrate on the blackboard first: Teacher can draw a cat, balloon, ball, etc.</p> <p>Gross motor Draw two parallel lines at some distance. Children jump from one line to the other. The distance between the 2 lines should be realistic so that children can jump easily.</p> <p>Free outdoor play: Encourage active participatory play involving different actions-hopping, jumping, running, walking, etc.</p>
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Use the reverse side of the worksheets and encourage children to draw freely. Teachers can also initiate simple thematic drawing, for example, a park, a road, Diwali, etc.

"बालक की कलाकृति की सबसे सुंदर चीज उसकी गलतियाँ हैं। और "जितना इन गलतियों को शिक्षक सुधारता जायेगा, उतनी ही बेजान, मंद और व्यक्तित्वहीन वह कृति बन जायेगी।"

- फ्रांज सिजेक

How to introduce numbers:

1. Begin with concrete objects and experiences. Ask children to pick out, count, make designs, patterns using objects such as rangometry, blocks, beads, bottle caps, etc.

Use different material.

2. Count the children in the class, use games where the children are forming groups of a particular

number.

3. Numbers can also be associated with actions such as jumping, clapping, etc.

4. After sufficient concrete experiences, the teacher can use pictures to reinforce the quantity to numeral relationship. This can be followed by worksheets.

Free Conversation

Free conversation is intended to be part of the daily schedule to motivate children to say what they feel and think. Although the ideas given here are directions/suggestions for teachers, the teachers can enlarge the scope of free conversation when children are allowed and encouraged to go beyond these suggestions.

Most importantly, do not correct their language or interrupt their flow of expression.

Children feel encouraged to talk when the teacher maintains an eye contact with them.

July

Week 1

Theme: Rainy Season

Language Development	Literacy (Hindi)	Literacy (English)	Mathematical abilities	Sensory-Motor Development
<p>Rhymes:</p> <ul style="list-style-type: none"> बारिश आई छम-छम (Rhyme 6) गाड़ी का पहिया गोल-गोल (Rhyme 7) <p>Rhymes are to be done using dramatization Use actions to co-ordinate with words</p> <p>Conversation time: Talk to the students about their holidays</p> <p>Initiate a discussion on 'rainy season'</p> <p>Things to keep in mind in the rainy season: Wash hands frequently Avoid playing in muddy puddles Don't let flies sit on food Drink clean water Avoid eating food from outside</p> <p>Things children like to do in the rain</p>	<p>Sound Association Activities: 'Sound Box': To make sound boxes, take 3 small opaque boxes. Keep different things in each box, for e.g. put beads in one, stones in another and chalk in the third. Use these boxes to produce sounds.</p> <p>Use the sound boxes – students tell which box makes louder noise, which box makes the same sounds.</p> <p>Allow children to play with these boxes.</p> <p>The teacher can put the same things in equal quantities in</p>	<p>Speaking: My Name is.... I am a.... I like to.... Eat/play</p> <p>Colour name: red, yellow and green (associate them with the objects- red apple, yellow banana, green leaves, etc.)</p>	<p>Introduce circle using concrete examples- wheels, fan, roti, bindi, sun, etc.</p> <p>Introduce number 1 - using concrete examples first W/S : 22</p> <p>One to one correspondence (recap) using concrete objects</p>	<p>Fine motor: Give play material to children Teacher stimulates play by demonstrating different ways in which the material can be used.</p> <p>Paper Folding: Folding paper handkerchief -Children draw on and decorate their paper handkerchief</p> <p>Writing Pattern: W/S:20 Standing lines</p> <p>Colouring W/S: 21 Colour the circles yellow and choose any colours for the rest of the picture</p> <p>W/S : 22 Number 1 colouring</p>

Habit Formation(Reinforce): Sit in the lines Put bags and bottles in their places Take care of their belongings Use the dustbin Story: Teacher's choice Use picture books or pictures to narrate stories	two of the boxes and a different thing in the third one and can ask children to identify the boxes that make the same sound Use names of objects in the classroom to focus on initial sounds, for e.g. च - चटई Student names to be used for sound association Vocabulary (Hindi): बारिश, छत्रा, बादल, कीचड़, गोला, नाव			Colouring W/S: 23- Colouring Umbrella and rain drops Gross Motor: Running, hopping, jumping and walking in the garden/school yard
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July

Week 2

Theme: Rainy Season

Value: Cleanliness

Language Development	Literacy (Hindi)	Literacy (English)	Mathematical abilities	Sensory-Motor Development
Rhyme: <ul style="list-style-type: none"> बारिश आई छम-छम (Rhyme 6) मेरी बिल्ली काली 	Sound Association Activities: Use sounds in the environment	Body parts: Use rhymes to do the vocabulary: head, eyes, nose and	Shape: Circle Drawing circles on slates W/S: 24 Developing pictures/figures	Fine motor: Free play with material: encourage the use of play material.

<p>(Rhyme 5)</p> <ul style="list-style-type: none"> Two little hands <p>(Rhyme 8)</p> <p>Rhymes are to be done using dramatization</p> <p>Use actions to co-ordinate with words</p> <p>Conversation time: Talk to students about their holidays</p> <p>Things to keep in mind in the rainy season</p> <p>Things children like to do in the rain</p> <p>The teacher must discuss the importance of keeping the surroundings clean and how flies and mosquitoes can make us ill.</p> <p>Habit Formation(Reinforce):</p> <ul style="list-style-type: none"> Sit in lines 	<p>(of rainy season): thunder, raindrops</p> <p>Vocabulary (Hindi): बारिश, छाता, बादल, कीचड़, गोला, नाव, बिजली चमकना, मेंढक, बरसाती</p> <p>Letter, sound and related vocabulary 'क': कपड़ा, कागज़, कान, कबूतर, कौआ, कमल</p> <p>W/S: 30.A</p> <p>Air-trace and sand-trace the letters, ask children to follow the demonstration</p>	<p>ears.</p> <p>Speaking: Myself My Name is... I am a... I like to... Play/eat</p> <p>Names of colours: red, yellow, green, pink, orange and blue (associate them with the objects red apple, yellow banana, green leaves, etc.)</p>	<p>out of circles, for example: sun, balloon, etc.</p> <p>In and Out : Draw a circle on the floor and make students jump in and out of the circle according to the teacher's instruction</p> <p>Recap number 1 using concrete objects and worksheet W/S: 26</p>	<p>Colouring : W/S:24- Develop pictures from circle and colour them (teacher sample copy attached with worksheet)</p> <p>Writing Pattern: W/S: 25 Sleeping line</p> <p>W/S- on number 1 Draw object corresponding to the number(W/S: 26)</p> <p>W/S : 30.A Colour the pictures of the words beginning with the letter 'क'</p> <p>Gross Motor: Jumping, hopping, walking in the garden/school yard</p> <p>Free Outdoor Play</p>
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<ul style="list-style-type: none"> • Put bags and bottles in their places • Take care of your belongings • Use the dustbin 				
Story: Teacher's choice				

How to introduce the Hindi letters, sounds and related vocabulary:

When introducing a new letter sound, the teacher can use the words that begin with the same sound in a story for e.g. for 'ट' the following story can be used

एक बार की बात है। एक ट्रक शहर की तरफ जा रहा था। उस ट्रक में बहुत सारे टमाटर थे। कुछ लाल टमाटर, कुछ लाल पीले टमाटर, कुछ कच्चे टमाटर तो कुछ पक्के टमाटर।

जिस सड़क पर ट्रक जा रहा था, उसी सड़क पर दूसरी तरफ से एक टैंपू आ रहा था।

ट्रक और टैंपू की टक्कर हो गयी। कुछ टमाटर ट्रक से बाहर गिर गये।

टैंपू का ड्राइवर झट से टैंपू से उतरा और सारे टमाटर दोकरी में डाल दिए।

टैंपू वाले ड्राइवर ने ट्रक वाले ड्राइवर से माफ़ी मांगी। ट्रक ड्राइवर ने कहा, टैंपू ध्यान से चलाओ और वह अपना ट्रक लेकर वहाँ से चला गया।

While the story is being narrated

- The teacher can draw a picture of the target vocabulary on the blackboard
- Teacher and children call out the names of the pictures
- Allow children to 'discover' the common initial sound
- Recap with flash cards
- Encourage children to give more examples of words that begin with the target sound
- Encourage children to draw pictures on slates
- Use worksheet

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
<p>Rhymes: Make a circle round and round (Rhyme 9)</p> <p>(Rhyme7) Use actions to coordinate with words Recap the rhymes done so far Rhymes to be done using dramatization Conversation time: Maintaining cleanliness</p>	<p>Sound Association activitieswith the names of children Letter, sound and vocabulary: w/s:30 Recap the previous sound 'k' Air-trace and sand</p>	<p>Vocabulary: Body Parts: Lips,hands, fingers,etc. Talk about the function of each body part.</p> <p>Reinforce the vocabulary done</p>	<p>Recap Circle Show flash cards of different shapes (star, heart, triangle, square and circle) and ask children to point out the circles</p>	<p>Fine Motor: Give children play material- while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how. Use play dough/clay</p> <p>W/S:27 Colouring a simple scene</p> <p>Pasting and Writing pattern: W/S:28- Paste the paper folding boat And making sleeping lines pattern for water</p> <p>Finger printing W/S:29-</p>

<p>during rainy season: cover your food; wash your hands before and after meal, drinking clean water, etc. Things we eat in the rainy season: Story: Teacher must use picture books to narrate stories</p> <p>Encourage children to hold the books and look at the picture</p>	<p>trace the letters, ask children to follow the demonstration</p> <p>Activity: Call out words randomly Children listen carefully and clap their hands when they hear words and wave hands for words</p>	<p>so far</p> <p>Myself (oral) My name is... I am girl/boy I like to... My father's name is... My mother's name is... My brother/sister's name is...</p>	<p>In and Out- Use concrete experiences and examples Ask the children to put their hands in their pockets and take them out Give suitable examples</p>	<p>Finger print inside the picture of cat</p> <p>W/S:30 Colour the picture of words beginning with the letter</p> <p>Encourage/help children to do draw rainy day on slates</p> <p>Game: Jumping, hopping, walking</p> <p>Game1: Use different beats by clapping or using the <i>dhaphli</i> for each of the actions(hop,jump,run, etc.) Children remember and do the correct action.</p> <p>Game 2: Connect the three actions to different animals and call out-walk like an elephant, jump like a monkey, hop like a frog, etc.</p>
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While teaching shapes

→ **Show objects/ pictures of particular shapes.**

☞ **Encourage children to see the broad similarities between a shape and the objects around, such as for 'circle' the teacher can use examples of objects like plate, moon, wheel, etc.**

July

Week: 4

Theme: Rainy Season

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory-Motor Development
<p>Rhyme:</p> <ul style="list-style-type: none">• Make a circle round and round (Rhyme 9) <p>●गाढ़ी का पहिया गोल-गोल (Rhyme 7)</p> <p>Conversation time: Maintaining cleanliness during rainy season: cover your food; wash your hands before and after meals, drink clean water, etc.</p> <p>Story: Use picture books to narrate stories. Give children books to look at and ask them to identify and talk about familiar objects.</p>	<p>Recap the two sounds- 'क' and 'ख' with vocabulary words and flash cards</p> <p>Encourage the children to give more words with the target sound</p> <p>Ask the children to jump/laugh when they hear the target sound</p> <p>W/S: 31</p> <p>Sound Association activities using all the general vocabulary done so far</p>	<p>Vocabulary : Recap body parts</p> <p>Reinforce: colour names(associating colour names with objects around)</p> <p>Myself: General conversation on myself</p>	<p>Finding the odd one out Introduce through concrete objects/examples followed by black board activity First draw the attention of children to similarities in 2 things/pictures Then encourage them to see differences</p> <p>Reinforce</p> <ul style="list-style-type: none">• Circle• Big - small• In -out	<p>Activity: Encourage children to listen to the sound of 'rain' After the rain shower, draw the attention of children to the washed clean leaves and the wonderful smell of the wet earth</p> <p>Fine Motor</p> <p>Free drawing using the letter vocabulary on slates</p> <p>Use play dough/ clay</p> <p>W/S:31 Related to the - 'क' and 'ख'. Colour the pictures of 'क' and 'ख' using colour coding.</p> <p>Colouring W/S : 32 Colour circles (specify colours- for example colour all circles red)</p> <p>Pasting: W/S: 33 Paste flowers according to the sizes</p>

				Gross motor Outdoor play: 1. Ask children to jump from one step 2. Walk on the outlines of a large circle (drawn by the teacher) 3. Hop in and out of the circle 4. Teacher can introduce 'catching'. Throw a ball for the children to catch. Note: Make sure that the ball is not very small and the teacher is standing very close to the children.
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August

Theme: Festivals

Week 1:

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor
Rhyme : • अरिश (Rhyme 6) • सर सर सर उड़ी पतंग (Rhyme 10) Rhymes to be done using dramatization	Recap the earlier sounds 'क' and 'ख' and introduce the letter, sound and vocabulary of 'ग' – गमला,	Sound association and vocabulary development : ball, bus, bat, bag, balloon, etc. Children discover the	Recap In-out W/S : 37 Introduce rectangle using concrete objects and by relating its shape to things in class	Fine Motor Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.

<p>Use actions to co-ordinate with words</p>	<p>गली, गाजर, गोभी, गिलहरी, गाल, गाड़ी, गोल, गाना, etc.</p> <p>Air-trace and sand-trace the letters, ask children to follow the demonstration</p>	<p>common initial sound with the help from the teacher</p> <p>The letter is NOT TO BE introduced</p>	<p>For example window, door, blackboard, book, cupboard, etc.</p> <p>Talk about the properties of rectangle- it has 4 sides</p>	<p>Use slates for drawing pictures of the new vocabulary</p> <p>Use play dough/ clay</p> <p>Sensory Discrimination: Use commonly used things like – Vicks, soap, cream, Dettol, perfume, etc. Children smell and identify</p> <p>Finger Printing W/S: 34 Kite</p> <p>Colouring W/S:35 - for Number 2</p> <p>Introduce Paper Cutting: Teacher will have to assist children to hold the scissors properly and allow them to cut without any lines. Use newspaper for this practice activity</p> <p>W/S: 36 'ग' Colour pictures of letter 'ग'</p> <p>W/S: 37 In and Out – using different colours as per teacher's instructions</p>
<p>Conversation time: Talk about different festivals in general – how the different festivals are celebrated – Eid, Diwali, Christmas, Guru-Purab, etc.</p>	<p>Encourage children to give more words with the target sound</p> <p>Give children flash cards of pictures of the vocabulary done so far. Ask them to classify on the basis of sound: encourage them to put the pictures that begin with the same sound together</p>	<p>All new vocabulary should be introduced with pictures and given a context by talking about them</p>	<p>Let the children draw rectangles on slates</p> <p>Introduce number 2: using concrete objects</p>	
<p>Story: Teacher's choice</p> <p>Use picture books: Give children books to hold, encourage children to look at the pictures and tell the story(assisted)</p>				

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
				<p>W/S: 38</p> <p>Colouring pictures bus, ball, balloon, bag, bat, etc. Reinforcing the initial sound</p> <p>Game: Children sit in a circle and listen to soft and loud noises: whispering, slamming a door, clapping, etc.</p> <p>Musical instruments can also be used. Children can also be asked to make soft and loud noise.</p>

Initially children take long to complete activities; the teachers may have to adjust the day's schedule accordingly. As the children become more confident and competent, they are able to complete tasks in the given time.

When recapitulating a concept, the teacher must try and focus on more than one skill. For example – when revising numbers, children must not be asked only to draw each time, instead they may be asked to:

^{III} fold 1 house, 2 flowers and then paste them

arrange one leaf, two leaves

collect one pebble/bead/blocks, two stones/beads/blocks

show one hand, two hands

clap once, twice (one time, two times)

Encourage children to draw on slates
as often as possible

August

Week 2

Theme: Independence Day

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor
Rhyme : • सर सर सर सर उड़ी पतंग (Rhyme 10) • तीन रंग का अपना झंडा (Rhyme 11) Rhymes to be done using dramatization Use actions to co-ordinate with words Conversation Time: Discussion on 'Independence Day' and its celebration Vocabulary: लाल किला, सिपाही, झंडा, salute, prime minister Story: Teacher's choice	Recap the earlier- क' , ख, ग' sounds and introduce the letter, sound and vocabulary of 'च' - घर, घास, खड़ी, घोड़ा, घंटी etc. W/S: 42 Colour the pictures of 'घ' related vocabulary Air-trace and sand-trace the letters, ask children to follow the demonstration Use sand paper cut outs Encourage children to give more words with the target sound	Vocabulary Development : Flower, frock, fish, flag, fruits, etc. All new vocabulary should be introduced with pictures and given a context by talking about them The letter is NOT TO BE introduced Children discover the common initial sound with the help of the teacher	Introduce 'up'- 'down': hands up, hands down, look up, look down sky is up and grass is down fan is up and floor is down Children to be given as many examples and experiences as possible Rectangle Reinforce using W/S: 39	Fine Motor: Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how. Use slates for drawing pictures of the new vocabulary Use play dough/ clay Pasting W/S: 39 Pasting rectangular cut outs on outline of a rectangle Finger printing W/S: 40 Printing on the tips Writing pattern W/S: 41 Standing and Sleeping lines Letter vocabulary

				<p>W/S :42 related to the letter 'घ'</p> <p>Hand Printing using the three colours of the flag</p> <p>Activity: Let children print their hands using orange and green paint on white paper, these can be displayed in the classroom.</p> <p>Outdoor play</p> <ul style="list-style-type: none"> • Simple races can be organised • Encourage active participatory play
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“शिक्षक को अत्यंत नम्र और विनयवान व्यक्ति होना चाहिये, वह बालक में कुदरत की करामात का दर्शन करे, न कि उसे पढ़ाने को एक मसाला समझे।”

- फ्रांज सिजेक

August

Week 3

Value : Caring and Sharing

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor
Rhymes: <ul style="list-style-type: none">Recap the earlier rhymes <p>Conversation Time : Discussion : रक्षा, बंधन</p> <p>Emphasis on taking care of each other. Who all take care of us?</p> Story: Teacher's choice. Use picture books: Give children books to hold, the books they are familiar with, and encourage them to look at the pictures and tell the story with assistance	Sound, Vocabulary and the letter च चम्पू, चने, चावल, चाद, चक्कर, चटनी, चिड़िया, चाँद, चरखी, चश्मा, etc. W/S: 47 Colour the pictures of 'च'	Recap vocabulary: flower, fish, flag, fan, fruits, frock etc. W/S: 45 Colour the pictures	Reinforce : Rectangle W/S :43 Print inside the rectangles of different kinds Number- 1 and 2 W/S:46 of number 1 and 2 Up and Down W/S:44 using colour coding	Fine Motor: Finger printing inside the rectangle W/S:43 Colouring: W/S 44 - up and down using colour coding W/S : 45 Colour the pictures of fish, fan, frock, etc. W/S: 46 on number 1 and 2 W/S : 47 Colour the pictures of words beginning with the letter 'च' Paper Cutting: Help children learn to use the scissors correctly Making a simple rakhi

August

Week 4

Theme: Festival (Janamastami)

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor
<p>Rhyme: Recap all the rhymes done so far</p> <p>Rhymes to be done using dramatization Use actions to co-ordinate with words</p>	<p>Sound, Vocabulary and the letter- 'छ' – छाता, छत, छिलका, छिपकली, छोरी</p> <p>Air-trace and sand-trace the letters, ask children to follow the teacher's demonstration</p> <p>Demonstrate correct formation of the letters W/S: 50'Letter Sound छ</p>	<p>Sound association and development of vocabulary: sun, socks, snake, star, sit, sleep, etc. Focus on the initial sound</p> <p>All new vocabulary should be introduced with the pictures and given a context by talking about them</p> <p>Once children are familiar with the vocabulary, give them picture cards and ask them to tell the names of the objects</p> <p>Give simple commands - Everyone stand up Sit down</p>	<p>Introduce number 3 using concrete examples Let children write the numeral and draw the corresponding quantity on slates W/S:48 on number 3</p> <p>Seriation (assisted) using 3 objects- Children to arrange objects from small to big</p> <p>Activity: Picking up objects and putting them in a serial order of size</p>	<p>Fine Motor Give children play material. While children play with apparatus, the teacher talks to different children every day. Ask the children to explain what they are playing and how</p> <p>Use slates for drawing pictures of the new vocabulary</p> <p>Use play dough/ clay</p> <p>Colouring W/S : 48 On number 3</p> <p>Grading: W/S : 49 Colouring the 3 rabbits in 3 sizes Teacher specifies colour for each size</p> <p>W/S: 50 Letter Sound छ</p>

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
<p>Story: continue to tell interesting stories to children Encourage children to retell the sequence of the story (assisted)</p> <p>Language activities: Use picture books: Give children books to hold, encourage children to look at the pictures and tell the story (assisted)</p>				<p>Gross Motor: Game: Make ten children stand at the start line of their track. When the whistle is blown, the children run and pick up the firstobject (say a ball), from the end line, run back to the starting line and place it. Keep the objects ready at the end line.</p>

The flash cards, which the teacher prepares for sound association, number concepts and indoor games, should also be available to children at the time of free play so that self-learning, pair learning and reinforcement of concepts take place all the time. Laminating helps to preserve pictures and flash cards so that they can be used multiple times.

Whenever children are asked to draw on their own, the teacher must also draw on the blackboard and the drawing should be simple. This encourages children to make an effort and prevents them from cultivating a fear of 'not being able to reach the teacher's expectation'. The teacher must be sensitive and must stop helping when the class is ready. Continue to help children who are not ready, avoiding any kind of comparisons and judgments. Encourage children to talk about their drawings. When children begin to give meaning to their illustrations, it takes their language further, and may be considered a first step towards reading.

September

Week 1

Theme: Animals and their sounds

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor
Rhyme: • मैं तो सो रही थी (Rhyme 12) Rhymes to be done using dramatization Use actions to co-ordinate with words Conversation Time: Talk about different animals – animals have four legs and a tail Some animals live in the jungle, some in the water and some can be kept at home Story time: Repeat the stories told earlier If children are ready ask them to narrate the story Use picture books: Give children books to hold, encourage children to look at the pictures and tell the story	Recap sound, vocabulary and the letters - 'च' and 'छ' Demonstrate correct formation of the letters – Air-trace and sand-trace the letters, ask children to follow the demonstration Recap Names of fruits: सेब, आम, अमरूद, केला, अंगूर Animal and their sounds: Discuss sounds of different animals Activity: Encourage children to identify the animals from their sounds Vocabulary- कुत्ता, बिल्ली, गाय, मछली, बंदर, हाथी, शेर, चूहा	Vocabulary Development 'Things in the classroom' - blackboard, chalk, pencil, window, door, table, chair, etc. Let children talk about these objects in the context of their use Note: Recap only one sound vocabulary in a day Let the children play with flash cards- to identify the sound and to name the objects Give simple commands: Everyone stand up Sit down Encourage children to wish Good Morning Good Afternoon Bye	Recap numbers 1, 2 and 3 W/S : 54 Make the children practice numeral formation on slates Recap rectangles Developing pictures out of rectangle. Teacher sample copy attached with the worksheet W/S : 53	Fine Motor: Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how. Drawing on slates – draw pictures of letter related vocabulary. Use play dough/ clay Encourage free drawing Practice numeral writing on slates Writing Pattern: W/S : 51 Standing lines done independently by joining dots

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
				Paper folding and Pasting-W/S: 52 (Fish)

				<p>Drawing W/S: 53 Develop pictures out of rectangle</p> <p>Colouring W/S:54 Recap numbers 1,2 and 3; Children to colour the correct number of pictures and cross out the extras</p> <p>Free Drawing: Encourage children to draw pictures independently-pictures of familiar words The teacher must label student's drawings</p> <p>Game: Play music,ask children to walk like the animal the teacher calls out or make the sound of the animal</p>
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Children grow and mature rapidly. Experience of the past three to four months in school would have graduated them to a higher level of physical, mental and emotional development. By now most of them would have formed the habit of listening to the teacher's instructions, become aware of what to do when, how to work in pairs/ groups, work without fear and inhibition, etc. Familiarity with the adult around them, equipment and the peer group would have made them more confident and secure.

September

Week 2

Theme : Big and Small Animals

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor
<p>Rhyme:</p> <ul style="list-style-type: none"> जंगल में जानवर खेलते हैं <p>(Rhyme 13)</p> <p>Sing old rhymes often</p> <p>Rhymes to be done using dramatization</p> <p>Use actions to co-ordinate with words</p> <p>Conversation Time:</p> <p>Big and Small Animals examples- खरगोश, चूहा, बिल्ली, गिलहरी, मछली, शेर, हाथी, जिराफ़, etc- Talk about these animals</p> <p>Discuss different things that animals eat</p> <p>Story: 'Lion and the Mouse'</p>	<p>Sound, Vocabulary and the letter 'ज' - जग, जादू, जूता, जहाज, जाल, जीभ</p> <p>W/S : 55</p> <p>Air-trace and sand-trace the letters, ask children to follow the demonstration</p> <p>Recap the sounds of the animals. Let the children guess the animal and produce the sound themselves</p> <p>Recap the names of animals</p>	<p>Recap the vocabulary of the classroom objects.</p> <p>Recap Names of fruits:</p> <p>banana, apple, mango, grapes, guava, etc</p> <p>Give simple commands - Everyone stand up Sit down Encourage children to wish Good Morning Good Afternoon Bye</p>	<p>Recurring Pattern</p> <p>Children can form pattern using beads/ rangometry (the teacher assists first)</p> <p>Copying a colour pattern using 2-3 different colour beads/ rangometry in sequential order: Teacher shows her sample, children copy it. Children must experience at-least 4-5 different colour combination</p> <p>W/S : 58</p>	<p>Fine Motor:</p> <p>Pasting:</p> <p>'Make my own puzzle'</p> <p>W/S:56</p> <p>Children colour a picture of a lion in the worksheet. Teacher tears the picture into 2 pieces. Children paste the pieces back in the square provided in the worksheet</p> <p>Use play dough/ clay</p> <p>Paper Folding : Cat</p> <p>W/S : 55- Colour the pictures</p> <p>Finger Printing: inside spots on the Giraffe</p> <p>W/S:57</p> <p>Recurring patterns</p> <p>W/S: 58 Colour circles and create patterns in each row, using different colours</p> <p>Fun activity/ worksheet</p> <p>W/S: 59Mixing colours</p>

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
				<p>Game: Play music, ask the children to walk like the animal you call out or make the sound of the animal</p> <p>Outdoor Play:</p> <p>Active participatory play- Teacher can draw big zig-zag (Z) lines on the ground, By turn each child can run, jump, walk, etc. on the lines.</p>

Recapitulation

A pre-school teacher must build recapitulation as a regular part of the routine. Recapitulation allows repetition, which helps children in anchoring the skills and concepts learnt, and habits cultivated.

However, recapitulation is not only about repeating the same experience or activity.

What is required is CREATIVE RECAP where:

A skill developed through one activity is used in another form in another activity/ experience.

- The instructions for the activity are different from the earlier one
- Simply changing the format of the worksheet makes it a new experience for a child
- Variety makes the classroom space exciting and avoids boredom
- Variety prevents “rote learning” or depending entirely on memory. It stimulates thinking and enhances creativity.

September

Week 3:

Sensitivity towards animals

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor
Rhyme: • आज्ञा चिह्निया आज्ञा री (Rhyme 14) Rhymes to be done using dramatization Use actions to co-ordinate with words Conversation Time: Sensitivity towards animals: One should not hurt animals, animals help us, but certain animals and pests have to be dealt differently like flies and mosquitoes Story: Use puppets to narrate stories. Children love stories on animals. Encourage children to dramatize	Sound, vocabulary and the letter- झ - झंझ, झाड़ू, झरना, झाल, झाँपड़ी, झूला W/S :62 Air-trace and sand-trace the letters, ask children to follow the demonstration Use sand paper cut outs	Sound association and development of vocabulary: rabbit, rain, road, run, rose etc. Use picture flash cards to reinforce the vocabulary. Draw children's attention to the beginning sound. Vocabulary words: Dog, cat, cow, fish, elephant, monkey, lion. Use pictures Give simple commands - <ul style="list-style-type: none"> • Everyone stand up • Sit down • Encourage children to wish • Good Morning • Good • Afternoon • Bye 	W/S: 60 Matching quantity with quantity (1-4) Introduce Number 4 using concrete objects Practice numeral writing on slates. Let the children draw 4 different things on the slate Recurring pattern : reinforce using different coloured beads	Fine Motor: Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how. Use play dough/ clay Use slates for drawing pictures of the new vocabulary Making recurring patterns using beads/blocks/rangometry – using different combination of colours Free play with play material: Encourage children to talk about what they are doing with the play material Practice numeral writing on slates The teacher can draw road, rabbit, rain, etc. on the blackboard and the

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
				Children can draw those on slates W/S:61 Magic circles -Making different

different animals that come in the stories				<p>animals Teacher sample copy attached with the worksheet</p> <p>Colouring W/S: 62</p> <p>W/S:60 Matching quantity with quantity</p> <p>Game: Children can dramatize being different animals by moving like them and making their sounds</p>
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Month: September

Week 4:

Theme : Dusshera

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
<p>Rhyme : Recap all the rhymes</p> <p>Conversation Time: Discussion on 'Dussehra' celebration - Children narrate their experiences</p> <p>Discussion on different festivals</p> <p>Vocabulary: Recap: Names of animals, Vocabulary related to rain etc.</p>	<p>Recap: (W/S:63)</p> <p>Air-trace and sand-trace the letters, ask children to follow the demonstration</p> <p>Use sand paper cut outs</p> <p>Revise the vocabulary. Use the vocabulary often as part of a story</p>	<p>Vocabulary words: Dog, cat, cow, fish, elephant, monkey, lion</p> <p>Encourage children to identify the name of the animal and its sound from the flash cards</p> <p>Sound and vocabulary-rabbit, rain, road,run, etc.</p> <p>Note: Recap only one sound vocabulary in a day</p> <p>To the commaneds already done add-</p> <p>Stand in a circle stand in a line</p>	<p>Reinforce 4- using slates and worksheet W/S: 64</p> <p>Recap- In-out using examples</p>	<p>Fine Motor: Give children play material- while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and flow.</p> <p>Use slates to reinforce number 1-4</p> <p>Use play dough/ clay</p> <p>Draw and colour W/S: 64 Number 4</p> <p>W/S: 63-Match and colour Raavan and paste golden paper to decorate his dress</p> <p>Cutting By now children have learn how to handle scissors. Teacher needs to provide line and circles for practicing cutting</p> <p>Outdoor Play: Divide the children in to 2 groups, one group stands at one end of the path drawn on the floor and the other group at the other end. Let the children take turns to roll the</p>

				ball between the lines.
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October:

Week 1

Theme : Festival- Diwali

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
Rhyme: Recap all the rhymes (Rhyme 15)	Sound, letter and vocabulary of W/S: 66	Vocabulary: Animal Names: Dog, cat, cow, fish, elephant, monkey, lion.	Reinforce number 1-4 (W/S:67)	Fine Motor: Give children play material-while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.

Conversation time: Festival of Diwali, story of Rama and Ravana We should not burn crackers as it leads to pollution and animals are afraid of the noise Story: Teacher's choice	Air-trace and sand-trace the letters, ask children to follow the demonstration Vocabulary related to the theme: फुलझड़ियाँ, कंदील, दिया, रँगोली, मिठाई, खील, बत्ताशे, मोमबत्ती	All new vocabulary must be introduced with pictures and given a context by talking about them	Practice numeral writing on slates	Use slates for drawing pictures of the new vocabulary Use play dough/ clay Cutting: Provide children 2 lines and circles for cutting Colouring W/S: 68 and W/S : 68A Colouring W/S:66 letter ' ट ' Practice numeral writing on slates W/S: 67 Matching numeral with quantity (1-4) Visual skills: Copy grid – colour and paste – Colour the pictures and paste the shapes as per teacher's sample W/S: 69 Gross motor: Free Outdoor Play Game Divide the children into 2 groups, one group stands at one end of the path drawn on the floor and the other group at the other end. Let the children take turns to roll the ball between the lines)
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Month: October

Week 2

Theme: Festival – Diwali

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
<p>Rhyme</p> <p>दीप जलाओ, दीप जलाओ</p> <p>(Rhyme 15)</p> <p>Recap the rhymes</p> <p>Conversation time:</p> <p>Talk about the festival of Diwali and the story behind</p> <p>Story: Repeat old stories- at least one story a day</p>	<p>Sound, letter and vocabulary of 'ठ' ठंडा, ठेला, ठोकना</p> <p>Air-trace and sand-trace the letters, ask children to follow the teacher's demonstration</p> <p>Reinforce letter and sound correspondence</p> <p>Ask children to match different pictures with the correct letter card. Use flash cards. E.g. flash card of 'क' picture of कबूतर</p> <p>Sort flash cards on the basis of sounds for e.g. कैला and कबूतर would go together</p>	<p>Vocabulary</p> <p>Reinforce names of colours, animals, objects in the classroom</p> <p>In a park</p> <p>Introduce new words –boy, girl, tree, flower, bird, butterfly, sun, etc. in context by showing pictures and saying 'this is a...'</p>	<p>Recap</p> <ol style="list-style-type: none"> 1. Shapes 2. Numbers 3. Early maths- big-small, up-down, in-out 	<p>Fine motor:</p> <p>Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.</p> <p>Use play dough/ clay</p> <p>Diwali related art work</p> <p>Cutting:</p> <p>Provide simple pictures to cut – a hut, a ball, a tree or picture of any other simple objects</p> <p>W/S: 70 Colour kandeel</p> <p>Finger Printing: 71 (W/S)</p> <p>Print on the line of house and colour house and diyas</p> <p>Play with play material</p> <p>The teacher may want children to colour and paste in 'diyas' and 'torans' to decorate the classroom</p> <p>Give children a lot of opportunity to colour and paste</p> <p>Outdoor play:</p> <p>Obstacle race: use very simple and safe obstacles like a rolled up mat</p>

Indoor free play should not be restricted only to the use of blocks, puzzles, play dough/clay and beads, which are provided by the school. A teacher can add things like an old cap, a stick, scarves, a couple of dolls, etc. to allow children to role-play whenever they want to, during free play.

November

Week 1

Theme: Means of Transport

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
<p>Rhymes</p> <ul style="list-style-type: none">मेरे पास एक साइकिल (Rhyme 16)भालू को गिनती सिखाएँगे (Rhyme 17) <p>Rhymes to be done using dramatization</p> <p>Use actions to co-ordinate with words</p> <p>Conversation time: How do you come to school? How do we go from one place to another? Encourage children to tell the names of the different vehicles they have seen on the road</p> <p>Story: continue using interesting stories</p>	<p>Sound, Letter and Vocabulary- ‘ड’ – डमरू, डिब्बा, झंडा, डाल</p> <p>W/S: 75 for letter vocabulary (ट, ठ, ड)</p> <p>Matching words beginning with the same sound</p> <p>Once the children are familiar with the initial sound, draw their attention to the end sound of the word for e.g दाल - initial sound will be ‘द’ and end sound will be ‘ल’</p> <p>Children to form the shapes of the letters in the air and sand followed by teacher’s demonstration</p> <p>Use sand paper cut outs</p> <p>Use flash cards with pictures of vocabulary words and ask the children to match them with the correct letter card</p>	<p>Sound and Vocabulary development: mat, mouse, moon, mango, mother, monkey, etc. Teacher to draw attention to the initial sound</p> <p>All new vocabulary must be introduced with pictures and given a context by talking about them</p> <p>Recap of sound association</p> <p>Activity: 1. Teacher says a word, child calls out the initial sound 2. Teacher calls out a sound and child names an object</p>	<p>Introduce number 5 Using concrete objects first W/S: 76</p> <p>Let the children trace the numeral on the worksheet</p> <p>Introduce triangle: Draw attention towards its 3 sides, as different from a rectangle Children make triangles using objects, for e.g. ask them to arrange 3</p>	<p>Fine Motor Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.</p> <p>Use slates for drawing pictures of the new vocabulary</p> <p>Colouring W/S: 72 Colour different triangles</p> <p>Spatial skills W/S: 73 Children look at the sample and fill in the correct figure in the blank grid</p>

	Vocabulary: साइकिल, गाड़ी, रिक्शा, टैपो, नाव, हवाई जहाज	beginning with that sound Note: Recap <u>only one sound</u> <u>vocabulary in a</u> <u>day</u>	pencils/crayons / straws/twigs in different ways to construct a triangle Fun pictures: Children can be asked to develop triangles into pictures on slates	W/S: 74 Colouring pictures: mat, mango, monkey, mouse W/S: 75 for letter vocabulary (ट, ठ, ड) Matching words beginning with the same sound Finger Printing: W/ S: 76 for number 5: printing on tips Draw pictures out of triangles on slate
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November

Theme: Means of Transport

Week 2

Theme : Means of transport : rules to follow on the road

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
Suggested Rhymes: • लाल बत्ती (Rhyme 18) Rhymes to be done using dramatization Use actions to co-ordinate	Sound, Letter and Vocabulary- 'ढ' - ढकना, ढोल Once the children are familiar with the initial sound, draw their attention to the end sound of the words	Sound and Vocabulary Development: pencil, pen, peacock, paste, puzzle, printing etc. Draw attention to the initial sound	Recap numbers 1-5 Use Jodo Gyan Numeral dice: Children throw the dice one by one and jump or clap as many times as the number on the dice.	Fine Motor: Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.

<p>with words</p> <p>Conversation time: Rules to be followed on the road Keeping the roads and the surroundings clean</p> <p>Give children picture books and encourage them to talk about pictures</p> <p>Story: Teacher can read out the story to children</p>	<p>Air-trace and sand-trace the letters, ask children to follow the demonstration</p> <p>Use sand paper cut outs</p> <p>Vocabulary: साइकिल, गाड़ी, रिक्शा, टैपो, नाव, हवाई जहाज</p> <p>The teacher uses letter flash cards of the letters done so far</p> <p>Activity: Distribute picture flash cards used so far. Hold up one letter card. Children, who have the picture corresponding to that letter, come to the teacher and form the group</p>	<p>Recap the previous sound vocabulary</p> <p><u>Note: Recap only one sound group in a day</u></p> <p>All new vocabulary must be introduced with pictures and given a context by talking about them</p>	<p>Let children trace numerals on the worksheet or practice writing them on slates</p> <p>Recap triangle 1. W/S: 79 First use the worksheet in which children develop pictures out of triangle</p> <p>2. Pasting W/S: 80</p>	<p>Ask the children to explain what they are playing and how</p> <p>Use slates for drawing pictures of the new vocabulary</p> <p>Pasting W/S:77 pasting circles in the correct order on the Traffic Lights: red, yellow, green</p> <p>Finger printing: peacock W/S : 78finger print inside the circle and colour the rest of the picture</p> <p>Drawing and Colouring W/S: 79 Developing pictures out of triangles</p> <p>Pasting W/S :80 Paste triangle cut outs in the same direction as the figure</p> <p>W/S : 81 (English) Matching pictures beginning with the same sound</p> <p>Game : Children run around in a circle while the teacher sings or uses a musical instrument. When the teacher stops and calls out a number, children form a group with the same number</p>
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Month: November

Week: 3

Theme: Classification of different means of transport

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
<p>Rhymes:</p> <ul style="list-style-type: none"> छुक-छुक आई रेल(Rhyme 19) <p>• Recap all the other rhymes</p> <p>Conversation Time: Who has been on a train? Talk about railway station Talk about different road, air and water transport</p> <p>Story: Retell an old story bringing in new vocabulary</p>	<p>Sound, letter and vocabulary – of all the letters – the teacher can recap two letters a day</p> <p>Air-trace and sand-trace the letters, ask children to follow the teacher's demonstration</p> <p>Use sand paper cut outs</p> <p>Show picture flash cards to the children. Let them name the object and the initial sound</p> <p>Reinforce Vocabulary: names of different means of transport</p>	<p>Reinforce sound - vocabulary:</p> <p>1.pencil, pen, peacock, paste, puzzle, paint etc.</p> <p>2.mat, mouse, moon, mango, mother, monkey, etc.</p> <p>3.rabbit, rain, road, run, etc. (Draw attention to the initial sounds – p, m and r)</p> <p>Recap the previous sound vocabulary</p> <p><u>Note: Recap only one sound group in a day</u></p> <p>Recap the vocabulary words:</p> <ul style="list-style-type: none"> Names of animals Names of objects in the classroom 	<p>Recap- 1-5 Circle the correct number W/S: 83</p> <p>Let the children trace the numeral on the worksheet</p> <p>W/S : 84 Pasting Creating figures by joining 2 shapes Note: Teacher must have cut outs ready. Examples can be drawn and shown on the black board</p>	<p>Fine Motor Skills Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.</p> <p>Use slates for drawing pictures of the new vocabulary</p> <p>Visual skills: W/S: 82 Copying a coloured sequence in a grid by looking at the teacher's sample</p> <p>W/S: 83- on numbers 1-5 Circle the correct number</p> <p>Pasting: W/S: 84 Create pictures by joining shapes</p> <p>Puzzle: Make my own puzzle- W/S: 85 aeroplane</p> <p>Game: Shape trains: Give each child one of the three shapes – circle, rectangle, and triangle. Call out the name of the shape – children with those cards form 3 trains. Each train then goes around the class/playground making train sounds</p>

Month: November

Week: 4

Theme: Means of transport – slow and fast vehicles

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
<p>Rhyme:</p> <p>Recap all the rhyme</p>	<p>Sound, letter and vocabulary of letter 'त' – तरबूज, तालाब, ताला, तितली, तोता, तबला W/S:90 Colour the pictures of 'त' तकली, तलैया</p>	<p>Sound and Vocabulary Development:</p> <p>- nest, neck, nail, necklace, nose, etc. Draw attention to the initial sound</p> <p>Recap the previous sound vocabulary</p> <p>Note: Recap only one sound group in a day</p> <p>Introduce 3 magic words: Please, Sorry, Thank You</p>	<p>Odd one out W/S:86</p> <p>Recap numbers 1-5 using concrete examples</p> <p>W/S : 88 (without the numeral) Matching quantity to quantity (using concrete objects first)</p> <p>Seriation: The children put objects in order from big to small W/S: 87 Colour according to the index</p> <p>Note: The worksheet will have an index that the children have to follow to colour the objects of 3</p>	<p>Fine Motor Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.</p> <p>Use slates for drawing pictures of the new vocabulary</p> <p>W/S: 86 Odd one out:</p> <p>W/S:87Seriation Colour according to the index- colour in boats</p> <p>Matching:88 W/S: Quantity to Quantity</p> <p>W/S: 89 Puzzle tear and paste : car</p>
<p>Conversation time: Vehicles that go fast and vehicles that go slow</p> <p>Recap different modes of transport</p>	<p>Once the children are familiar with the initial sound, draw their attention to the end sound of the words</p> <p>Use letter and flash cards to strengthen vocabulary and letter identification</p> <p>Children form the shapes of</p>			

	<p>the letters in the air and sand followed by teacher's demonstration Use sand paper cut outs</p> <p>Activity: Draw a road on the blackboard and ask children what they see on the road. Keep drawing their responses and creates a picture which can be a good source of discussion.</p>		<p>sizes. Teacher must give examples on the black board and repeat enough so that children understand fully.</p>	<p>W/S : 90 Colour the pictures of 'त'</p> <p>W/S- 91 Classification Children to colour according to the instruction</p> <p>Outdoor Play Game: A child holds a ball and throws it into the box, standing at a short distance from the box. Draw a chalk line on the floor about a metre from the box. Children stand on the line and take turns to throw the ball into the box. The teacher can gradually increase the distance between the child and the box.</p>
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Month December:

Week 1

Theme: People who help us

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
<p>Rhyme: • देखो एक डाकिया आया, थैला एक हाथ में लाया (Rhyme 20) Do rhymes using dramatization Use actions to co-ordinate with words</p>	<p>Sound, letter and vocabulary of letter 'थ' - थैला, थाली, थन, थकना, थूकना (never spit on the road) थर्मस W/S: 95</p>	<p>Vocabulary: Doctor, postman, teacher, school guard, policeman: All new vocabulary must be</p>	<p>Concept: More and less – Use stones, beads bottle caps, etc. W/S :94</p>	<p>Fine Motor: Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.</p>

<p>Conversation Time: Talk about postman, policeman, doctor, driver school guard, teacher, etc – how do these people help us Ask children about the people who help them</p> <p>Story: Teacher tells interesting stories to the children</p>	<p>Colouring pictures of 'श' words</p> <p>Once the children have got familiar with the initial sound, draw their attention to the end sound of the words</p> <p>Air-trace and sand-trace the letters, ask children to follow the demonstration</p> <p>Use sand paper cut outs Encourage dramatization of different helpers</p>	<p>introduced with pictures and given a context by talking about them</p> <p>Use dramatization: encourage the children to enact these roles</p> <p>Use of 3 magic words –Please, Sorry, Thank You Recap the previous sound vocabulary</p> <p>Note: Recap only one sound group in a day</p>	<p>Introduce Number 6 Using concrete objects first Children pick up 6 leaves/stones from outside Ask them to string 6 beads</p> <p>Teacher can also include other numbers in this activity</p> <p>To help children write the numeral correctly, teachers should give them ample opportunity to work on slates</p> <p>W/S:92 On number 6</p> <p>W/S : 93 Count and match</p>	<p>Use slates for drawing pictures of the new vocabulary</p> <p>Use play dough/ clay</p> <p>W/S:92 on number 6: Paste circles, develop them into balloons and colour</p> <p>W/S : 93 1-6 Count and Match</p> <p>W/S: 94 Colour the picture of the group which has more object</p> <p>W/S: 95 Colouring pictures of ' श ' words Outdoor Play Game: Ask child to stand in a circle and pass the ball by kicking it.</p>
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Month: December

Week : 2

Value : Helping others

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
<p>Rhyme:</p> <ul style="list-style-type: none"> सदी आई सदी आई (Rhyme 21) डॉक्टर देखो भली प्रकार (Rhyme 22) <p>Rhymes to be done using dramatization Use actions to co-ordinate with words</p> <p>Conversation time: 'Our helpers'-talk about doctor, tailor, barber, cleaner, teacher, etc. How do these people help us?</p> <p>Discuss why they wear a uniform.</p> <p>How does a uniform help us in schools?</p> <p>Story: Teacher's choice.</p>	<p>Sound, Vocabulary and the letter - 'द' - दही, दाना, दवाई, दराज, दरवाजा, दूध, दादा, दादी, दीदी, दौत</p> <p>Once the children are familiar with the initial sound, draw their attention to the end sound of the words.</p> <p>Air-trace and sand-trace the letters, ask children to follow the demonstration</p> <p>Use sand paper cut outs.</p> <p>W/S: 99 Colouring of 'द'</p> <p>Colouring of 'द'</p>	<p>Sound and Vocabulary Development: Revise the vocabulary- nest, neck, nail, necklace, nose, nurse and night</p> <p>Draw children's attention to the initial sound.</p> <p>Recap the previous sound vocabulary</p> <p>Note: Recap only one sound group in a day</p> <p>Action words: Through indoor and outdoor activities, children are</p>	<p>Introduce no.7 using concrete objects. Ask children to count and pick up 7 beads/rangometry pieces. This must be repeated 2-3 times</p> <p>Ask children to create a design or figure out of 7 rangometry pieces.</p> <p>The teacher can also count the 7 days of the week with children</p> <p>W/S: 98 On Number 7 Let the children trace numeral on the worksheet</p>	<p>Fine Motor:</p> <p>Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.</p> <p>Use slates for drawing pictures of the new vocabulary</p> <p>W/S: 96 Recurring Pattern: Draw and complete the pattern</p> <p>W/S: 97 Mix Shapes (assisted): Colouring following teacher's instructions</p> <p>Thumb Printing: W/S: 98 On number 7- 7 thumb prints in each of the three figures</p>

	<p>Recap letter, sounds done so far everyday for 5 minutes.</p>	<p>already familiar with the following action words: Stand Sit Hop Jump Run Clap Walk</p> <p>New action words can be included: Laugh, Cry, Eat, Sleep</p> <p>Use of 3 magic words- Please, Sorry, Thank You</p> <p>Recap the earlier vocabulary</p>	<p>Recap Triangle , rectangle and Circle W/S: 97</p> <p>Recap other early maths concept</p>	<p>W/S- 99 'द'- Colouring of 'द' vocabulary words</p> <p>W/S:100 Christmas Craft</p> <p>W/S: 101 to reinforce vocabulary- nurse, night, nest and necklace</p> <p>Game : One child hides his/her face in the teacher's lap. Another child from behind taps him and asks, ' मैं कौन हूँ ?'</p> <p>The first child has to guess the name by his/her voice. In case the he/she is unable to guess, ask the other child to repeat or say something else.</p> <p>Outdoor Play: Use all the action words in the children's vocabulary and create some games around it.</p>
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Month : December

Week: 3

Theme: Christmas

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
<p>Rhyme:</p> <ul style="list-style-type: none"> Recap all the rhymes done 	<p>Recap of sound and vocabulary of-</p>	<p>Recap the previous sound vocabulary</p>	<p>Recap of numbers 1-7 Using concrete</p>	<p>Fine Motor Give children play material – while</p>

<p>so far</p> <p>• जमुना के किनारे कितनी बुलबुल होंगी (Rhyme 23)</p> <p>Rhymes to be done using dramatization Use actions to co-ordinate with words</p> <p>Song: टन टन करता घंटी बजाता आया सांता क्लास</p> <p>Conversation time: Talk about Christmas Talk about the value of sharing and helping others</p> <p>Teacher can discuss how to spend the holidays well, not to watch too much television</p> <p>Story : Tell an interesting story and encourage children to retell the story</p>	<p>‘त’, ‘थ’, ‘द’ W/S: 103 ‘त’, ‘थ’, ‘द’</p> <p>Air-trace and sand-trace the letters, ask children to follow the demonstration</p> <p>Use sand paper cut outs</p> <p>Give pictures to the students Use flash cards Ask children to match flash cards with the letter</p>	<p><u>Note: Recap only one sound group in a day</u></p> <p><u>Revise vocabulary:-</u> 1.Things in the classroom 2.Names of colour 3.Names of animals 4.Our Helpers</p> <p><u>Note: Recap only one vocabulary group in a day</u></p> <p>To be continuously used</p> <ul style="list-style-type: none"> • Magic words • This is a... • Sit Down • Stand up • Form a line • Form a circle 	<p>material and then worksheet W/S : 104</p> <p>Let the children trace the numerals on the worksheet</p>	<p>children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.</p> <p>W/S : 102 Writing pattern in a bell</p> <p>Colouring: W/S 103 ‘त’, ‘थ’, ‘द’ Match the letter to pictures. Use three different colours to match</p> <p>W/S: 104 1-7 Colour the box according to the number</p> <p>W/S: 105 Seriation: Children paste triangles in ascending order and circles in descending order</p>
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				Craft: W/S: 106 Make a face mask of Santa Clause and use cotton wool for the beard and moustache Free Outdoor Play: devise interesting games for children using their current knowledge
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Month: January

Week:1

Theme: Winter

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
Rhyme: • सदी आई सदी आई (Rhyme 21) Do rhymes using dramatization Use actions to co-ordinate with words Conversation time: Talk about winter break- what they did in the vacation Food we eat in winter	Introduce sound, vocabulary and letter 'घ' - घनुष, धागा, धूल, धूप, धोना W/S :110 Once the children have got familiar with the initial sounds, draw their attention to the end sounds of the words Air-trace and sand-trace the letters, ask children to follow the teacher's demonstration.	Vocabulary: sweater, muffler, coat, jacket, gloves, woollen cap All new vocabulary must be introduced with pictures and given a context by talking about them Recap the previous sound vocabulary Note: Recap only one sound	Introduce number '8' using concrete objects W/S: 109 Pasting Paste 8 circles in the given places, develop them into flowers and draw 8 leaves Introduce square 1. use concrete objects 2. use pictures- picture of box, gift, window, tiles,	Fine Motor: Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how. Use play dough/clay W/S: 107 Writing pattern 'u shape' W/S: 108 Visual Skills:

<p>Things to keep in mind in this season: wear warm clothes, avoid cold drinks</p> <p>Enjoy sitting in the sun – we cannot do this in the summer</p> <p>रज़ाई, आग सेकना</p> <p>Story: Use books that have simple text. The teacher can read out the story to children and give them the story book to handle. The teacher can draw the student's attention to the print</p>	<p>Use sand paper cut outs</p>	<p><u>group in a day</u></p>	<p>etc. 3. develop things out of square on slates</p>	<p>Copy from the grid (Teacher's copy attached)</p> <p>Paper folding: Dog</p> <p>Pasting W/S: 109 Number 8: Paste 8 circles in the given places, develop them into flowers and draw 8 leaves</p> <p>W/S:110 Worksheet for letter 'घ': Colour the घुसु and complete the pattern</p> <p>Finger printing: W/S: 111: Flag</p> <p>Free Outdoor play: devise interesting games for children using their current knowledge</p>
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January: Week 2

Theme: Winter

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
<p>Rhymes:</p> <ul style="list-style-type: none"> सर्दी आई सर्दी आई (Rhyme 21) धूप खिली है धूप खिली है (Rhyme 24) <p>Use dramatization while doing rhymes</p> <p>Use actions to co-ordinate with words</p> <p>Conversation Time: Talk about fruits and vegetables which we eat in the winters.</p> <p>Teacher can talk about fruits and vegetables that can be eaten raw/cooked</p>	<p>Introduce the sound, vocabulary and letter न – नाक, नदी, नल, नाच, नाखून, नमक</p> <p>Once children are familiar with the initial sounds, draw their attention to the end sounds of the words</p> <p>Air-trace and sand-trace the letters, ask children to follow the teacher's demonstration</p> <p>Use sand paper cut outs</p> <p>Simple Riddles about animals</p>	<p>Sound and Vocabulary Development: tree, tap, toy, television, etc.</p> <p>Draw children's attention to the initial sound</p> <p>Recap the previous sound vocabulary</p> <p>Note: Recap only one sound group in a day</p> <p>Recap the vocabulary of winter season</p>	<p>Introduce no: 9 Use concrete objects first W/S: 112</p> <p>Recap square W/S: 115 make pictures out of square</p> <p>Introduction of 'Near- Far' Using students in the classroom</p> <p>Odd one out- W/S:113 colour the 'same' objects and cross out the 'different'</p>	<p>Activity:- Guess My Smell Use empty bottles to make 'smelly bottles' Place a piece of cotton in each of these bottles, dip the cotton with a different 'smell' Make a hole in the bottle caps</p> <p>Create these smelly bottles using talcum powder, perfume, shampoo, flowers, leaves, etc. As a follow up activity engage children in a conversation about good and bad smells.</p> <p>Fine Motor: Give children play material - while children play with the apparatus, talk to different children. Ask the children to explain what they are playing and how</p> <p>Pasting- W/S:112 Number '9'- Colour in 9 objects and cross out the extra</p>

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
	<p>Children overwrite the letters done so far.</p> <p>Oversee and insist on correct letter formation Use crayons to over write.</p>	<p>Use continuously: Magic words</p> <p>This is a...</p> <p>Sit Down Stand up Form a line Form a circle</p>		<p>W/S: 113-Odd one out- colour the 'same' objects and cross out the 'different'</p> <p>Writing Pattern- W/S: 114 Pattern 'c' fill in the pattern inside the 'fish'</p> <p>W/S: 115 Squares- Make pictures using a square. Teacher's sample copy attached with the worksheet</p>

				<p>Use crayons to over write.</p> <p>Free outdoor play- Play with the ball, kick the ball.</p>
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February: Week- 1

Theme: Things Around Us

Language Development	Literacy(Hindi)	Literacy(English)	Mathematical abilities(Maths)	Sensory-Motor Development
<p>Rhymes</p> <p>(Rhyme 25)</p> <p>I am a big tree</p> <p>(Rhyme 26)</p> <p>Dramatise rhymes</p>	<p>Children overwrite the letters done so far.</p> <p>Oversee and insist on correct letter formation Use crayons to over write.</p> <p>Air-trace and sand-trace the letters, ask children to follow</p>	<p>Use continuously:</p> <p>Magic words</p> <p>This is a...</p>		<p>W/S: 113-Odd one out- colour the 'same' objects and cross out the 'different'</p> <p>Writing Pattern- W/S: 114 Pattern 'c' fill in the pattern inside the 'fish'</p> <p>W/S: 115 Squares- Make pictures using a square. Teacher's sample copy attached with the worksheet</p> <p>Use crayons to over write.</p> <p>Free outdoor play-Play with the ball, kick the ball.</p> <p>W/S: 117 Colour the pictures of- using colour coding</p> <p>W/S: 118 1. Practicing numeral writing</p>

<p>Use actions to co-ordinate with words</p> <p>Conversation Time: Discuss trees, water, air, night sky and day sky</p> <p>(do's and don'ts) Watering the plants What do you see in the day sky? What do you see in the night sky?</p>	<p>the teacher's demonstration</p> <p>Use sand paper cut outs</p> <p>Pick out some words and draw children's attention to the first and the last sound for e.q</p> <p>Introduce Vocabulary</p> <p>If, by this time, the teacher feels that the children are well-versed with the hindi letters done so far, more letter-sounds and the related vocabulary can be introduced.</p>	<p>Sit Down Stand up Form a line Form a circle sound vocabulary Pick out some words already done and draw the children's attention to the first and the last sound for e.q. drum-'d' and 'm'</p> <p>Encourage children to give examples of words beginning with the sound that the teacher gives</p>	<p>Recurring Pattern-W/S: 119 using shapes</p>	<p>and recognition</p> <p>W/S: 119 Recurring Pattern with shapes</p> <p>W/S: 120 Colouring:</p> <p>Vocabulary dog, doll, drum, duck, door , etc.</p> <p>Writing Pattern-W/S: 121</p> <p>Pattern of reverse 'c'</p> <p>Tactile Discrimination:</p> <p>Make children touch different surface: different kinds of cloth like cotton, woolen, silk, jute, etc. Different surface-tiles, door wall, floor, sandpaper, etc.</p> <p>Talk about the differences using words like soft, rough, smooth, hard</p> <p>Outdoor Play: devise interesting games for children using their current knowledge.</p>
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February : Week-2

Theme: World Around Us

Language Development	Literacy (Hindi)	Literacy (English)	Maths	Sensory Motor Development
<p>Rhyme:</p> <ul style="list-style-type: none"> I am a big tree (Rhyme 26) प्यास लगे तो पियो पानी (Rhyme 25) <p>Conversation Time: Discussion on community services – banks, hospitals, schools, post office, road, chemist, market, park</p> <p>What do we do in these places?</p> <p>Talk about respecting public places</p>	<p>Vocabulary Development : सड़क, अस्पताल, बैंक, डाकघर</p> <p>Air-trace and sand-trace the letters, ask children to follow the teacher's demonstration Use sand paper cut outs</p>	<p>Revise sound vocabulary – drum, duck, doll, dog, door, etc. Revise all the sound vocabulary Draw children's attention to the initial sound</p> <p>Introduce vocabulary– tree, sky, bird, stars, moon, sun, etc.</p> <p>Recap all the vocabulary done so far</p>	<p>Recap number 9 W/S : 122 Circle the correct number Recurring pattern of colour (Grid)</p>	<p>Fine motor: Give children play material – while children play, the teacher takes the opportunity to talk to different children every day. Ask the children to explain what they are playing and how.</p> <p>Use Play dough/ clay</p> <p>W/S: 123Mixed W/S ध, न, प</p> <p>W/S: 122 Recap of numbers 1-9</p> <p>W/S: 124. A</p> <p>W/S: 124. B</p> <p>W/S: 124. C</p>



Areas	Learning Outcomes
<p>1. Personal, Social and Emotional Development <i>The classroom should be an inviting and secure place for the child since the environment will play an important role in the child's overall development</i></p>	<p>At the end of the Nursery class the child</p> <ul style="list-style-type: none"> feels safe and secure in the classroom becomes aware of the rules made in the classroom is aware of the importance of hygiene and begins to care for self takes care of the classroom objects and play material uses language to express needs information / experience is able to turn take develops a routine enjoys responsibility of carrying out small tasks is confident to talk to other children when playing shows confidence in asking adults for help begins to adapt behaviour to different events, social situations and changes in routine without

	<p>fear</p> <p>initiates play, offering cues to peers to join in</p>
<p>2. Physical Development</p> <p><i>Colouring, writing, cutting and pasting, working with play dough, thumb/ finger printing, etc, help in developing the fine motor skills of the child.</i></p> <p><i>Outdoor free play and organised games in the playground should be a regular feature of the nursery curriculum.</i></p>	<p>At the end of the year, the child demonstrates greater control of gross motor and fine motor muscles</p> <p>moves freely with pleasure and confidence in a range of ways, such as walking, running, jumping, sliding and hopping</p> <p>walks downstairs, two feet to each step[while carrying a small object</p> <p>catches a large ball</p> <p>draws lines and circles using gross motor movements</p> <p>uses one handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>understands that equipments and tools have to be used safely</p> <p>gains more bowel and bladder control and independently attends to toileting needs most of the time</p> <p>usually manages to wash and dry hands</p>
<p>3. Language and Communication</p> <p>Listening and Attention</p> <p>Understanding</p> <p>Speaking</p> <p><i>Stories, rhymes, picture talk, play and circle time are a few ways to facilitate the development of language skills.</i></p>	<p>Listening and attention</p> <p>At the end of the year the child</p> <p>listen to stories with increasing attention and recall.</p> <p>focuses attention</p> <p>is able to follow instructions</p> <p>displays phonemic awareness</p> <p>is able to identify the sound of Hindi letters</p> <p>begins to identify the initial sound of the vocabulary introduced</p> <p>Understanding</p> <p>shows understanding of prepositions such as 'in,out' by carrying out an action or selecting correct pictures</p> <p>responds to simple instructions, e.g. to put away an object</p> <p>begins to understand 'why' and 'how' questions</p> <p>Speaking</p> <p>begins to use more complex sentences to link thoughts.</p> <p>can retell a simple past event in correct order in Hindi (e.g. went down slide, hurt finger)</p> <p>talks about her/his daily routine</p> <p>begins to talk about the pictures from the stories</p> <p>talks about herself/himself and her/his family</p> <p>talks about things /he likes to do</p>
	<p>Reading</p> <p>At the end of the year the child</p>

<p>4. Literacy Reading Writing</p>	<p>listen to and joins in with stories and poems, one-to-one and also in small groups enjoys rhyming and rhythmic activities listen to stories with increasing attention and recall finds the odd one out on the basis of appearance and size (visual discrimination). spots the difference between 2 similar pictures (visual discrimination) shows interest in illustrations in books has a fairly developed vocabulary of Hindi and english associates names of objects with some sounds identifies Hindi letters and their sounds and is able to give a few words beginning with those sounds.</p> <p>Writing makes/writes patterns using steady strokes with colours and chalks holds colours properly scribbles and reads what she/he has written.</p>
<p>5. Mathematics</p> <p>Numbers Shape, space and measure</p>	<p>Numbers At the end of the year the child classifies objects on the basis of colour, shape and size compress sizes of objects and arranges them in a sequence according to the size demonstrates understanding of mathematical concepts: big and small in and out up-down more and less recites numbers in order to 9 knows that numbers identify how many objects are in a set begins to represent number marks on paper or pictures matches numeral and quantity correctly shows an interest in numerals in the environment realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p>Shape, Space and Measure At the end of the year the child shows awareness of similarities of shapes in the environment uses shapes appropriately for tasks recognises basic shapes-circle, rectangle, square and triangle begins to talk about the shapes of everyday objects, e.g. 'round and tall</p>

<p>6. Understanding the World</p>	<p>At the end of the year the child shows interest in the lives of people who are familiar remembers and talks about significant events and experiences shows interest in different occupations and ways of life talks about things she/he observes such as plants, animals, natural and found objects shows care and concern for living things and the environment operates simple equipment-scissors,paint brush, etc.</p>
<p>7. Expressive Arts and Designs</p>	<p>At the end of the year of the year the child sings a few familiar songs begins to move rhythmically imitates movement in response to music taps out simple repeated rhythms explores colour and how colours can be changed understands and begins to use shapes to represent objects begins to be interested in and describes the texture of things begins to construct, stack blocks vertically and horizontally realises tools can be used for a purpose engages in imaginative role-play based on own first-hand experiences</p>