



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Varun Marg, Defence Colony, New Delhi – 110024

CURRICULUM KINDER GARTEN



स्वाध्यायान्ता प्रपदः

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 the end of 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
Director, SCERT

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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

Introduction

The main aim of pre-school curriculum is to explore the potential of the children and involve them in a host of activities, which help them develop different skills required for formal learning.

The suggested pre-school curriculum has aimed at providing a variety of experiences to the 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 themes integrate different concepts. The teacher should feel free to incorporate more aspects to the listed themes.

This curriculum uses a mixture of phonics and whole language approach. Letters of both the language- Hindi and English have to be introduced with their sounds.

What a Pre School Teacher Needs To Know

Pre-School Teachers need to motivate children, provide the correct, and lots of 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 her group of children

• **Outdoor play, clay work, stories and rhymes should be regular activities in the pre school curriculum**

The words introduced with all the letters are for vocabulary development and are not to be written by the children. However, the teacher must label every flash card so that the children are exposed to the written word.

• **The teachers must ensure correct letter formation**

• In the preschool curriculum, children are exposed to identification of both upper and lower case of English letters, however whenever a word is written it has to be in a lower case- for example- Boy, boy

X Y

• 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.

• Teacher's own use of language and the way she/he gives instructions is very vital for children's language development.

• Instructions should be clear, short and concise.

• Very young children require repetition of the instructions.

• Reading is meaningless unless we give them opportunities to look into the books and predict on the basis of their experiences.

• There is an inborn need for mobility and physical activities in the pre-schoolers.

• Children must be made aware that when they work they always begin from the top of the page and the left of the

page. Reading also follows the same rule.

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

- We may list common characteristics of a given age group but also ponder that individual differences exist and these should be respected.

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.

Pre-School Curriculum

Domains specifically inherent within this prescribed 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
- Good and Bad Touch

2. Sensory Motor Development

- Fine Motor- Eye hand coordination
- Gross Motor
- Auditory Discrimination
- Visual/Spatial Discrimination
- Tactile and Touch Discrimination(Optional)

3. Language and Communication

- Listening and Attention
- Understanding
- Speaking

4. Literacy (Cognitive)

- Reading on the basis of prediction
- Writing readiness scribbling patterns, visual discrimination, drawing, working with slates
- Reading and Writing

5. Early Maths(Cognitive)

- Number concepts such as big /small, in/out, up/down, near/far, tall / short, more/less, few and many, 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, peer, 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.

Themes

1. **Myself-** I, My Friend and I, My Family and I, My Body

Value: Self Care and Hygiene

Value: Respecting and helping others-parents and elders

2. **Rainy Season, Fruits and Vegetables**

Vocabulary related to rain

Names of fruits and vegetables

Value: Water conservation

Value 3: Good food Habits

Animals and Insects- Names of animals, insects, wild, domestic and pet animals, big and small animals.

Value: Sensitivity towards animals

Value: Cleanliness and Health- Keeping the surrounding clean

3. **Festivals** Understanding the value of the festivals- Dusshera, Diwali, Id, Gaur Purnab and X-mas.

Value: Prevention of air and noise pollution

Sensitising children about the labour involved in cracker making

4. **Birds-** Names of common birds, characteristics- colour etc.

Value: Caring and compassion for birds

5. **Transport and Vehicles-** Different means of transport, road rules

Value: Following rules on the road, in school and at home

6. **Winter season-** Food, vegetables, clothes, keeping warm, etc.

Value: Teacher to reinforce the value she finds necessary

7. **Our helpers-** Talking about occupation of people who help us- guard, doctor, etc.

Value: Dignity of Labour, politeness and respect for all

8. **World Around us-**




- Value: Respect towards public property

Week 1:

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
<p>Suggested rhymes-</p> <p>बूँद बूँद बूँद बूँद बूँद बूँद बूँद बूँद बूँद बूँद बूँद बूँद</p> <p>The teacher to talk to the children and encourage them to speak</p> <p>The students to begin talking about themselves :</p> <p>Myself</p>	<p>Phonemic Activities: The teacher to use different objects to create different sounds and distinguish between them- rustling of paper, keys, etc</p> <p>Teacher to use the names of the students for the beginning sound</p>	<p>Colour names: green, red, yellow</p> <p>Action words: clap, namaste, bye</p>	<p><u>Introduce circle</u></p>	<p>Play with paper- crumbling, crushing and tearing</p> <p><u>Colouring Activity-</u> W/S- A(tree), W/S- B (kite), W/S – C (cat) .</p> <p><u>Pasting-</u> W/S – D(bus) ask to paste circle on the wheels.</p> <p><u>Guided Free play</u> in the classroom using play material</p> <p><u>Outdoor play-</u> running, jumping, hopping, etc</p> <p><u>Activities to help identification of sound-</u> clapping, stamping feet,</p>

				knocking on the door, listening to the sounds outside the classroom
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April**Week 2**

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
Suggested rhymes-   <p>The teacher to talk to the children and encourage them to speak</p> <p>The students to begin talking about themselves :</p> <p>Myself</p> <p>Story: The teacher to use stories related to child's life</p>	<p>Phonemic Activities: The teacher to use different objects to create different sounds and distinguish between them- rustling of paper, keys, etc</p> <p>Teacher to use the names of the students for the beginning sound</p> <p>Phonemic activities to continue</p>	<p>Colour names: green, red, yellow</p> <p>Action words: clap, namaste, bye</p>	<p><u>Reinforce circle using the rhyme and examples</u></p>	<p>Play with paper- crumbling, crushing and tearing</p> <p><u>Colouring activity</u></p> <p><u>W/S-E (boat- blue), W/S-F (fish- orange)</u></p> <p><u>Guided Free play</u> in the classroom using play material</p> <p>.</p> <p>Games:</p> <p></p> <p>Skip and Jump</p> <p>Pasting</p> <p>W/S-G (paste circles according to the pictures- flower, sun, balloon and bird)</p> <p><u>Outdoor play-</u> running, jumping, hopping, etc.</p>

April

Week 3

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
Suggested rhymes- Head and Shoulder Two little hand go clap, clap The teacher to talk to the children and encourage them to speak The students to begin talking about themselves : Myself Story: The teacher to use stories related to child's life	<u>Phonemic</u> <u>Activities:</u> The teacher to use different objects to create different sounds and distinguish between them- rustling of paper, keys, etc Teacher to use the names of the students for the beginning sound	Colour names: reinforce Action words: go, come, sit, stand, sleep	<u>Classification:</u> <u>using concrete</u> <u>objects</u>	W/S- H Developing pictures out of circle <u>Colouring</u> <u>Activity-</u> W/S- I (bold shape picture colouring) . W/S-J colour traffic signal <u>Guided Free play</u> in the classroom using play material <u>Outdoor play-</u> running, jumping, hopping, etc.

Month 2- July

- Fol owing is the curriculum for the month of July.
- For convenience, it has been broken down into weekly plans. This will be the pattern for al fol owing months.
- Activities are suggestive and the teacher may change the sequence and use alternate methods to achieve the learning outcomes for the month.

Theme: Myself

Month 1

Make the transition from home to school happy, enriching and enjoyable.

Week 1: Myself

Value: Self Care, Hygiene

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
<p>Suggested rhymes-</p> <p>Two little hands go clap clap (rhyme 1)</p> <p>Discussion on theme- myself using</p> <p>sentences like</p> <p><u>Discussion on the value 'hygiene'-</u></p> <p>washing hands, brushing teeth, etc.</p> <p>Teachers to choose story relevant to the theme</p> <p>Picture books must be used</p> <p>Teacher to allow free drawing every day and encourage children to talk</p>	<p>Vocabulary building- with stress on initial sounds.</p> <p>(Letter not to be shown)</p> <p>Teacher says</p> <p>‘ □’</p> <p>Teacher says’</p>	<p>Body parts- eyes, ears, nose, hand, tongue, etc.</p> <p>Oral work-</p> <p>Colours- red, yellow, green, etc.</p> <p>(use and show examples)</p> <p>Vocabulary building using children’s name and objects in the classrooms.</p>	<p>Introduce Circle-</p> <p>Take concrete objects as examples like- bindi, sun, fan, coin, bangle, etc.</p> <p>Big/ Small-</p> <p>Introduce using concrete material</p> <p>W/S- 1</p> <p>Big and Small Worksheet- big boy/ small boy big ball/small ball</p>	<p>Play with paper- crumbling, crushing and tearing</p> <p>W/S- 2</p> <p><u>Standing line pattern (w/s)</u></p> <p>Paper folding-</p> <p>Hanky</p> <p>Colouring the ‘big-small’ picture(w/s)</p> <p>Free play in the classroom using play material</p> <p><u>Outdoor play-</u></p> <p>running, jumping, hopping, etc</p> <p><u>Activities to help identification of sound-</u></p> <p>clapping, stamping feet, knocking on the door, listening to the sounds outside the classroom</p>

about it.				
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Conversation- both free and structured- should be encouraged by the teachers for development at the domains.

Month 2 : July

Week 2

Sub Theme: My School, Friend and I

Value: Self Care and Hygiene

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
Recap rhymes done last week Discussion on theme- 'myself' <u>Discussion on 'hygiene'-</u> daily bath, clean nails Teachers to choose story relevant to the theme Teacher to allow free drawing every day and encourage children to talk about it Encourage free conversation	Teacher to use many random sounds and not any letter of the alphabet Example- '□' as □□□□□, □□□□□, □□□□□, □□□□□ '□'-□□□□□, □□□□□ boy, balloon, etc , □□□□□, □□□□□ Letters not to be shown □□□□□ □□□□□□□□□□ □□ □□□□, □□□□□ □□□□□□ □□□□□ □□□□□, □□□□□ □□□□□ □□□□□ □□□□□ □□□□□ □□□□□ □□□□□ (□□□□□ □□□ □□□)	<u>Colours-</u> blue, orange, etc Teacher to use many random sounds and not any letter of the alphabet For example- bus, boy, balloon, etc one word with each sound is enough to begin with (according to children's vocabulary) Recap the name and use of body parts. <u>The initial sounds of children's name may be used</u>	Reinforce the shape- circle Reinforce big and small	Play with paper- crumbling, crushing and tearing <u>Free play</u> in the classroom using play material <u>Outdoor play:</u> running, jumping, hopping etc. <u>Sorting of beads</u> of colours done so far (red, yellow, green, blue and orange) <u>'W/S- 3</u> Colouring Worksheet of 'sun' and 'balloon' Activity;

				Listening to and discriminating sounds... to be recapitulated
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Slates and chalk are an effective medium for writing exercises. They are not bound by lines and give enough space to practice the required strokes freely. The absence of lines leaves a child free, and is thus non-threatening; In case of a 'mistake', s/he can erase it. It is easy for the teacher to oversee the correct formation of the letter at one go

Month 2: July

Week 3

'Writing' in notebooks or worksheets should not begin before September.

Sub theme :Me and My family

Value: Respecting and helping others- elders

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
Language Development Suggested Rhymes : □□ □□□□ □□□□ □□□□ (rhyme 3) □□□□□ □□□□ □□□□ □□□ (rhyme 4) Discussion on - 'My family and I- helping family members Teachers to choose story relevant to the theme Teacher to allow	Introduction to the Letter and sound '□' Vocabulary words: □□□□ ,□□□□□,□□□□□ ,□□□□□,□□□□□ Teachers to regularly use all new words in sentences and stories to give them a context Worksheet □□□□ □□□□ □□ □□□□ ,	Introduction to the Letter and sound- 'T'/'t'-tree, tap, train, table, toffee Teachers to regularly use all new words in sentences and stories to give them a context 'T/t' worksheet W/S- 6 My name is _____. (orally)	Introduce "Up/down" /upar/niche- using examples from the classroom W/S 4 Colour the bus and paste circles for running and wheels	Play with paper- crumbling, crushing and tearing Free play in the classroom using play material Outdoor play: running and jumping W/S- 5 Worksheet- writing pattern (sleeping lines) W/S-6 Colour:

free drawing every day and encourage children to talk about it	□□□□ □□□□ □□ □□□ (□□□□□ □□□ □□)			tree, toffee and tap W/S- 7 Worksheet '□'-□□□□
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Month 2: July

Week 4:

All vocabulary must be introduced in a context.

Sub Theme- My Body

Value: Hygiene, Good Manners

Good Manners: Namaste, Thank You, Sorry, Please

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
Suggested Rhymes : (rhyme 5) Discussion on theme –‘my body’ and hygiene body parts, washing hands, cutting nails, daily bath, covering mouth while sneezing and coughing, keeping the classroom clean, etc. Introduce the following words- Namaste, Thank You, Sorry, Please Teacher to allow free drawing every day and encourage	Recap: ‘ अ ’ W/S 8 Introduce: letter and sound ‘ अ ’- (Worksheet) Teachers to regularly use all new words in sentences and stories to give them a context	New words- head, feet and stomach. Recap- eyes, ears, nose, tongue and hands Recap: ‘t’ Introduce letter and sound- ‘B’/‘b’ bus, bat, ball, boy, bag, balloon New Words: Namaste, Thank You, Sorry, Please Teachers to regularly use all new words in sentences and stories to give them a context	Introduce: “odd-one-out” (use concrete objects first- example- 3 crayons and 1 pencil) Developing circles into pictures on slates. Recap ‘up/down’	Play with paper- crumbling, crushing and tearing Free play in the classroom using play material Outdoor play: running, hopping, jumping, etc Stringing beads of different colours Worksheet 9 Writing pattern: standing and sleeping lines Activities on sound discrimination- jingling of keys, rubbing feet on floor, etc.

children to talk about it Activities on sound discrimination- jingling of keys, rubbing feet on floor,etc. Teachers to choose story relevant to the theme Teacher to repeat stories done so far				
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All vocabulary must be introduced with the help of flash cards. Flash cards pictures must be labelled. All vocabulary introduced should be age appropriate and socio-economically relevant

Month 3 : August

- Following is the curriculum for the month of August
- For convenience, it has been broken down into weekly plans.
- Activities are suggestive and the teacher may change the sequence and use alternate methods to achieve the learning outcomes for the month.
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For numbers to be understood, they must be introduced in the following sequence- Concrete-Pictorial- Numeral

Theme: Rainy Season, Fruits and Vegetables

Month 3 : August

Week 1

Value: Good Food Habits

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhymes : Rain rain go away (rhyme 6)</p> <p>बादल के क्या जी में आई (rhyme 7)</p> <p>Vocabulary (English): cloud, rain, rainbow, umbrella, etc</p> <p>(Hindi): badal, garjana, gila, kichad etc.</p> <p><u>Discussion on rain and good food habits</u></p>	<p>Introduce Letter and sound 'ब'</p> <p>Words: बारिश, बादल, बरसना, बरसाती, बरतन, बत्तख, बर्फ, बस, बुलबुल</p> <p>Teachers to regularly use all new words in sentences and stories to give them a context</p> <p>Worksheet 'ब' (Worksheet 10)</p>	<p>Introduce Letters and sound 'A'/'a'</p> <p>Vocabulary words- ant, apple, accident, ambulance, etc</p> <p>Teachers to regularly use all new words in sentences and stories to give them a context</p> <p>Worksheet- 'a' 'A' (Worksheet 11)</p>	<p>Introduce Number 1 using objects first then worksheet W/S 12- colouring</p> <p>Worksheet 13 Patterns using worksheet- tracing a pattern (up-down pattern)</p> <p>"In/ out"- Introduce: through enactment-</p> <ol style="list-style-type: none"> Children going in and out of the class. Using objects- pencil 'in' and 'out' of 	<p>Outdoor/ indoor play: throwing, catching and kicking a ball and walking on a line</p> <p>W/S 13 Worksheet- <u>Writing pattern</u> 'up and down pattern'</p> <p>Encourage children to draw pictures related to sounds on slates</p>

Teacher to choose story relevant to the theme			the box 3. Using pictures	
Teacher to encourage children to talk about their experiences	Names of seasonal fruits - आम, खरबूजा, तरबूज, लीची, पपीता, केला		Worksheet 14: Developing circles into pictures	
Repeat stories done so far	Vegetable names- टमाटर, प्याज, खीरा, भिंडी, टिंडा, लौकी			

Vocabulary Building Activities:

- Asking children to draw and encouraging them to talk about their pictures
- Collecting pictures of animals, things in the park, school, on the road, at home and discussing them.
- Picture Reading: showing a picture to the whole class and encouraging them to talk about it
- Classification – body parts, colour names, action names

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Month 3 : August

Week 2

Theme : Rainy Season, Fruits and Vegetables

Value- Good Food Habits

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhymes : देखो देखो बादल आए</p> <p>एक छोटी किशती मेरे पास मैंने बनाई (rhyme 9)</p> <p><u>Discussion on theme, 'good food habits' and 'Independence Day'</u></p> <p>Recap fruits and vegetables name</p> <p>Encourage free conversation</p> <p>Use stories</p>	<p>Introduce Letter and sound 'व'- वर्षा, वन, दवाई, दवात, वज़न, वरदी -</p> <p>Encourage children to listen to the sound in a middle of the word also.</p> <p>Teachers to regularly use all new words in sentences and stories to give them a context</p> <p>व- वर्षा - Worksheet-15</p>	<p>Introduce Letter and sound - 'R'/ 'r' Vocab. words- road, run, race, rabbit, red, rat, etc</p> <p>Teachers to regularly use all new words in sentences and stories to give them a context</p> <p>Worksheet 16- 'R'/r'- road, rabbit, race,</p>	<p>Introduce number 2 using objects first Worksheet- 17</p> <p>W/S 18- In/out(finger printing)- use a colour for 'in' and another one for 'out'</p> <p><u>Recap 'big/ small' and 'up/down'</u></p> <p><u>Find the similar pair</u> using pictures of fruits and vegetables</p>	<p>Worksheet- 'व' वर्षा W/S 15</p> <p>W/S 19- Worksheet- <u>Paper folding 'boat'</u> paste with pattern</p> <p><u>Flag making</u></p> <p>'In/Out'- worksheet (W/S -18)</p> <p>Activity: <u>Sorting of Picture Cards of 'Good'/'Healthy' & 'Bad'/'Unhealthy' Food</u> collectively kept in a box for differentiation</p>

Month 3 : August

Week 3

Theme: Rainy Season, Fruits and Vegetables

Value: Water conservation

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
Suggested Rhymes : मछली जल की रानी है (rhyme 10)	Introduce Letter and sound - 'छ' छाता, छतरी, छत, छुकछुक - draw these objects on slates	Letter and sound-'F'/f'- fish, fan, finger, flower, five, etc	Introduce numbers 3 and 4-using objects first. Worksheet 20	Worksheet 22 W/s on <u>mixed writing pattern</u> (Standing, sleeping and slanting line)
छम-छम बरसा पानी (rhyme 11)	<u>Teachers to regularly use all new words in sentences and stories to give them a context</u>	<u>Teachers to regularly use all new words in sentences and stories to give them a context</u>	<u>Activity:Memory Game</u> -teacher removes a card from a set of 5 pictures-child to identify	Encourage the children to draw the things related to the letters learnt so far on the slates
<u>Discussion on theme - 'rainy season'</u>				<u>Paper folding-flower</u>
Encourage free conversation	Encourage the children to draw the things related to the letters learnt so far on the slates	Encourage the children to draw the things related to the letters learnt so far on the slates.	W/s 21- odd one out using pictures with 'in and out' concept	
Talk about <u>water conservation</u>				
Recap names of fruits and vegetables	<u>Recap all the letters, sounds and vocabulary done so far</u>	<u>Recap all the letters, sounds and vocabulary done so far</u>		
Teachers to use stories related to theme				

→ Children should always be taken from simple to complex

activities, and from familiar to unfamiliar act

→ Activities- integrating all activities with real life experiences

Month 3 : August

Theme: Rainy Season, Fruits and Vegetables

Week 4

Value: Water conservation

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
Recap (Add more rhymes) Suggested Rhymes : प्यास लगी तो पियो पानी (rhyme 12) Discussion on the theme Talk about <u>water conservation</u> Discussion on <u>Festivals - RakshaBandhan, Janamastmi</u> <u>Recap names of fruits and vegetables</u> Encourage free conversation Teachers to use stories related to the theme	Introduce Letter and sound- 'म' मगरमच्छ, मोर, मछली, मच्छर, मटर, माला, मग Use flash cards W/S 23- माला worksheet Encourage the children to draw the things related to the letters learnt so far on the slates <u>Recap all the letters, sounds and vocabulary done so far</u>	Introduce Letter and sound-'S' 's'- sun, sit, stand, sleep, snake, etc. Action words like-sleep, stand, sit, etc can be dramatized Use flash cards wherever necessary Encourage the children to draw the things related to the letters learnt so far on the slates <u>Recap all the letters, sounds and vocabulary done so far</u>	Number-1-4 Numeral recognition; -Use objects -Children may start writing numerals on slates W/S- 26 Big/small- (Size/ Circle) Pasting worksheet- children to paste circles of different sizes	Finger printing- मछली के नमूने worksheet W/S 23- ' म ' - माला worksheet(pasting) W/s-'S'/ 's'- W/S 24 Colour the 'sun' 'snake' and 'star' <u>Activity- Rakhi making</u> W/S 25- colour pictures with 'm'. Colour 'm' pictures and cross out others.

Teachers must encourage celebrations of all Indian festivals with equal spirit.

Month 4 – September

Theme -Animals and Insects

Value : Care of pet animals

Following is the curriculum for the month of September

- For convenience, it has been broken down into weekly plans.
- Activities are suggestive and the teacher may change the sequence and use alternate methods to achieve the learning outcomes for the month.

All worksheets related to vocabulary and sound should have provision for overwriting of the letters also.

Month 4 : September

Week 1-**Value: care of (pet) animals**

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhymes : चूँ चूँ चीं चीं छ, छ घड़ी पे चूहा नाचा (rhyme 13)</p> <p>शेर निराला हिम्मत वाला (rhyme 14)</p> <p><u>Discussion on pet, domestic and wild animals</u>(with examples and pictures)</p> <p>Vocabulary- cat, dog, rabbit, fish,</p>	<p>Introduce letter and sound 'च'- चूहा, चादर, चटनी, चावल, चाची, चाचा, चिड़िया, चाँद, चमचम, चम्मच, चने</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Children can be initiated into writing letters</p> <ol style="list-style-type: none"> 1. on slates 2. over writing 3. independent writing </div> <p>Encourage the children to draw the things related to the letters learnt so far on the slates</p> <p>Teacher to make sure of correct letter formation</p>	<p>Introduce letter and sound- 'C' 'c' and 'K' 'k'- cat, cup, cake, candle K- key, kangaroo, kitten, kite, etc Teacher to emphasise similar sound of both letters</p> <p>Worksheet 27- pictures with 'C' 'c' and 'K' 'k'</p> <p>Encourage the children to draw the things related to the letters learnt so far on the slates</p> <p>Children can be initiated into writing letters</p> <ol style="list-style-type: none"> 1. on slates 2. over writing 3. independent writing 	<p>Number 5- Introduce using concrete objects- <u>Hand printing</u> (W/S-28)</p> <p>Recap all maths concepts done</p> <p>Activity : Seriation- using different objects/ pictures in 3 sizes</p>	<p>W/S 28- Hand Printing</p> <p>Colouring animal pictures (W/S 29)</p> <p>Paper folding : dog</p> <p>Encourage free hand drawing on slates and worksheets</p> <p>Worksheet - 27 pictures</p>

<p>monkey, cow, lion, elephant, fox, wolf, cheetah, etc.</p> <p><u>Explain what pet animals are</u></p> <p>Teacher to choose story relevant to the theme- use dramatization</p> <p>Discussion on value- care of pet animals</p>		<p>Teacher to make sure of correct letter formation</p>		<p>with 'C' 'c' and 'K' / 'k' (Eng)</p> <p><u>Free play</u> with blocks, puzzles, beads, etc.</p> <p>Teacher to specially organize outdoor theme based races in a simple manner - dog: bone, rabbit: carrot, monkey: banana... prepare special TLMs for this.</p>
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Month 4 : September

Week 2

Sub theme-Big and small animals

Value: Sensitivity towards animals who work in the circus, etc.

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
<p>Suggested Rhymes :</p> <p>□□ □□□ □□</p> <p>□□□□□</p> <p>□□□□□□□</p> <p>One two buckle my shoe</p>	<p>Introduce Letter and sound- '□' and '□'</p> <p>□□□□□, □□□□□</p> <p>□□□□□, □□□□□</p> <p>□□□□□, □□□□□</p>	<p>Introduce letter and sound- 'G' / 'g' and ' M' / 'm' and 'G', 'g'- girl, grass,</p>	<p>Worksheet</p> <p>32-</p> <p><u>Recap number</u></p> <p>1-5 matching numbers with</p>	<p><u>Outdoor</u>: throwing and catching</p> <p>Developing things from rectangle onslates</p> <p>Worksheet</p>

(rhyme 16) □□□□ □□□ □□ □□□□ (rhyme 17) <u>Discussion on</u> <u>theme- 'big'</u> <u>and 'small'</u> <u>animals</u> <u>Discussion on</u> <u>value-</u> <u>'sensitivity</u> <u>towards</u> <u>animals'</u> Free conversation Teacher to choose story relevant to the theme	,□□□□ ,□□□□ Worksheet 30 '□'and '□' Teachers to regularly use all new words in sentences and stories to context	green, grapes, etc(W/S -31) 'M', 'm'-monkey, mummy, moon, mat, etc. Worksheet for' g' Worksheet for 'm' Teachers to regularly use all new words in sentences and stories to context	numerals Introduce rectangle- use examples from the classroom- draw and develop into pictures on slates <u>Activity-</u> <u>Classify</u> <u>big and small</u> <u>animals using</u> <u>flash cards</u>	'□' and '□'(30) - colour pictures of '□' and '□' Worksheet for'G/ g'- and 'M/ m' (W/S 31)
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Month 4 : September**Week 3****Sub theme-Water and land animals**

Equip the class environment with a Dol 's/Toy Corneressentially AI Handwork/creative work/art sheets worked upon by children to be displayed in the class. Plan & Create interesting display ideas & corners for the work done by each child in the class.

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
Recap all rhymes- encourage children to recite rhymes independently Discussion on theme- 'water' and	Introduce Letter and sound- '□□'and □□' □□□□□ □□□□□,□□□□□,□□□□□ □□□ ,□□□ ,□□□□□□□	Introduce letter and sound-'T'/ 'i' and "injection" Letter and sounds of N/n- N/n- nest, nail, nose, neck,	Practice numbers on slates Recap pre number concepts done so far with	Animal puzzle-W/S- 33 Children to colour big picture of animal, teacher to tear the picture into 3-4 pieces students to paste it back as one picture

'land' animals (Vocabulary to be developed related to theme) Free conversation Teacher to choose stories	Worksheet- teachers to devise worksheets with these letters Teachers to use flash cards for the letters and vocabulary	number, etc. Worksheet- teachers to devise worksheets with these letters Teachers to use flash cards for the letters and vocabulary	enactment W/S -32.A Recap rectangle worksheet (w/s 32.A) (cupboard, door, blackboard, etc.)	Paper folding: fish Movements- teacher to use different body postures to depict- wind, bird flying, frog jumping, etc. Free play with blocks, puzzles, beads, etc.
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Provide opportunities for creative expression. Appreciate the child and do not criticise.

Month: 4 September

Week 4 Sub theme- Insects

Value : Hygiene

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory Motor Skills
Suggested Rhymes : □□ □□ □□□ □ □□ Encourage Free conversation Teacher to choose stories Discussion on theme- 'insects' (Vocabulary to be developed related to theme- □□□□□ ,□□□□□ ,□□□□□ ,□□□□□ Teacher to talk about keeping the surroundings clean Talk about - malaria, dengue	Introduce Letter and sound- '□' and □-' □ - □□□ ,□□□□,□□□□,□□□□ □- □□ ,□□ ,□□ ,□□□ Pictures of this letter to be drawn on slates Teachers to use flash cards for the letters and vocabulary	Introduce letter and sound-'L' / 'i' lion, line, lamp, letter, leg, etc. Pictures of this letter to be drawn on slates Teachers to use flash cards for the letters and vocabulary	W/S-34 Count and colour Number 5 W/S 35 Recap shapes- circle, rectangle- Worksheet-35 (colour coding)- W/S 36- Odd one out- W/S- cross the odd picture out	Paper folding- cat and fox Writing pattern ('u'- shaped pattern) W/S- 37 Teacher to devise simple activities to keep the class environment clean with the help of children. Make the child aware on a daily basis of hazards of mosquito bite

(prevention)				
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Children must be made aware that when they work they always begin from the top of the page and the left of the page. Reading also follows the same rule.

While writing, the teachers must ensure the same rule follows and writing strokes follow the top to bottom rule

October

Theme: Birds and Festivals

- Following is the curriculum for the month of October.
- For convenience, it has been broken down into weekly plans.
- Activities are suggestive and the teacher may change the sequence and use alternate methods to achieve the learning outcomes for the month.

Month 5: October

Week 1: Birds

Value : Sensitivity towards birds

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhymes : चूँ चूँ चिड़िया (Rhyme 19)</p> <p>तोता हूँ मैं तोता हूँ (rhyme 17)</p> <p><u>Vocabulary of birds-</u> तोता, कबूतर, कौआ, चील, चिड़िया</p> <p>Talk about birds home- how birds construct their home</p> <p>Encourage the children to care for birds in summer by putting out water for birds.</p>	<p>Introduce Letter and sound- 'द'- द- दवाई, दादा, दादी, दरवाजा, दूध</p> <p>Teachers to use flash cards for the letters and vocabulary</p> <p><u>Recap letters,</u> sounds and vocabulary done so far</p> <p><u>Practice letter formation of the letters done so far- on slates</u></p>	<p>Introduce Letter and Sound 'H/h'- hand, hut, horse, head, hair, etc</p> <p>Teachers to use flash cards for the letters and vocabulary</p> <p>Worksheet- 'h'/'H' W/S -38</p> <p><u>Recap letters,</u> <u>sounds and</u> vocabulary done so far</p> <p><u>Practice letter formation of the letters done so far- on slates</u></p>	<p>Introduce Number 6- using concrete objects first W/S no. 39</p> <p>Introduce Near/far- use examples from the classroom and environment. Take children outside the classroom</p> <p>W/S- 40 Pasting rectangles of different sizes. (paste acc. to size)</p> <p><u>Recap pre number concepts done so far</u></p>	<p><u>Making water holders for birds out of plastic bottles</u></p> <p>Worksheet 'H/h'- colouring worksheet W/S -38</p> <p><u>Free play</u> with blocks, puzzles, beads, etc</p> <p><u>Outdoor play</u> Races Jumping Hopping Running</p>

Month 5 : October**Week 2: Dusshera, Diwali and ID****Value: Prevention of air and noise pollution**

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Discussion on festivals- <u>Diwali</u>, <u>Dusshera</u> and <u>ID</u></p> <p>Encourage free conversation</p> <p>Talk about how <u>crackers</u> create <u>noise</u> and <u>air pollution</u>- crackers harm babies</p> <p>People involved in manufacturing of crackers have health hazards</p> <p>Talk about <u>safety</u> while bursting crackers</p> <p>Vocabulary of birds to be reinforced</p>	<p><u>Recap letters, sounds and vocabulary done so far</u></p> <p><u>Practice letter formation of the letters done so far</u> - encourage the children to over write on worksheets with crayons and with chalk on slates</p> <p><u>Encourage children to draw pictures related to theme on slates</u></p>	<p><u>'Recap letters, sounds and vocabulary done so far</u></p> <p><u>Practice letter formation of the letters done so far</u> - encourage the children to over write on worksheets with crayons and with chalk on slates</p> <p><u>Encourage children to draw pictures related to theme on slates</u></p>	<p><u>Recap near/far</u></p> <p><u>Recap number 6W/S- 41</u>(matching)</p> <p>Seriation- 4 दिया worksheet</p>	<p>Making Ravaan with waste material like ice cream spoons/sticks and chocolate wrappers, empty & colourful packets.</p> <p>Seriation W/S- pasting 4 diyas small to big</p>

M**Month 5 : October****Week 3 Dusshera, Diwali and ID****Value: Prevention of air and noise pollution**

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
Rhymes- recap all Talk about <u>festivals</u>	All activities of week 2 to be continued in this week <u>Practice letter formation</u> of the letters done so far - encourage the children to over write on worksheets with crayons and with chalk on slates	Introduce Letter and sound 'J/j' - jam, joker, jacket, jug , etc. juice- introduce these words in a context (Worksheet 42) All activities of week 2 to be continued in this week <u>Practice letter formation</u> of the letters done so far - encourage the children to over write on worksheets with crayons and with chalk on slates Recap all the sounds , letters and vocabulary done so far	All activities of week 2 to be continued in this week	Do <u>festival related class work</u> All activities of week 2 to be continued in this week Diwali Craft: Making frills, kandeels, diyas and cards 'J/j'- worksheet42- colouring- joker, jacket, juice, jam, jug etc.

Month: November

- Following is the curriculum for the month of November
- Activities are suggestive and the teacher may change the sequence and use alternate
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- For convenience, it has been broken down into weekly plans.
- methods to achieve the learning outcomes for the month.

To develop social skills and to encourage children to follow rules it is necessary for teachers to be role models. A teacher's behaviour should incorporate and reflect all the values she/he wishes to transmit.

Month 5 : November

Theme- Transport/Vehicles

Week 1: Road Transport

Value: Following rules

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhymes : लाल बत्ती रुको (rhyme 20) मेरे पास साइकिल (rhyme 21) Wheels on the bus (rhyme 22) Road Transport(vocabulary development) - car, scooter, cycle, bus, etc) <u>Discussion on different means of transport</u> Teachers to talk about <u>rules to be followed on the road</u>-obeying traffic lights, using zebra crossing, avoid littering the roads Teacher to choose a story Use stories and drama to create an enriching environment in the classroom</p>	<p>Introduce Letter and sound- 'घ' घर, घास, घंटी, घोंसला, घाघरा, घोड़ा, घुंघरू Worksheet (students to draw)- children to draw a picture of घर with घास and trees outside <u>Practice letter formation</u> of the letters done so far Recap all the sounds, letters and vocabulary done so far</p>	<p>Introduce Letter and sound- 'P/p' Vocabulary- pen, pencil, paper, purple, pink, peacock, etc Worksheet43 'P/p' <u>Practice letter formation</u> of the letters done so far Recap all the sounds, letters and vocabulary done so far</p>	<p>Number 7-W/S -44 Introduce square Teachers can draw children's attention to the square tiles on the floor as different from rectangular ones on the wall <u>Draw squares on slates and develop them into pictures</u> of box, kite, carom, house, etc. Introduce tall and short (orally) using examples- children , trees, etc.</p>	<p>Colouring the traffic light- (W/S 45) Worksheet of drawing 'घ' Worksheet- 43'P/p'- printing and colouring peacock <u>Free play</u> with blocks, puzzles, beads, etc Outdoor play</p>

Month 6 : November

Week 2: Air transport

Value: Rules of class-

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Rhyme on aeroplane</p> <p><u>Vocabulary of air transport-</u> aeroplane, helicopter</p> <p><u>Discussion on rules of the class-</u>turn taking, sharing, cleanliness, listening, neat work, use of dustbin, etc</p> <p>Free conversation</p> <p>Teacher to choose a story- she may repeat some- children love to listen to story again and again</p>	<p>Introduce Letter and sound 'स'- संतरा, सेब, सड़क, साबुन, सूरज, सिर</p> <p>Letter and sound- 'फ' फल, फूल, फटफट, फाड़ना, फुदकना (W/S 46)</p> <p>Use flash cards</p> <p>Recap all the sounds, letters and vocabulary done so far</p> <p><u>Practice letter formation of the letters</u> done so far - encourage the children to over write on worksheets with crayons and with chalk on slates</p> <p>Worksheet - colour ' फूल '</p>	<p>Introduce Letter and sound- 'O' /'o' Vocabulary- orange, on, box, fox, hot</p> <p>Use flash cards</p> <p>Recap all the sounds, letters and vocabulary done so far</p> <p><u>Practice letter formation of the letters</u> done so far - encourage the children to over write on worksheets with crayons and with chalk on slates</p>	<p>Introduce -on and under with examples (Worksheet 47)</p> <p>Number 1-7 Students can write numbers on slates and draw pictures</p> <p>What is missing?- children to complete the incomplete pictures (W/S -48)</p>	<p>W/S 49- Pasting-making train using square cut outs</p> <p>W/S 46-'फ' Colouring ' फूल '</p> <p>Colour and pasting- aeroplane and clouds (W/S-50)</p> <p>Worksheet 47- on and under(colouring)</p> <p><u>Free play</u> with blocks, puzzles, beads, etc</p> <p><u>Outdoor play</u></p>

Month 6 : November

Week 3: Water Transport

Value: Rules at Home- Politeness, Helping others

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhymes : छुक छुक आई रेल (rhyme 23)</p> <p>जंगल में जानवर (rhyme 24)</p> <p>Vocabulary related to water transport- नाव, जहाज</p> <p><u>Discussion on values-</u> 'politeness', 'helping others', routine, obeying elders, putting away things</p> <p>Free conversation</p> <p>Story- teacher's choice</p>	<p>Introduce Letter and sound- 'ज'- जहाज, जग, जल, जामुन, जलेबी, जादू, जंगल, गाजर, अजगर</p> <p>Children to draw pictures on slates</p> <p>Recap all the sounds, letters and vocabulary done so far</p>	<p>Introduce Letter and sound- 'D/ 'd'- dog, duck, doll, den, drum, door- (paper folding)</p> <p>Recap all the sounds , letters and vocabulary done so far</p>	<p>Recap 'on' and 'under' by using concrete actions example- under the table, on the table, etc.</p> <p>Introduce number 8- 1. Using objects 2.Finger printing W/S- 51</p>	<p>Classification Combined worksheet - air, water and land transport- colour road transport in one colour, air transport in another, etc. (colour coding) W/S 52</p> <p><u>Odd one out (visual)- worksheet-</u> looking for difference in the same objects W/S 53</p> <p>Paper folding- 'dog'</p> <p><u>Free play</u> with blocks, puzzles, beads, etc.</p> <p><u>Outdoor Play</u></p>

Month 6 : November

Week 4

Values :Respect towards one's surroundings

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhyme Red Light, Red Light what do you say rhyme 25)</p> <p>Discussion on the theme</p> <p>Talk about <u>how one should keep one's surroundings clean</u></p> <p>Teacher can involve children cleaning in the class</p>	<p><u>Recap letters, sounds and vocabulary done so far.</u></p> <p><u>Practice letter formation of the letters done so far - encourage the children to over write on worksheets with crayons and with chalk on slates</u></p>	<p><u>Recap letters, sounds and vocabulary done so far</u></p> <p><u>Practice letter formation of the letters done so far - encourage the children to over write on worksheets with crayons and with chalk on slates</u></p>	<p>Number 1-8 Recap- W/S 54</p> <p>Recap- <u>tall/short and on/under</u></p>	<p><u>Pattern worksheet 'C-shaped pattern' (W/S 55)</u></p> <p>Finger printing on outline of water and inside the duck (W/S 56)</p> <p>Means of transport - <u>odd one out (W/S- 57)</u></p> <p><u>Introduce paper cutting-</u> random, along straight lines using newspaper</p> <p><u>Free play</u> with blocks, puzzles, beads, etc</p> <p><u>Outdoor play</u></p>

December

Month 7

Children should attach meaning to whatever they do in the classroom.

Pre-schoolers are intuitively eager, spontaneous, and creative.

Theme: Winters,

Clothes, fruits and vegetables of winters

Week 1

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhymes- सरदी आई (rhyme 26)</p> <p>तोता हूँ मैं तोता हूँ</p> <p>Do's and Don'ts applicable to winters</p> <p>Discussion on the theme</p> <p>Vocabulary related to winter- sweater, coat, pant, gloves, heater</p> <p>Vocabulary : Hindi- आग सेंकना, सरदी, रजाई, स्वेटर</p> <p>Food- गर्म, दूध, मूँगफली, भुट्टा (dry fruits)</p>	<p>Introduce Letter and sound 'त'</p> <p>तोता, तितली</p> <p>W/S - तोता, तितली</p> <p><u>Recap letters, sounds and vocabulary done so far.</u></p> <p><u>Practice letter formation of the letters done so far</u> - encourage the children to over write on worksheets with crayons and with chalk on slates</p>	<p>Introduce Letter and sound - 'W/w'-</p> <p>winter, water, watch, wall, etc. (Use flash cards)</p> <p><u>Recap letters, sounds and vocabulary done so far.</u></p> <p><u>Practice letter formation of the letters done so far</u> - encourage the children to over write on worksheets with crayons and with chalk on slates</p>	<p>Introducing number 9-</p> <ul style="list-style-type: none"> • using concrete objects • Stringing beads <p>Introduce triangles and develop pictures out of triangles on slates.</p> <p><u>Practice numeral writing on slates</u></p> <p>Introduce More /less-</p> <ol style="list-style-type: none"> 1. using objects 2. using pictures 	<p>Colouring worksheet 'त' - तोता, तितली</p> <p>W/S 58</p> <p><u>Outdoor organised games</u> involving running, hopping, jumping, etc.(children learn to listen to instructions)</p> <p><u>Free drawing on a topic-</u> garden scene, road scene</p> <p><u>Free play</u> with blocks, puzzles, beads, etc</p>

Month 7 : December

Week 2

Theme :Winter

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhymes- सर्दी आई सर्दी आई It is winter I have caught a cold(rhyme 30)</p> <p><u>Clothes required in the winter season-</u> coat, pant, sweater, gloves</p> <p>Discussion on theme- winters</p>	<p>Introduce Letter and sound- 'ल'- लाल, लड्डू, लट्ठ, लड़की, लोटा, लकड़ी, लंगूर (Worksheet-'ल'- 59)</p> <p><u>Recap letters, sounds and vocabulary done so far</u></p>	<p>Introduce Letter and sound 'E/e'- elephant, egg, etc. (Worksheet-'E/e' 60)</p> <p><u>Recap letters, sounds and vocabulary done so far</u></p>	<p>Number-9 (W/S-61)</p> <p>Introduce Heavy and light using objects and example</p> <p>Recap triangle- teacher to talk about three sides of triangle- worksheet- using triangles to make pictures (W/S 62)</p>	<p><u>Outdoor organised games</u> involving running, hopping, jumping, etc.(children learn to listen to instructions)</p> <p>Worksheet-'ल' Children to colour लड़का और लड़की (W/S 59)</p> <p>Worksheet- 'e'- paper tearing and pasting inside the picture(W/S - 60)</p> <p><u>Free play</u> with blocks, puzzles, beads, etc</p> <p>Worksheet- triangles (W/S 62)</p>

Stories have a very special place in a pre-school curriculum because they provide an enjoyable means through which children develop language, listening, concentration, imagination, empathy and emotional maturity. In addition, stories can be used to help children learn/reinforce concepts or a theme or a value.

Stories are effective only when narrated with voice modulation, expression and dramatization. It is mandatory to use pictures, hand puppets, or flash cards in order to provide visuals to help teacher's words and enable children to identify with the characters.

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
Suggested Rhymes	Introduce letter and sound-	Introduce letter and sound-'V/'v'-	<u>Recap numbers 7-9 (W/S-65)</u>	'न'- worksheet (Colouring) (W/S 63)
Discussion on theme- 'winter'	न- नल, नाक, नमस्ते, नाव, नीला, नाम	van, vase (W/S 64)		
Vocabulary related to the theme to be developed	(Worksheet 63)	Use flash cards		(W/S- 66)
	Recap letters, sounds and vocabulary done so far	Recap letters, sounds and vocabulary done so far	<u>Recap 'triangle' (W/s 67)</u>	Pattern writing (recurring pattern- sun, ball)
Discussion on Christmas	Practice letter formation of the letters done so far - encourage the children to over write on worksheets with crayons and with chalk on slates	Practice letter formation of the letters done so far - encourage the children to over write on worksheets with crayons and with chalk on slates	<u>Recap concept- 'heavy and light' 'more or less'</u>	<u>Outdoor organised games</u> involving running, hopping, jumping, etc. (children learn to listen to instructions)
			<u>Introduce recurring sequential patterns for</u> e.g- • sun, tree, sun, tree, etc • ball, bat, ball, bat, etc	<u>Making a Christmas tree-</u> (using triangles and squares)- decorate it. W/S- 67

We may list common characteristics of a given age group but also ponder that individual differences exist and these should be respected.

Month 8 : January

Theme : Our Helpers

- Following is the curriculum for the month of January.
- For convenience, it has been broken down into weekly plans.
- Activities are suggestive and the teacher may change the sequence and use alternate methods to achieve the learning outcomes for the month.

Value: Dignity of Labour, Politeness towards our helpers, Respect for all

Week 1:

Theme: Our Helpers

Value: Dignity of Labour, Politeness towards our helpers, Respect for all

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Suggested Rhymes खो खो खांसी (rhyme 27) धोबी आया</p> <p><u>Vocabulary : people who help us--</u> doctor, carpenter, guard bhaiya, gardener, safai wale bhaiya/didi, police men, dhobi</p> <p>Vocabulary connected to each profession</p> <p>Teachers to discuss how these professions are important</p> <p>Discussion on value- 'respect' and 'politeness'</p> <p>Encourage free conversation</p>	<p>Introduce Letter and sound - 'ध'</p> <p>Vocabulary - words - धोबी, धक्का, धुँआ, धोना, धनुष</p> <p><u>Practice letter formation of the letters</u> done so far - encourage the children to over write on worksheets with crayons and with chalk on slates</p>	<p>Introduce Letter and sound 'U/u'- under, up, umbrella, etc (w/s)- 68</p> <p><u>Practice letter formation</u> of the letters done so far - encourage the children to over write on worksheets with crayons and with chalk on slates</p>	<p>Number 1-9 W/S-69</p> <p><u>Recap 'more and less' using examples</u></p>	<p><u>Outdoor play</u> to continue</p> <p><u>Free play</u> with blocks, puzzles, beads, etc</p> <p>Paste cut outs of different shapes (circle, triangle, rectangle and square) to make figures (W/S 70) Example- triangle and square to make a hut (as given in the worksheet)</p>

Month 8 : January

Week 2

Theme: Our Helpers

Value: Dignity of Labour, Politeness towards our helpers, Respect for all

Rhymes	Language (Hindi)	Language (English)	Early Maths	Motor Skills
<p>Recap rhymes Vocabulary connected to each profession</p> <p><u>Vocabulary words-</u> doctor, carpenter, guard, gardener, safai wale bhaiya/didi, police men, dhobi</p> <p><u>Discussion on values :</u> 'respect for all', 'dignity of labour'.</p> <p>Story narration : teacher's choice- teachers can also repeat the stories</p>	<p><u>Recap the letters, sounds and vocabulary done so far</u></p> <p><u>Practice letter formation of the letters done so far</u> - encourage the children to over write on worksheets with crayons and with chalk on slates</p>	<p>Introduce the letter and sound of 'Q/ 'q' Q/'q' as in queen, quilt, etc.</p> <p><u>Recap the letters, sounds and vocabulary done so far</u></p> <p>Odd one out (with letters and sounds) W/s' 71</p> <p><u>Practice letter formation of the letters done so far</u> - encourage the children to over write on worksheets with crayons and with chalk on slates</p>	<p>W/S- 72 Number 1-9- count and circle the correct number</p> <p><u>Recap all shapes W/S- 73</u> Paste corresponding shape to decorate circle, square, triangle</p> <p><u>Recap- More or less</u></p> <p><u>Practice numeral writing</u> on slates</p>	<p><u>Outdoor play</u> to continue</p> <p><u>Free Play</u></p> <p>' W/s- 71 Odd one out (with letters and sounds)- cross the object that begins with different letter/sound- for example- apple, box, ant</p>

Month: 9

February

Theme: World around Us-

Nature, and surroundings Science and experience

Monthly Plan

Language Development	Literacy (Hindi)	Literacy (English)	Early Maths	Sensory-Motor Skills
<p>Recap rhymes</p> <p><u>Discussion about tree, water, air, night sky, day sky, etc</u></p> <p><u>Vocabulary- banks, post office, market, mall, etc.</u></p> <p>Discussion on the importance of these places</p> <p>Teacher to use stories</p>	<p><u>Recap the letters, sounds and vocabulary done so far</u></p> <p><u>Practice letter formation of the letters done so far</u> - encourage the children to over write on worksheets with crayons and with chalk on slates</p> <p>Writing Practice worksheet (W/S 74, 75)</p>	<p>Introduce Letter and sound 'X/x' , 'Y/y', 'Z/z' - box, fox y- yellow, yawn, boy z- zip, zoo, zebra, zigzag- colouring worksheet (W/S 76)</p> <p>- recap all the letters, sounds and vocabulary-</p> <p><u>Practice letter formation of the letters done so far</u> - encourage the children to over write on worksheets with crayons and with chalk on slates</p> <p>Writing Practice</p>	<p>Recap 1-9 count and write random numbers to be used(W/S 68)</p> <p><u>Practice numeral writing on slates and worksheets</u></p>	<p><u>Outdoor play</u> to continue</p> <p>Colouring worksheet- X/x', 'Y/y', 'Z/z'-(W/S 76)</p> <p><u>Free play</u> with blocks, puzzles, beads, etc</p> <p>Experiments/ Activities related to air and water- Filling air in balloon, mixing different colours in water, putting water in different containers - water changes its shape but solid does not</p> <p>Activity :</p> <ol style="list-style-type: none"> 1.Children to taste and identify different tastes -salt, sour and sweet. 2.Children to be given opportunities to touch surfaces of different textures to develop tactile discrimination- example- dried leaves, sand paper, corrugated paper, different clothes, etc. 3. Give different objects to children to smell to discriminate between good and bad smell.

Areas	Learning outcomes
<p>1. Personal, Social and Emotional Development</p> <p><i>The classroom should be an inviting and secure place for the child since the environment will play an important role in child's overall development</i></p>	<p>At the end of the KG 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 • uses language to express needs and personally meaningful information/experiences • is able to turn take • develops a routine • enjoys responsibility of carrying out small tasks • is confident to talk to other children when playing, and will communicate freely about own home and community • shows confidence in asking adults for help • begins to adapt behaviour to different events, social situations and changes in routine • can play in a group, extending and elaborating play ideas • initiates play, offering cues to peers to join in
<p>2. Physical Development</p> <p><i>Colouring, writing, cutting and pasting, working with play dough, thumb/finger</i></p>	<p>At the end of the year, the child demonstrates greater control of gross motor and fine motor muscles and-</p> <ul style="list-style-type: none"> • moves freely and with pleasure and confidence in a range of ways, such as rolling, crawling, walking, running, jumping, skipping, sliding and hopping

<p><i>printing; etc would 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>	<ul style="list-style-type: none"> • walks downstairs, two feet to each step while carrying a small object • catches a large ball • draws lines and circles using gross motor movements. • uses one-handed tools and equipments, e.g. makes snips in paper with child scissors • understands that equipment and tools have to be used safely • gains more bowel and bladder control and can independently attend to toileting needs most of the time • can usually manage washing and drying hands
<p>3. Language and Communication</p> <ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking <p><i>Stories, rhymes, picture talk, play and circle time are a few ways that facilitate development of language skills.</i></p>	<p>Listening and attention</p> <p>At the end of the year the child</p> <ul style="list-style-type: none"> • listens to stories with increasing attention and recall. • focuses attention - still listens or do, but can shift own attention • is able to follow instructions • displays phonemic awareness <p>Understanding</p> <ul style="list-style-type: none"> • shows understanding of prepositions such as 'under', 'on' by carrying out an action or selecting correct picture • responds to simple instructions, e.g. to get or put away an object • begins to understand 'why' and 'how' questions <p>Speaking</p> <ul style="list-style-type: none"> • begins to use more complex sentences to link thoughts. • can retell a simple past event in correct order (e.g. went down slide, hurt finger)..

	<ul style="list-style-type: none"> • uses vocabulary focused on objects and people that are of particular importance to them. • builds up vocabulary that reflects the range of their experiences.
4. Literacy <ul style="list-style-type: none"> ○ Reading ○ Writing 	<p>Reading At the end of the year the child</p> <ul style="list-style-type: none"> • listens to and joins in with stories and poems, one-to-one and also in small groups • enjoys rhyming and rhythmic activities • listens 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 and print in books and print in the environment • looks at books independently • knows information can be relayed in the form of print • knows that print carries meaning and, in English, is read from left to right and top to bottom <p>Writing</p> <ul style="list-style-type: none"> • scribbling • makes/ writes patterns using steady strokes with colours and chalks • is able to over write/write independently letters and numbers.
5. Mathematics	<p>Numbers At the end of the year the child</p>

<ul style="list-style-type: none"> • Numbers • Shape, space and measure 	<ul style="list-style-type: none"> • classifies objects on the basis of colour, shape and size. • compares sizes of object and arrange them in a sequence according to the size • demonstrates understanding of mathematical concepts : <ul style="list-style-type: none"> - big and small - in and out - up- down - on- under - more and less. - far and near • recites numbers in order to 10 • knows that numbers identify how many objects are in a set • begins to represent numbers using fingers, 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>Shape, Space and Measure</p> <p>At the end of the year the child</p> <ul style="list-style-type: none"> • shows an interest in shape and space by playing with shapes or making arrangements with objects • shows awareness of similarities of shapes in the environment • uses positional language • uses shapes appropriately for tasks • begins to talk about the shapes of everyday objects, e.g. 'round' and 'tall' • recognises basic shapes- circle, rectangle, square and triangle
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<p>6. Understanding the World</p>	<p>At the end of the year the child</p> <ul style="list-style-type: none"> • shows interest in the lives of people who are familiar to them • remembers and talks about significant events in their own experience • recognises and describes special times or events for family or friends • shows interest in different occupations and ways of life • comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • can talk about some of the things they have observed such as plants, animals, natural and found objects • talks about why things happen and how things work • shows care and concern for living things and the environment • knows how to operate simple equipment- scissors, paint brush etc. • shows an interest in technological toys with knobs or pulleys, or real objects • shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
<p>7. Expressive Arts and Designs</p>	<p>At the end of the year of the year the child</p> <ul style="list-style-type: none"> • sings a few familiar songs • begins to move rhythmically • imitates movement in response to music • taps out simple repeated rhythms • explores and learns how sounds can be changed • explores colour and how colours can be changed • understands that they can use lines to

enclose a space, and then begin to use these shapes to represent objects

- begins to be interested in and describes the texture of things
- begins to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- joins construction pieces together to build and balance
- realises tools can be used for a purpose
- engages in imaginative role-play based on own first-hand experiences

