

SYLLABUS 2024-2025

MONTESSORI

One day I will
unite the world ...



THE WONDERFUL PRE-PRIMARY YEARS

THE CLASS ENVIRONMENT

In our quest to constantly improve, CMS pre-primary teachers will focus on five focus areas for this year as below:

- Languages of Positive Reinforcement and Teacher Example
- Science Experiments
- Nature, Garden and Field Trips
- Role Plays with Special Focus on Courtesy and Manners
- Speaking Aloud and Show and Tell with Correct Pronunciation

NURTURING POSITIVE SELF CONCEPT

While parents are the first educators and matter the most in the upbringing of a young child, teachers play an important role. Children always look for our approval. For little children, their self-concept is almost entirely formed by what we breathe into their tender hearts from the beginning as parents and teachers. Children have a natural grace but they are also highly absorbent and mouldable. Just like a potter shapes a pot, we need to carefully shape our children's self-esteem.

From the beginning, therefore, we not only need to preserve our children's innate sense of self, we also need to further and consciously feed their self-esteem and positive self-concept.

MIND YOUR LANGUAGE

One of the most important contributions we can make as parents and teachers is to speak to our young children in the language of encouragement. Language of encouragement is different from the language of praise and reprimand. In the language of praise, we praise the whole child, for example by saying: "You are the best." In the language of encouragement we endorse a specific action or behavior we want to witness in our children. We neither reprimand nor praise, we simply observe and acknowledge a child doing something good or behaving in a good way. "I see you were kind to your little brother today." "Nicely coloured," or better still, "Do you like how you coloured this?" When children judge their own work, they also develop their own sense of right and wrong.

We always endorse what we seek in our children. If we seek good, we will find good. Our words and how we say them, and even our non-verbal communications, all are powerful influences upon our children's psychology and have a bearing on their self-esteem. When we show genuine love and care and when we talk to them with words that are kind, healing, supportive and encouraging, we nurture the attitudes we want to see in them.

A SIX POINT REPORT CARD FOR EVERY PARENT

When we do the following six things EVERY DAY with our children we help them form a positive self-concept and feel endorsed, loved and cared for:

1. Did I talk to my child about what s / he did at school today?
2. Did I say something positive to my child today?
3. Did I spend some quality time with my child today?
4. Did I avoid comparison of my child with other children today?
5. Did I read a story or do something interesting with my child today?
6. Did I pack nutritious meal for his / her lunch at school today?

Do you do this already EVERY DAY? Pat yourself on the back and feel encouraged. If not, this is a report card you need to work towards, that is, if you agree to it!

Happy parenting! Happy teaching!

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CONTENTS

1.	Introduction: Objectives and Goals of Pre-primary Age Group	2
2.	Montessori Method in a nutshell	3-5
3.	Courses for Ages Two to Five	6
4.	Prayer Assembly and Moral Teaching	7-10
5.	Montessori Syllabus of Activities	11-13
6.	Language Development, Skills to be achieved by the end of the year	14
7.	Moral Teaching, Hygiene and Manners, Tiffin Time	15
8.	Division of Prescribed Books	
	<u>ENGLISH</u>	16
1.	Book 1 (i) Let's Write level - I (ii) Let's Write level - II	
2.	Book 2 - Fitzroy Sounds	
	<u>MATHEMATICS</u>	17-18
1.	Book 1 - My Number Book	
2.	Book 2 - Peek-a-boo Math Magic A	
	<u>ART</u>	19
1.	Colour Me 1 (F K Publications)	
2.	Junior Artist (Full Marks Pvt. Ltd.)	
	<u>CHARACTER BUILDING</u>	20
1.	Hidden Gems Student Book - 1	
9.	Co-operative Games	20
10.	List of Activities to be Done Term Wise	21
11.	List of Montessori Activities	22
12.	Rhymes and Stories	23
13.	List of Nursery Rhymes	24-25
14.	List of Stories	26
15.	Games	27
16.	Topics (Web Chart Method) - March to February	28-67
	MARCH (i) My Toys (ii) My Family	
	APRIL/MAY (i) My School (ii) My Friends	
	JULY (i) My Body (ii) My Food	
	AUGUST (i) Season (Monsoon) (ii) Clothes We Wear	
	SEPTEMBER (i) My House (ii) My Neighbourhood	
	OCTOBER (i) Festivals (ii) Holidays	
	NOVEMBER (i) Things We See On The Road (ii) How We Travel (Transport)	
	DECEMBER (i) Water (ii) Animals	
	JANUARY (i) The Sky (ii) Shapes and Colours In The Environment	
	FEBRUARY (i) My Garden (ii) Plants	
17.	Recommended style of Writing Numbers and English Small Letters	68

OBJECTIVES AND GOALS OF PRE-PRIMARY AGE GROUP

Introduction:

The children of the world are innocent, vulnerable and dependent. They are also curious, active and full of hope. Their time should be one of joy, peace and of playing, learning and growing. Their future should be shaped in harmony and co-operation. They mature, as they broaden their perspectives and gain new experiences. These experiences can bring the total development of the child, socially, physically, intellectually, culturally and emotionally.

1. Social Development

- i) Children will be encouraged to socialise by participating in various group activities
- ii) Children will learn to share.
- iii) To accept the group.
- iv) Learn manners.
- v) To work and play, both individually and in groups.

2. Physical Development

- i) To enable the child to participate in activities which will help him develop motor skills.
- ii) To learn about the parts of the body.
- iii) To enable him to enjoy both indoor and outdoor play.

3. Intellectual Development

- i) The child will be encouraged to perform simple skills.
- ii) To transfer the knowledge into action.
- iii) To develop short and long term memory.
- iv) To increase the child's understanding in conversation.
- v) To recall the information presented.
- vi) To follow directions.
- vii) To express himself comfortably in front of others.

4. Cultural Development

Through poems, dramas, music and stories etc. each child will be encouraged.

- i) To develop aesthetic sense.
- ii) To appreciate various forms of art, music and dance.
- iii) To act out various experiences.
- iv) To express imaginative ideas and emotions.
- v) To derive pleasure and emotional satisfaction.
- vi) To develop special awareness.
- vii) To perform simple dances.

5. Emotional Development

To enable each child to develop with confidence and self assurance.

- i) To develop self-motivation and self direction.
- ii) To see himself/herself as a complete individual.
- iii) To strive for excellence to the best of the child's ability.
- iv) To meet new experiences and settings with confidence.

All children must be given a chance to find their identity and realize their worth in a safe and supportive environment. They must be prepared for a responsible life in a free society.

MONTESSORI METHOD IN A NUTSHELL

What are the advantages of the Montessori Method? How does it affect the children? Are Montessori children well prepared to face the primary school requirements and do they show better results as compared to children brought up according to other methods? These are the questions, asked by many parents before they decide upon the choice of a Nursery School for their children.

Many people raise their voices for or against the method, and unfortunately very few of its opponents are thoroughly acquainted with it, while fewer still amongst them realise what the essential differences between the Montessori and other methods of education are.

The method developed by Dr. Maria Montessori attracted public attention for the first time in 1907. Since then, it is universally recognised and accepted in most countries.

As life itself is never at a stand-still, so the method based on observation and practical life activities has not had its final word. It has been continually developed by Dr. Maria Montessori during her life time and later on by her followers and collaborators. It has influenced, to a great extent all other modern methods of education which have grown from the inspiration and ideas originally laid down by this great educationist.

The children in Montessori School, if admitted at the proper age of 2½, become completely literate by 6 years of age and possess a fund of general knowledge as well as familiarity with the main arithmetical operations. All these, they acquire without any mental strain whatsoever. They also acquire skills in simple domestic activities as well as habits of cleanliness, order and proper social behaviour. This way their basic education is completed during the early years while they are still too young to give indispensable help to the family economy.

Now, as to the method itself, its most revolutionary feature is in the treatment of the child. In the old system, children were not free to satisfy their urge for activity. They were raised as absolute property of adults. Everyone had right over them - their parents, teachers, even the servants, while the children had no rights at all. "Do this" "Don't touch that"..... so many "Don'ts" that the child was in a veritable maze of taboos. He was always compared to adults and in the light of their perfections and experiences he was always found at a disadvantage. He lived in a world made for giants with heavy objects around which he could not move - big jugs of water, too heavy for his small hands, tables too high to see all the fascinating things on top. Is it any wonder that he would upset the chair in trying to move it from place to place or splash water all over the floor, and the table cloth grasped by his eager hands would be pulled down with all the objects spread broken on the floor?

According to Dr. Maria Montessori, the child cannot be measured by the same yardstick as the adult. He cannot be compared to adults as he is an entity by himself. From the day of his birth upto the age of 6, his relations with adults are similar to that of a seed trying to grow into a tree. In a similar manner, the child grows into a man and thus he holds the key to a new world. The child is treated as a complete but social individual,

and it is the duty of adults to give him facilities which he can use as instruments for growing up within a community formed by many children of different ages. His task during the years of growth and development is to assimilate whatever he finds in his surroundings in the way of language, patriotism, religion and the special attitude towards life which distinguishes our varying personalities. Hence it is not the adult that makes the child, but the child that builds the adult through years of biological and psychic work with material manipulated by himself and incorporated in himself. In this light the development of the child acquires dramatic importance for the evolution of mankind. For, if the task of the child is to construct man, how serious is the harm when the child is not able to perform it adequately for lack of favourable conditions. Bad work by the child means an inferior man and a whole humanity perforce, falling far below what would be its normal level.

The Montessori Method helps the child to build up his personality and to apply his abilities according to the inner laws of growth. It offers an environment where the child can find the means and opportunities to realise himself and find expression for his personality.

According to the Montessori Method the children are not made to do this or that. Instead, they are given means to satisfy their urge for activity, in which action builds up thoughts.

The method discards fixed, purely verbal teaching and opens the door to ACTIVE EDUCATION by establishing the fact that the child is not a brain to be furnished with ready maxims, but a complete human being whose entire faculties should be developed. The child learns through being active, and will learn all the better if his activities are spontaneous and free - if he is creative within limits it will help him progress towards the essential aims.

Therefore, the Montessori Apparatus is a series of objects, scientifically designed to satisfy both the need of activity and intellectual hunger of the child. It was brought to existence not so much with the idea of teaching, but to provide the child with instruments of activities indispensable for his inner construction.

The Montessori apparatus consisting of about ninety items allows the child to pursue his formative activities. Besides, what is necessary for basic arithmetic, writing and reading, it contains the germ of geometry and logic, as well as a variety of general knowledge regarding the animate and inanimate environment in time and space.

For the age of 2 to 6 the apparatus is divided into four groups: Exercises of Practical Life, Sensorial Apparatus, Apparatus for Arithmetic and Language. The Apparatus for Exercises of practical life consists of proportional replicas of various utility objects indispensable in any household, which the child sees in everyday life, for example: the necessities for personal cleanliness like soap, nail-clipper, brush and towel, a small shelf with a mirror in front of which he can comb his hair etc.; dusters, napkins, accessories for shoes, brass and wax polishing, brush and broom and a dust tray and a special stand to keep it all tidy, small jugs for pouring exercises and buttoning frames on which to practise putting buttons through the holes, lacing shoes, buckling belts, etc.

The next group, Sensorial Apparatus provides various means for the development of the senses of sight, hearing, touch, smell, taste.

For ARITHMETIC, there are attractive red and blue rods, sandpaper figures, numbers, number cards, a colourful bead apparatus called Decimal Bead Material, Counting Frames, Seguin's Boards, Multiplication and Division Boards and Strip Boards for addition and subtraction, Test Tube apparatus for division, Fraction Apparatus etc.

For LANGUAGE, reading and writing are introduced through Sandpaper Letters, Drawing Insets, Movable Alphabet Words and Cards, Spelling and Grammar Charts.

The role of the teacher in a Montessori school is not an easy one because she is not the master to be obeyed and the traditional relationship between the teacher and the pupil is substituted by social activities of collaboration and co-operation amongst the pupils of different ages, while lessons by teachers are substituted by living discoveries by the child. The teacher is at the child's call, but she withdraws when not required.

There is also a strong link between teacher and parents. If the child does not settle down as expected, does not show interest in the surrounding atmosphere and does not respond to attractions and facilities offered to him at school, the teacher brings in the parents and they mutually co-operate at home and in the school in directing the child on the right track. School ceases to be something different from home -both home and school are brought together and co-operate in creating the necessary medium for the development of the child.

Perhaps one of the most typical feature of Montessori system is the prevailing atmosphere of concentration in which the children keep themselves busy. They are so absorbed in what they are doing that there is no place for noise or diversions. They work as silently as grown-ups. Their silence is not imposed on them by the teacher, but is dictated by their own desire to work without distractions. Here discipline comes from within, and therefore it is more perfect and lasting.

It is fascinating to visit a Montessori school and to feel the wonderful process of growing up which takes place there.

A tiny girl of two is squatting on a mat in great contemplation over long rows of geometrical cards which she covers with their replica in wood. Her eyes are expertly following the outlines of insets and even such complicated shapes as a pentagon and a hexagon are promptly placed on the right card. It is gratifying to see the little chubby hands grasping the insets while the eyes move fast from card to card to find the right place. And there a little boy busily sweeping the floor with a tiny floor brush, another one is deeply absorbed in cleaning a small metal cup with brasso. And there, almost a toddler, a little chubby girl, blind folded, segregates by touching various small objects of a stereognostic bag. Her face reflects the process of thinking, occasionally broken by a glorious smile as she finds the correct pair.

This is learning through activity which applies from the age of two onwards.

COURSES FOR AGES TWO TO FIVE

1. a: Exercises of practical life:

Buttoning (frames), locking and unlocking doors, distinguishing between the acts of inserting the key which should be held horizontal, turning it, then drawing it out of the lock, opening a book properly and then turning the pages properly one by one, touching them delicately, getting up from and sitting down on a chair, carrying things (stopping before putting them down), avoiding obstacles while walking, i.e., not knocking against people or things, saluting, picking up and holding out to others the objects which have been dropped, avoiding passing in front of anyone, giving way to others, balancing the body on a line (straight and in a zigzag way), walking with rhythmic sounds, holding a banner, plate, glass in two hands, glasses containing coloured liquids with a bell in hand, immobility, silence, polishing shoes, washing face, combing hair, putting on a dress and shoes, watering plants and some other games and rhymes, etc.

b: Sensorial apparatus:

Cylinder blocks, pink tower, broad stairs, long stairs, touch board and colour tablets

2. Sensorial apparatus, indoor games:

- a. Box of fabrics
- b. Sound boxes
- c. Constructive triangles
- d. Geometrical cards
- e. Colour tablets
- f. Baric tablets
- g. Stereognostic bag
- h. Geometrical solids
- i. Knobless cylinders

3. Arithmetic

- a. Numerical rods/ Number rods
- b. Number cards for numerical rods
- c. Sand paper figures
- d. Spindle boxes
- e. Shells and cards
- f. Decimal bead material
- g. Number cards
- h. Seguin boards
- i. Coloured bead bars
- j. Short chains and squares
- k. Snake game
- l. Strip board for addition and subtraction
- m. Geometrical material charts (addition, subtraction, multiplication, division)
- n. Area apparatus
- o. Stamp game
- p. Dot game

4. Language:

Sand paper letters, movable alphabet, drawing insets, picture cards.

PRAYER ASSEMBLY AND MORAL TEACHING

1. School Prayer followed by hymns and moral stories
2. Use of Nursery Rhymes cassettes/CDs and computers/IWB
(To help children develop their personality)
3. Inspection of cleanliness and personal hygiene
4. A number of children should come up to the microphone and say something in English daily
5. P.T. for physical development (free hand)
6. P.T. with music and rhythmic drill
7. Percussion band

Activities to develop general awareness of the environment

- a. Learn good manners
- b. Increase general knowledge
- c. Develop good moral values
- d. Learn about our own country, people and National Flag and National Anthem
- e. To be aware of the philosophy of the school 'Jai Jagat',
'God is one' and 'We all are the children of one God'

Monthly Syllabus for Assembly

March / April / May

1. School Prayer / School Pledge
2. Muscle Exercises : Stretching on tip toes, bending etc.
3. Nursery Rhyme Cassette / CDs from school to be played for students to hear and sing the rhymes
4. New students to introduce themselves by calling out their names on the microphone
5. Inspection of personal hygiene by the teachers

Activities

- a) Some attractive pictures should be shown for observation and winning the trust of new comers.
- b) Talent Search : Voluntary (Confident to sing/dance/speak/narrate a story/Nursery rhyme).
- c) Making them sensitive to such sounds as whistles, sirens, chirping of birds, etc. through a record player.
- d) Familiarity with one's body functions (just take two sense organs)
- e) Seasonal changes (Summer)

*Teachers may add more activities.

National Anthem on every Saturday

July

1. School Prayer / School Pledge
2. Speak about God's creations (in their environment)
3. Muscle Exercises : Stretching/raising your body on tip toes/bending
4. Nursery Rhymes : Learning 5 rhymes from the school cassette / CDs
5. Inspection of personal hygiene by the teachers

Activities

- a) Monsoon : Talk about clouds, lightning, thunder
- b) To draw their attention through pictures to the various animals seen in the environment and highlight their shelters

- c) If Indoor Assembly, then place a plant in a flower pot and highlight the three parts of the plant. If Outdoor Assembly then highlight the three parts of a tree.
 - d) Experience with measurement (tall, short)
- National Anthem on every Saturday

AUGUST

1. School Prayer/ School Pledge
Talk about God where goodness is emphasized upon (how God loves good children who speak the truth).
2. Muscle Exercises : Jumping, sense of direction (East and West) by stretching their arms
3. Nursery Rhymes with actions
4. Inspection of personal hygiene by the teachers

Activities

- a) Recognize the colours, two at a time in one week.
Red and Green
White and Black
Blue and Yellow
 - b) Concept of a 'Happy Family' and members in a family
Mention about Grandparents (use pictures and flannel board).
 - c) Talk about helpers in the household (servants, tailor, washerman).
 - d) Dispersal of seeds
The seed of a mango left in the courtyard or lawn will sprout, cotton seeds are blown away in the air, thistles are carried on the fur of animals.
 - e) Experiences with liquids and gases
When there is air in the balloon, it is round. When the air goes out, it is flat.
The pump forces air into tyres.
The boat floats; it is lighter than water. The stone sinks; it is heavier than water.
 - f) Picture of Mahatma Gandhi to be shown in connection with 15th August, Independence Day.
A few good points to be highlighted about the Father of the Nation
 - g) Recognising the National Flag
- National Anthem on every Saturday

SEPTEMBER

1. School Prayer/School Pledge
2. Marching in a line with knowledge of Right and Left, flying like a bird, on a line.
3. Nursery Rhymes with actions
4. Inspection of personal hygiene by the teachers

Activities

- a) Recognition of colours : blue, black and white (make use of pictures or flannel board)
 - b) God's Gift of nature : Moon, sun, stars, trees, birds, animals, fish, etc. (use of the flannel board)
 - c) Handling objects of different weights, wooden blocks and cardboard boxes, lifting hammers and pieces of wood and paper (introducing the concept of heavy and light)
 - d) Group story telling by acting/using a frieze
 - e) General knowledge development through computers / IWB (show pictures of some great men)
- National Anthem on every Saturday

OCTOBER

1. School Prayer/ School Pledge
Talk about God, and His love for children
2. Muscle Exercises :
 - a) To flap your arms like a bird flying
 - b) Jump like a frog
 - c) Nursery Rhymes with actions
 - d) Inspection of personal hygiene by the teachers

Activities

- a) Talk about the Father of the Nation, Mahatma Gandhi's picture to be shown
- b) Rules for crossing a road : Use Red and Green for Stop and Go. Yellow should be introduced later.
- c) Concept of presence of God within you : Speak about lovely things God has created for us; they remind us of him.
- d) Story telling competition on Saturday
- e) Talk about Diwali festival and relate it with the victory of good over evil; distribute sweets, etc.
- f) Experience with light :

We do not see the moon or stars in the day time because the Sun is so very bright.

The mirror reflects the light. We can see through a clear glass as it is transparent.

National Anthem on every Saturday

NOVEMBER

1. School Prayer/ School Pledge
2. Warming up exercises:
 - (i) Jogging (ii) Movement of arms in right and left direction
3. Nursery Rhymes with actions
4. Inspection of personal hygiene by the teachers

Activities

- a) Developing general knowledge through computer/flannel board; use pictures of few animals and birds (which they are familiar with)
Talk about their food and shelter.
- b) Keeping uniform and other accessories ready for school
Show them a dress hanger, shoe brush, shoe polish and teach them how to keep their bag ready for the next day.
- c) Experiences with weather :
Weather affects many of the child's activities. In summer, the child has to stay inside the room because of the heat outside. During the monsoon, it becomes difficult to come to school. In winters, children need to wear woollen clothes.

National Anthem on every Saturday

DECEMBER

1. School Prayer/ School Pledge
2. Warming up exercises:
 - (i) Jogging (ii) Raising body on tip toes with breathing exercises
3. Nursery Rhymes with actions
4. Speak about Christmas
5. Inspection of personal hygiene by the teachers

Activities

- a) Using computer / IWB and globe introduce countries, specially India
- b) Experience of plant life
(This includes usefulness of plants and trees)
Use of trees, leaves, fruits and vegetables
- c) Festival - Christmas (story to be told)
- d) Introduce students to the means of transport through pictures and flannel board.

National Anthem on every Saturday

JANUARY

- 1. School Prayer/ School Pledge
- 2. Breathing Exercises
- 3. Nursery Rhymes/Story telling

Activities

- a) Introduce them to hand exercises through clapping, cutting, spraying etc.
(it should be a demonstration)
- b) Recognition of National Flag
- c) Articles related to different shapes along with their names should be put on the flannel board or on a table.
- d) Cold season : Clothes, eatables and role of the sun during this season
- e) Winter Flowers : Some names which are very common

National Anthem on every Saturday

FEBRUARY

- 1. School Prayer/ School Pledge
- 2. Breathing Exercises
- 3. Nursery Rhymes with actions

Activities

- a) Festivals celebrated : Religious and Social
- b) Food habits through pictures and flannel board
- c) Pictures of National Leaders
- d) Clothes worn during different seasons
(A fashion show could be organised)
- e) Oneness of mankind through global perceptions; dresses/holding hands around a globe/different names of countries through wearing arm bands.
- f) Inspection of personal hygiene by the teachers.

National Anthem on every Saturday

MONTESSORI
SYLLABUS OF ACTIVITIES
(March to February)

EXERCISES OF PRACTICAL LIFE

1. How to enter the classroom (wipe feet on the doormat)
2. How to sit down on a chair without making noise
3. Walk quietly up to the teacher's table
4. Carry a chair and place it without making noise
5. Carry a table and place it without making noise
6. How to hold a book
7. How to turn the pages of a book
8. To take things from the shelf and place them back properly after use e.g. take slates or chalk, use them and put them back in the proper place
To take the work card or sheet (brown paper/old newspaper) and crayons and put them back in the box, display the work on the display board
9. Arrange the classroom
10. Dust the furniture

CARE OF ONE'S PERSON

1. To see one's face in the mirror
2. To see the whole body
3. See that buttons, zips etc. are done up properly
4. Shoe laces are tied well
5. Wash hands and face
6. Wipe hands and face with a clean towel

EXERCISES ON CARRYING

1. How to carry a tray and walk gracefully
2. How to hold a jug
3. How to hold a book
4. How to arrange the school bag and carry it properly

CARE OF ENVIRONMENT

1. Dusting, sweeping, mopping, polishing, arranging flowers, laying the table for lunch, folding napkins etc.
2. How to open the door
3. How to close the door
4. Open the drawer, close the drawer

SOCIAL LIFE IN THE CLASS

1. To speak softly
2. To say 'thank you'

3. To greet people
4. How to ask for a thing from somebody- to say 'please', 'may I' etc.
5. How to offer a pointed object , e.g a pencil, scissors, knife, etc.
6. How to walk in a line in between the desks without touching others
7. How to ascend and descend the staircase by keeping to the left
8. To walk on tip-toes
9. To wipe a running nose with a handkerchief and put back the handkerchief properly
10. How to cough, sneeze and yawn, cover the mouth, say 'sorry' and 'excuse me'
11. How to ask permission to pass by a person (Excuse me please)
12. How to apologise (I am sorry), when and why
13. How to use the toilet

OUTSIDE THE SCHOOL

1. To walk in procession, to cross the road together, never to shriek and shout on the road.

READING READINESS PROGRAMME

“Readiness” means a level of mental and physical maturity at which the child is able to meet the requirements of the task with understanding, relative ease and interest, whenever he wants to do so.

(a) PHYSICAL ASPECT

1. Small activities based on muscle co-ordination
2. Eye-hand co-ordination, being able to do with his hands whatever he wants to do
3. Ability to sit still for some time

(b) MENTAL ASPECT

1. Familiarity with the notion that symbols stand for real objects (this is reading in a broad sense)
2. Concentration
3. Power of observation
4. Classification

(c) MENTAL ABILITIES

1. Power of discrimination - being able to distinguish things which are the same, things which are different, being able to pick out little details
2. Sequence - recognising and constructing from the beginning, middle and end; recognising what is missing
3. Memory
4. Following directions accurately

In addition, where reading and writing are to be taught in a language other than the mother tongue, the child must have an elementary grasp of that language as it is spoken.

To achieve the above abilities a variety of activities will be done in class and outside the classroom.

- a. Sand Play
- b. Water Play
- c. Block Play
- d. Doll Play

Outdoor activities based on muscle co-ordination - Can be set in the open.

Various kinds of drills and marching, jumping, climbing, swimming, hopping, skipping, etc.

Many kinds of musical activities like -

Group singing, rhythm band, mass drill, imitating movements of animals, etc.

Teacher directed group activity -

e.g. group singing or a sensory game.

Rhythm activities, listening, singing, dancing and reproducing rhythms, developing the abilities to observe and differentiate

Swinging - with rhythm, help develop control over bodies

Exercises emphasising body movements to increase awareness of the separate parts of the body, like arms, hands, fingers, etc. so that a child develops poise, confidence and flexibility of both mind and body.

STORY TELLING

Dramatising the story

Exercises and games

To help develop the five senses, memory and reasoning power, hearing, touching, seeing, smelling and tasting. Sorting, pairing, grading, discriminating etc. are done, while recognizing colours, shapes, texture, sound, taste, etc. of the things in the environment

Reading readiness programme for the whole year

1. Winning trust and confidence of the child
2. Development of muscles
3. Development of language
4. Development of self independence
5. Development of social skills
6. Development of concepts:
 - (a) Concept of number
 - (b) Concept of time
 - (c) Concept of colour
 - (d) Concept of forms
 - (e) Experiences of plant life
 - (f) Creative art experiences
 - (g) Outdoor trips and excursions
 - (h) Concept of health and hygiene

LANGUAGE DEVELOPMENT

ENGLISH

(March to February)

Note: No examination will be conducted. There will be continuous assessment through out the session

Language development comprises of four main activities: listening, speaking, reading, and writing.

1. Recognition of alphabet (Name, shape and sound), small letters only.
Medium to be used : Flash cards, charts, picture books, rhymes, audio and video cassettes / CDs, computer / IWB.
2. Develop the ability to express themselves in English in short and simple sentences and words.
3. Should be able to follow the commands of the teacher given in English.
4. Should be able to use crayons and slate, pencil on paper and slate.
5. Should be able to draw various patterns on sand tray, slate and paper.
6. Expected to write the small letters of the alphabet by the end of the session.
7. Should be able to recite a number of nursery rhymes with action.
8. Should be able to understand and co-relate the sequence of stories by seeing the pictures, video cassettes, CDs.
9. Should be able to recognise and tell the names of the fruits, flowers, birds and animals from the flash cards and picture books.
10. Expected to match the alphabet cards with pictures
11. Match basic colours : red, blue, yellow using Montessori Apparatus.
12. Match the three basic shapes : triangle, circle and square with objects.
13. Match alphabet cards with wooden and plastic alphabet.
14. Should have done colouring of three basic shapes

All these activities will be done to prepare children for reading readiness.

SKILLS TO BE ACHIEVED BY THE END OF THE YEAR

Children should -

- a) be able to recognise the letters of the alphabet (a to z) and numbers 1-10
- b) be able to match the pictures with the alphabet.
- c) be able to use crayons, slate and slate pencil, chalk and easel board well.
- d) be able to write with crayons, numbers and the alphabet properly in lines.
- e) have learned the names of three basic colours.
- f) be able to respond to a few commands in English.
- g) be able to say a few sentences in English eg.: "I want to drink water", "I am hungry", "I want to have my tiffin", "I want to go to wash room (toilet)", "I have done my work", "I can draw a cat", "I can write 1, 2, 3, a, b, c" etc.
- h) be able to recite at least 20 rhymes with action.

MORAL TEACHING
HYGIENE AND MANNERS
(March to February)

Daily prayer in the assembly

Daily prayer before meals

Stories to be told by the teacher to encourage the qualities of truthfulness, obedience and kindness among children

To wash hands before and after meals, to use napkins while eating, to eat properly without spilling, to eat with the mouth closed, to chew the food well, to share food if someone has not brought his tiffin, nails should be clean, must have a bath daily and wear clean clothes, eat healthy food, etc.

Concept of existence of God through nature. God has made us. God has made everything in nature, the sun, the moon, the stars, birds and animals. Philosophy of the institution should be followed - God is one and we are all the fruits of one tree.

TIFFIN TIME

Wash hands before and after meals and dry them with a towel.

Pray before meals and thank God for all that he has given us and not to waste food or be fussy about food.

Lay napkins.

To be familiar with good eating habits, to eat properly, sharing with others (specially when a child has not brought his tiffin).

Use of dustbin

Use of 'Thank you' and 'Please'

PRESCRIBED BOOKS

- Book 1 (i) Let's Write level - I
(ii) Let's Write level - II
A & T Publications
- Book 2 - Fitzroy Sounds
Saar Books Publications Pvt. Ltd.

RESOURCES:

- Flash Cards
- Sand Trays

Term I

Months	
March	Normalisation - Settling down, wishing the teacher, joining hands for prayer, closing eyes, following instructions, laying mats to eat tiffin, taking out the tiffin, washing and wiping hands, putting tiffin back, forming a line, walking in a straight line with hands at the back, putting things back after use, waiting for their turn
April/ May	Use of Flash Cards / pictures and objects for Sound - Object association, Activities to sharpen listening skills e.g. Silence game, pattern writing on slates and sand tray
July	Use of Flash Cards / pictures and objects for Sound - Object association, Activities to sharpen listening skills e.g. Silence game, Colouring, pattern writing on slates, tracing pattern in Book 1(i) pg 3-5
August	Pattern writing on slates, sand tray and Preset Notebook, Object - Sound - Symbol association, writing letters c, o, a in Book 1(i) pg 6-13
September	Pattern writing on slates and sand tray, Object - Sound - Symbol association, writing letters i, v, w, x, z in Book 1(i) pg 14-25



Fitzroy Sounds may be used at the pace of the class. Go over each letter with phonic sounds as well. Stories using teaching aids (4 stories at least) Rhymes and Songs (12 at least) Picture Books (3 at least) may be done.

Term II

October	Object - Sound - Symbol association, making patterns on slates and writing letters r, n, m, s, u in Book 1(i) pg 26-37
November	Object - Sound - Symbol association, making patterns and writing letters e, l, b, d in Book 1(i) pg 38-40 and in Book 1(ii) pg 3-9
December	Object - Sound - Symbol association, Writing letters t, f, h, k in Book 1(ii) pg 10-21
January	Object - Sound - Symbol association, writing letters j, p, g in Book 1(ii) pg 22-27
February	Object - Sound - Symbol association, writing letters q, y , Revision of letters a to z in Book 1(ii) pg 28-36



Fitzroy Sounds may be used at the pace of the class. Go over each letter with phonic sounds as well. Stories using teaching aids (5 stories at least) Rhymes and Songs (9 at least) Picture Books (3 at least) may be done.
Activity sheets given in Fitzroy sounds book may be done as and when required.

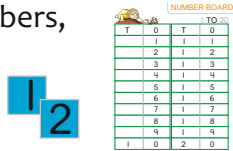
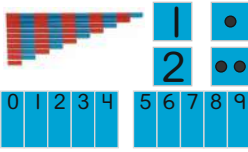
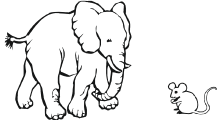
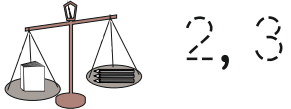
PRESCRIBED BOOKS

- Book 1 - My Number Book
A & T Publications
- Book 2 - Peek-a-boo
Math Magic A
Rachna Sagar

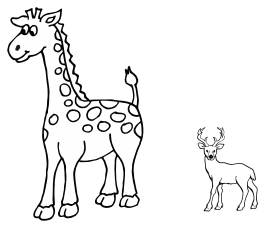
RESOURCES:




- Red rods
- Number rods
- Flash cards
- Spindle box
- Beans, buttons, etc.

Term I

Months	
March	Normalisation - Settling down, wishing the teacher, joining hands for prayer, closing eyes, following instructions, laying mats to eat tiffin, taking out the tiffin, washing and wiping hands, putting tiffin back, forming a line, walking in a straight line with hands at the back, putting things back after use, waiting for their turn.
April/ May	Red Rods, Number Rods with Number Cards, Use of Sandpaper Numbers, Sand Tray, Counting Objects (beads, bean bags, buttons, etc.) for Number Recognition 1-10 
July	Use of Flash Cards and Number Charts for Number Recognition(1-10) Matching Number Cards with Objects, Number Rhymes, Patterns, Concept of zero '0' Book 2 - pg 7, 8, 9, 10, 11, 40, 41 
August	Use of Spindle Box, Zero Activity, Review Understanding of Numbers using Number Cards and Objects 1-10, Oral Review 1-10, Number Rhymes, Concept of Big and Small Book 1 - pg 2, 3 Book 2 - pg 12, 16, 17, 42, 43 
September	Use of Spindle Box, Review of Zero Activity, Review Understanding of Numbers using Number Cards and Objects, Oral Review 1-10, Curved Lines, Concept of Heavy and Light Book 1 - pg 4, 5, 6, 7 Book 2 - pg 13, 14, 18, 19, 44-47 

Term II

October	Use of Spindle Box, Review Understanding of Numbers using Number Cards and Objects, Oral Review 1-10, Curved Lines, Concepts of Tall and Short, Top and Bottom Book 1 - pg 8, 9, 10, 11 Book 2 - pg 15, 20-23, 48-51 
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November	<p>Oral Review 1-20, Activities based on numbers 1 to 5</p> <p>Book 1 - pg 12-15</p> <p>Book 2 - pg 52-57</p>	6, 7
December	<p>Oral Review 1-20</p> <p>Concepts of Thick and Thin, Long and Short</p> <p>Book 1 - pg 16-19</p> <p>Book 2 - pg 24-29, 58-61</p>	 <p>8, 9</p>
January	<p>Shapes - Circle, Triangle and Square, Activities based on numbers 1 to 10, Oral Review 1-20</p> <p>Book 1 - pg 20-21</p> <p>Book 2 - pg 30-35, 62-65 (simple instructions like 'Count and Write' may be given for the exercise on page 65)</p>	 <p>10</p>
February	<p>Shape - Rectangle, Rhyme - 1, 2 Buckle my shoe</p> <p>Oral Review 1-20</p> <p>Book 1 - pg 22-24</p> <p>Book 2 - pg 36-39, 66-68</p>	



Book 2 pg 15 Part B, pg 33 Part B, may be excluded.

PRESCRIBED BOOKS

- Book 1 Colour Me (Part I)
F.K. Publications
- Book 2 - Junior Artist A
Full Marks Pvt. Ltd.

Term I

Months	Book 1	Book 2
March	Activities such as paper tearing & pasting, finger printing, vegetable printing, paper crumpling may be done.	
April & May	Pg 1-3	Pg 3-7
July	Pg 4-6	Pg 8
August	Pg 7-10	Pg 9-13
September	Pg 11-13	Pg 14-19

Term II

Months	Book 1	Book 2
October	Pg 14-16	Pg 20-26
November	Pg 17-20	Pg 27-32, Pg 47
December	Pg 21-25	Pg 33-37, Pg 48, Assessment Level-A
January	Pg 26-28	Pg 38-41, Paper Model Bunny
February	Pg 29-32	Pg 42-46

CHARACTER BUILDING

Name of the book: Hidden Gems
Early childhood - Level 1

Term I




Months	Lesson No.	Page No.	Name of the Lesson
March to September	1	1 - 4	Things I use each day to clean myself I must clean myself well everyday We keep our environment clean
	2	5	The Lion and the Mouse
	3	6	Courtesy and good manners
	4	7-9	We keep our things neat and tidy
	5	10	When I share, I feel happier

Term II

Months	Lesson No.	Page No.	Name of the Lesson
October to February	6	11	Animals need care and protection
	7	12	I like to serve
	8	13	The Boy Who Cried Wolf
	9	14-15	Mouse and his friends carrying the apple

CO-OPERATIVE GAMES

Term I


Months			
March to September	Popcorn Balls		
	Handle With Care		
	Jump Jump		

Term II


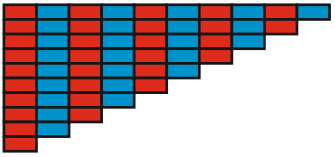
Months			
October to February	Animal Acting		
	All Of Us All At Once		
	Ball Balance		

LIST OF ACTIVITIES TO BE DONE TERM WISE

Term I

Months	
March to September	<p>SENSORIAL APPARATUS Pink Tower Touch Board No. I Red Rods Brown Stairs</p> <p>ARITHMETIC Use of Number Line Number Rods Spindle Boxes</p> <p>LANGUAGE Sand paper letters Picture cards</p> 

Term II

Months	
October to February	<p>SENSORIAL APPARATUS Colour tablet Cylinder Blocks</p>  <p>ARITHMETIC Number Rods Spindle Boxes</p>  <p>LANGUAGE Drawing Insets Moveable Letters</p>

LIST OF MONTESSORI ACTIVITIES

Term I

Months	Exercises of Practical Life	Other Activities
March to September	Threading beads Pounding Sorting of buttons Sorting of rajma, chana Dry pouring, scooping Napkin folding Use of hanky to blow the nose Watering the plants Locking and unlocking doors Use of tongs Holding the crayons	Sand play Water play Passing the ball and saying the name Walking with a tray

Term II

Months	Exercises of Practical Life	Other Activities
October to February	Walking in a circle Use of lock and key Buttoning the shirt Use the press button frame Opening and closing of bottle caps Walking with rhythmic sound Zip frame Velcro frame Wet pouring Button frame	Walking gracefully Use of polite phrases Doll play inside the doll house Playing with the stacks

RHYMES & STORIES

An indicative list is provided. Teachers are encouraged to select their own rhymes and stories.

Term I

Months		
March to September	Rhymes Mummy Darling, Papa Darling I Hear Thunder We Are One Big Happy Family Listen To My Big Drum I Am An Aeroplane Round And Round The Garden Teddy Bear, Teddy Bear One Two, Buckle My Shoe Are You Sleeping (in English, Hindi, French & Spanish) Ten Little Fingers, Ten Little Toes Clap Your Hands Chubby Cheeks Little Miss Muffet Incy Wincy Spider I Am Going To The Market Be Careful Little Eyes	Stories <ul style="list-style-type: none"> • Hare And The Tortoise • Three Little Pigs • The Thirsty Crow • Lion And The Mouse • The Dog And The Bone

Term II

October to February	Row, Row, Row Your Boat Pat A Cake Hot Cross Buns Cobbler Cobbler Mend My Shoe Here We Go Round The Mulberry Bush Old Mc Donald Had A Farm Mary Had A Little Lamb Chirp, Chirp, Chirp, Chirp Five Little Ducks Went Out To Play Wheels Of The Bus Go Round And Round Miss Polly Had A Dolly Out In The Garden Jingle Bells, Jingle Bells	<ul style="list-style-type: none"> • Goldilocks And The Three Bears • The Cap Seller And The Monkeys • Little Red Riding Hood • The Shepherd Boy
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LIST OF NURSERY RHYMES

1. Be careful little eyes
2. Clap your hands
3. A fairy came dancing
4. With my hands on myself
5. Wheels of the bus go round and round
6. Out in the garden
7. Mary had a little lamb
8. Pat a cake
9. Teddy bear
10. Ten little fingers
11. Speak sweet words
12. Good morning when it is morning
13. A wise man built his house upon a rock
14. Two little ducks went out to play
15. Miss Polly had a Dolly
16. Here we go round the Mulberry Bush
17. Old McDonald had a farm
18. Found a peanut
19. I like to be a driver
20. One is a fairy light and neat

Hindi

21. Ek Madari Laya Bhalu
22. Ek Meri Almari
23. Bandar Ki Shadi

Note: Teachers will use these rhymes given below in assembly and also in the classrooms so that children are able to say the words correctly, with actions.

* Rhymes from the book 'Melodies in Rhymes' should be recited regularly in the class

RHYMES

1. **My band (For sound and rhythm)**
Listen to my big drum
bang, bang, bang
Listen to my triangle
tang, tang, tang
Listen to my trumpet
toot, toot, toot
Listen to my tambourine
shoo, shoo, shoo.
2. **Hop a little (For physical exercise)**
Hop a little, jump a little
One, two, three
Run a little, skip a little
tap, tap one knee
Bend a little, stretch a little
nod your head
Yawn a little, sleep a little
in your bed.

3. **Knees**
Bend, bend, bend your knees
And see if it will make you sneeze
Stretch, stretch, stretch
your knees
And grow as big
as those big trees.
4. **Tooth Brush (For cleanliness)**
I have a tooth brush
neat and gay.
To brush my teeth every day
I brush them each night
Till all are shining
Clean and bright.
5. **Miss Polly had a dolly (For Rhythm and Music)**
Miss Polly had a dolly who was sick, sick, sick,
So she phoned to the doctor to be quick, quick, quick.
The doctor came with his bag and his hat
And he knocked at the door with a tat tat tat,
He looked at the dolly and he shook his head,
And he told Miss Polly, put her straight to bed.
He wrote on a paper for a pill, pill, pill,
And was back in the morning for his bill, bill, bill.
6. **Five little soldiers (For Numbers)**
Five little soldiers standing in a row
Three stood straight and two stood so.
Along came the captain, and what do you think ?
They all stood straight as quick as a wink.
7. **Ten little fingers (For Numbers)**
Ten little fingers, ten little toes,
Two little ears and one little nose.
Two little eyes that shine so bright,
And one little mouth to kiss mother good night.
8. **Bells(For rhythm, tune and sound)**
Bells
Let us ring the bicycle bell
ting a ling ling
Let us ring the school bell
Ding, dong, dong
Let us ring the fire bell
clang, clang, clang
Let us ring the sleigh bell
Jingle, Jungle, jang.

9. **One little two little (For numbers)**

One little two little three little Indians
Four little five little six little Indians
Seven little eight little nine little Indians
Ten little Indian boys, ten little, nine little
Eight little Indians, seven little, six little
Five little, four little, three little
Two little Indians, one little Indian boy.

10. **Row, row, row your boat (For music and rhythm)**

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.

Stories

Hindi:

1. Panchatantra ki Kahaniyan
2. Amar Chitra Kathaon Se

Poems:

1. Hindi Bal Geet

English

Classics

1. Little Red riding hood
2. Three little pigs
3. Snow White and the Seven Dwarfs
4. Goldilocks and the Three Bears
5. Jack and the bean stalk
6. Puss in boots

Moral

1. Greedy dog
2. The hare and the tortoise
3. The lion and the mouse
4. The crow who pretended
5. The fox and the crow
6. The cap seller

GAMES

To be played in the classroom for intellectual development (sense training) and reading readiness

a) Sense of hearing

Take a familiar object e.g. a bunch of keys, without children seeing it. Rattle the keys and then ask children to recognize the sound. In this way many other things that produce distinct sounds may be used, for example - a small bell, a big bell, ghunghroo, etc.

b) Sense of touch by using stereognostic bag

Put some familiar objects in a cloth bag and close the bag. Be sure that children do not see you putting the objects in the bag. Ask children to close their eyes, let them feel the bag nicely with their fingers and recognize the objects.

To start with, just a small plastic ball may be used. Pencil, rubber, different vegetables and fruits like carrot, turnip, apple or orange etc. can be used.

c) Sense of smell

Introduce the children to a few things with a distinct smell e.g. rose, onion, soap, etc.

Cover one of the objects with a cloth, be sure the child does not see you covering the object. Let the child smell and recognize the object.

Fruits like apple, banana, orange etc. may also be used for the same.

d) Sense of taste

After the children are introduced to different tastes e.g. sweet, sour, bitter, hot (chilli), salty, give the child one object (only one at a time), to taste and identify.

e) Games for physical development

1. Make the children stand in a circle and pass the ball.
2. Children may sit down on a carpet and pass the ball.
3. Children will form two lines standing face to face and pass the ball across.

f) Singing games

1. I wrote a letter to my mother on the way I dropped it.
2. Oranges and lemons sold for a penny.

***Games / Actions with music to develop the sense of rhythm**

1. One two three hop
One two three hop
2. Hop (10 times) with counting.
3. Jump (10 times) with counting.
4. Walk gracefully with the music in a line and turn.
5. One, two, three, four with stepping go round the circle.

***Prescribed book "Everyone Wins" based on co-operative games and activities may be used (for teachers only).**

March

1. MY TOYS

Number Concepts

Counting the number of toys

Health and Hygiene

To wash hands after playing with toys and also before and after meals

Language development

Names of toys- ball, doll, car, train, teddy bear, rocking horse, tricycle, wheelbarrow, rhymes, stories

Creative Art

Drawing and colouring of various toys on drawing sheet

Muscular Development

Throwing a ball, catching a ball, rocking and pedalling, loading, pushing and unloading the wheelbarrow

Experiences of Environment

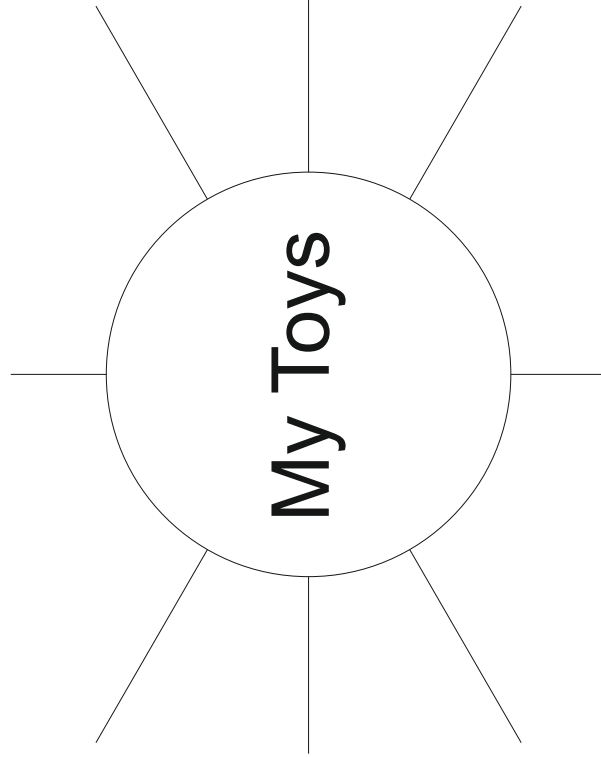
Toy car, toy train are toys for playing.
We cannot use them for travelling from one place to another.

Development of Concepts

Colour of different toys
Shape of different toys
Sound of the toys eg. drum, toy car, rocking horse etc.
Texture- Teddy bear-soft, Rag doll-soft, Wheelbarrow- hard, Plastic ball- light, Tricycles-heavy.

Social Development

Learn to play together with friends.
Take care of your toys.



Note: While selecting the toys for small children care should be taken that toys are safe and age appropriate.

SKILLS TO BE DEVELOPED

TOPIC: MY TOYS

Basic Skills

To learn the names of different toys

Study Skills

Toys are of different types.

All toys are not the same.

Children can play alone with some toys.

With some toys they need a friend to play with.

Some toys make a sound eg. drum, tambourine

Some toys make no sound eg. teddy bear.

Some are soft, some are hard. Some are heavy, some are light.

Social Skills

Children learn to be friendly and considerate.

March

2. MY FAMILY

Number Concept

Counting the members of the family

Counting the plates, spoons and glasses used in the family while eating, counting the fruits and vegetables brought for the family

Health and Hygiene

Good toilet habits, having a daily bath, brushing teeth properly, combing hair and washing hands before and after meals

Language Development

Vocabulary-Names of the members of the family- (grandparents, father, mother, sister, brother and baby) through pictures, association of the names with the alphabet, rhymes, stories.

Creative Art

Dancing, singing, drawing, colouring
Making a photo frame

Development of Muscles

Open and shut the door, threading beads and sorting activity, etc.

Experiences of Environment

Father and mother go out to work, mother also cooks for us, looks after the children. Various things used in the family like food, clothes, furniture etc.

Development of Concepts

Shape of the different objects used in the family eg. plate is round, napkin is square
Colours of different things used in the family eg. colour of mother's saree, colour of my birthday dress
Smell of different perfumes, soaps, etc. used in the family
Taste of different things children eat and drink
Texture- Cushion is soft, table is hard. Daddy's cheek is rough and mummy's cheek is soft and smooth.

Social Skills

To offer water to visitors at home. To wish "Good Morning" and "Good Night" to members of the family. Learn to make friends.

My Family

SKILLS TO BE DEVELOPED

TOPIC : MY FAMILY

Basic Skills

Learning the names of the members of the family

Study Skills

Experience of various things done in the family by different people

Social Skills

Learn to love and respect members of the family

APRIL

3. MY SCHOOL

Number Concept

Counting various things like beads, buttons, chalks, pencils, tables, chairs, picture cards and so on

Health and Hygiene

Wash hands before and after meals
Wear clean school uniform

Language Development

Picture reading, Rhymes, Stories

Creative Art

Drawing, colouring, clay moulding, singing, dancing, acting

Development of Muscles

Doll play, sand play, water play, playing with toys
Jumping, clapping, jogging, hopping, sitting, standing, threading beads, sorting

Experiences of Environment

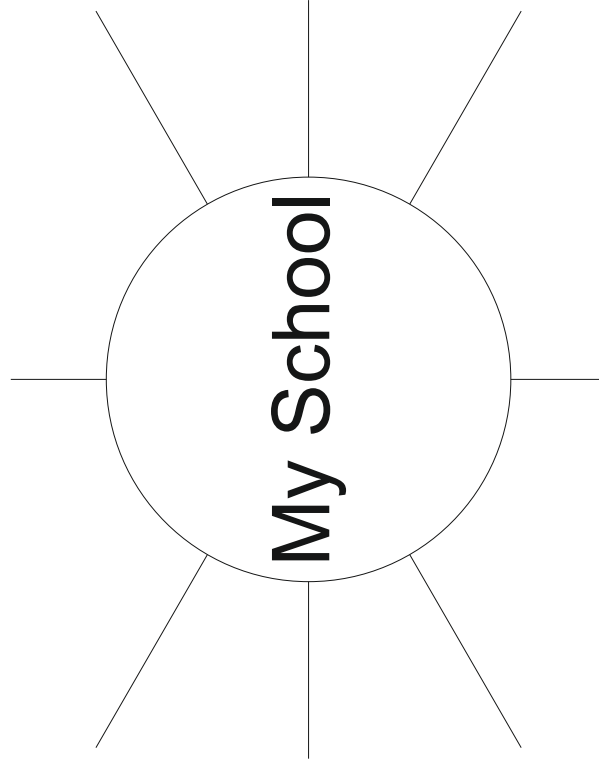
Arrange the classroom, decorate the classroom, by displaying work done in the class and appreciate the work
See the Principal's office, clerk's office and library and also other helpers in the school

Development of Concepts

Colour, shape, taste, smell, texture, hearing music and different sounds through play and various activities

Social Skills

Praying together, wishing friends and teachers, eating etiquettes, sharing



SKILLS TO BE DEVELOPED

TOPIC: MY SCHOOL

Basic Skills

Preparation for three R's: Reading, Writing and Arithmetic.

Study Skills

To develop concepts of colour, shape, smell, texture, taste through play and activities for reading readiness

Social Skills

Learn to pray everyday.

Learn to eat together, to be loving and friendly.

Learn good habits and manners.

APRIL AND MAY

4. MY FRIENDS

Number Concept

Counting the number of friends, counting toys, counting boys and girls, tall friends, short friends and so on

Health and Hygiene

To wash hands before and after meals
To wear neat and clean clothes
To eat a healthy diet

Language Development

Learning the names of friends, group activity - sorting pictures of fruits, flowers, birds, animals etc, matching pictures with the letters of the alphabet.

Creative Art

Making a collage with friends, clay modelling, moulding, singing, dancing and acting. Making friendship band

Muscular Development

By playing together with friends, throwing a ball, catching a ball, kicking a ball, running a race, arranging the classroom

Experiences of Environment

Friends come from different homes, eat different food and speak different languages.

Development of Concepts

Colour - of water bottles, tiffin boxes, toys and dresses

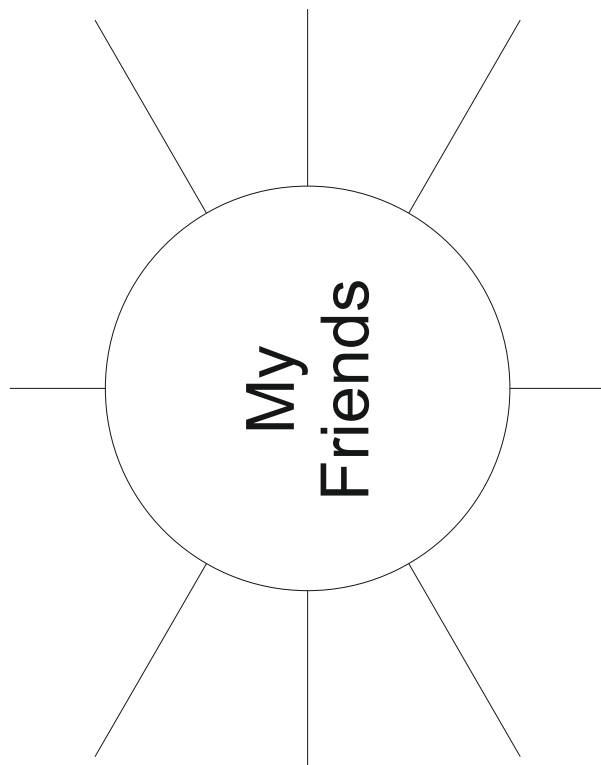
Shape - shape of the tiffin boxes, water bottles and toys

Smell and Taste - Smell and taste of food items brought by friends for the tiffin

Texture - of clothes, food and tiffin boxes, etc

Social Development

While playing in a group with some toys, children learn to show consideration for others, learn to share while having tiffin, learn to stand in a line for washing hands before meals, learn to pray together and thank God.



SKILLS TO BE DEVELOPED

TOPIC : MY FRIENDS

Basic Skills

Learning the names of friends
Experience of creative activities

Study Skills

Sorting objects. Experience of shape, colour, texture, taste and smell.

Social Skills

To be polite and considerate, develop good health habits, proper use of toilet/washroom.

JULY

5. MY BODY

Number Concept

Counting of different parts of the body

Health and Hygiene

To keep the body clean, a daily bath, regular brushing of teeth, cutting nails, combing hair, wearing clean clothes, eating clean and nutritious diet and physical exercises are necessary

Language Development

Recognition of parts of the body
Names of parts of the body related to the letters of the alphabet
Rhymes

Creative Art

Dancing, singing, drawing, colouring, finger, hand and foot printing, creating a small texture book

Development of Muscles

Running, jogging, jumping, hopping, skipping, sitting, standing, bending, stretching, imitating the movement of animals, sorting beads, buttons, stringing beads

Experiences of Environment

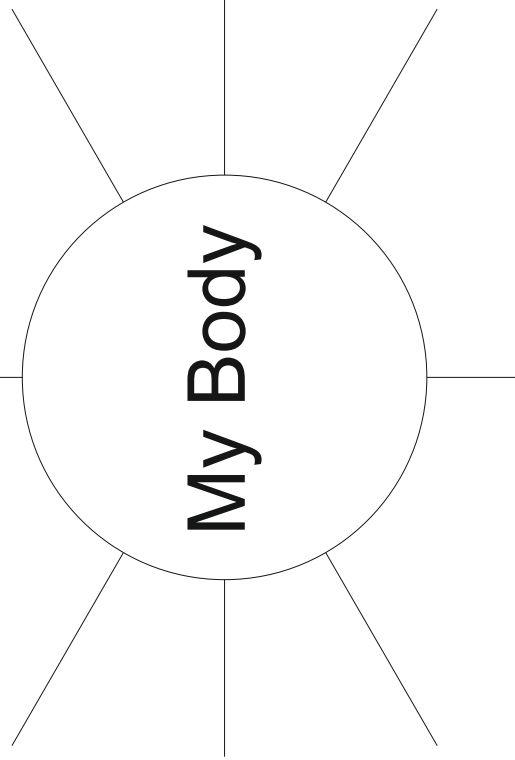
Experiences of hot, cold and humid weather
Different flowers that bloom in different seasons
Different types of food we eat in different seasons
Different fruits that grow in different seasons
Different clothes we wear in different seasons

Development of Concepts

To recognize the colour and shape of the various parts of the body
Smell of various soaps, powder, perfume, oil, flowers, fruits
Taste of fruits and other eatables
Texture of various clothes and objects around us by touching
Hearing music and sounds of various other things

Social Skills - Exercises of practical life

To greet people with folded hands
To talk politely, to offer water
To walk gracefully



SKILLS TO BE DEVELOPED

TOPIC : MY BODY

Basic Skills

- To learn the names of the parts of the body
- To learn about different clothes we wear in different seasons
- To learn about different food we eat

Study Skills

- To recognize different parts of the body by touching them for example- touch the head and ask what is it?
- By sorting out picture cards and identifying the parts of the body

Social Skills

- To dress neatly
- To keep the body clean
- To eat healthy food

JULY

6. MY FOOD

Number Work

Count the slices of bread, number of chapatis, counting seeds of mangoes, chikoos, litchis, counting fruits, concept of big/small, more/less

Health and Hygiene

To eat fresh and clean food - Milk is good for health, fruits are good too, one should eat at the proper time.

Language Development

Names of different food items-bread, butter, jam, honey, fruits, parathas, rice, chapatis, vegetables, curd, sweets and snacks through pictures and real objects to be done during tiffin time, learn about breakfast, lunch, dinner, dining table, plates, spoons, glasses, napkins and so on. Rhymes, stories.

Creative Art

Clay moulding/modelling
Colouring
Pasting cutout pictures of fruits and food items

My Food



Development of Muscles

To hold the spoon properly and eat and chew well, to hold the glass well with both hands to drink milk and water

Experiences of Environment

Kitchen, dining room, market, green vegetables, fruits, sweets, milk etc. Different food items associated with different occasions like birthdays-cakes, Holi-gujiyas
Summer season- ice creams, fresh fruit juice, milk shake, lassi etc.
Winter - Hot milk, soup etc.
Food items get spoilt in summer. (If they are kept outside and not in the fridge)

Development of Concepts

Colour of food items eg. bread, milk, jam, laddoos, jalebis, banana etc.
Shape of different food items
Smell of different food items (fresh and stale)
Taste of food items
Sound of cooking various things in different pots and pans like pressure cooker, saucepans, woks etc.

Social Skills

Eating together, sharing, serving food
Laying the table
Cleaning the table
Learning table manners

SKILLS TO BE DEVELOPED

TOPIC: MY FOOD

Basic Skills

Language development, vocabulary and speech training with correct pronunciation and intonation

Number Concept

Preparation for arithmetic

Study Skills

Different types of food

How atta (wheat flour) turns into dough and then to roti, egg changes its form on cooking

Social Skills

Explain to the students that the food that is served on the plate comes from the market and different people are involved e.g. farmer, grocer, vegetable vendor, milkman. Mother cooks the food

Tell them how bread, jam, honey, etc are prepared

AUGUST

7. SEASON (MONSOON)

Number Work

Count the umbrellas. Count the raincoats.

Health and Hygiene

It is not good for health to play in the rain. Change your clothes when/if you are drenched.

Language Development

Vocabulary: umbrella, raincoat, rain, cloud. Rhymes, stories and pictures.

Creative Art

Drawing, colouring, singing and dancing.

Season (Monsoon)



Development of Muscles

Wearing a raincoat, buttoning a raincoat, hanging the raincoat on the hook

Experiences of Environment

Watching different plants grow, different insects, watching the sky and clouds

Development of Concepts

Colour of the sky, trees, fruits, flowers
Smell of flowers, fruits and eatables
Sound of rain falling on the roof
Sound of thunder
Sound of heavy rain

Social Skills

Sharing our umbrella with others

Note: Winter and Summer seasons should also be done as and when they fall.

SKILLS TO BE DEVELOPED
TOPIC: SEASON (Monsoon)

Basic Skills

Learning the names of things and associating them with the alphabet
Rhymes, concept of numbers

Study Skills

Creative activities and imaginative expression
Drawing, colouring, paper tearing and paper folding, collecting flowers

Social Skills

To change wet clothes immediately
Not to bring wet umbrellas into the classroom, sharing an umbrella

AUGUST

8. CLOTHES WE WEAR

Number Concept

Counting different clothes
Counting buttons of a shirt or a cardigan

Health and Hygiene

To wear neat and clean clothes
Dirty clothes and wet clothes are bad for health.

Language Development

Vocabulary- names of different clothes we wear
Recognizing pictures of different clothes we wear in different seasons
Doll play/dressing the doll

Creative Art

Doll Play- dressing up the doll according to the season and occasion
Drawing, colouring, paper tearing, pasting

Clothes We Wear



Development of muscles

Exercises of practical life - Wearing different clothes, proper buttoning, tying shoe laces, folding a handkerchief

Experiences of Environment

Different people wear different clothes.
Ladies wear sarees.
Gentlemen wear suit/shirt and trousers.
Cotton clothes in summer
Woollen clothes in winter
Small girls wear frocks.
Boys wear shirts and shorts

Development of Concepts

Colour of different clothes, at least the colour of the uniform
Shapes of different clothes
Smell- clean and dirty clothes
Texture- soft, smooth and rough clothes

Development of Social Skills

Different clothes we wear, school uniform, party dress, daily clothes, night outfit
To give clothes to the poor and needy

SKILLS TO BE DEVELOPED
TOPIC: CLOTHES WE WEAR

Basic Skills

Language development
To learn the names of different clothes
Rhymes

Study Skills

Classifying different types of clothes
School uniform, coloured dress, mother's dress, father's dress, winter clothes, summer clothes.

Social Skills

To dress suitably for the occasion

SEPTEMBER

9. MY HOUSE

Number Concept

Counting the doors, windows, furniture, utensils and many other objects used in the house.

Health and Hygiene

For healthy living, the house should be kept neat and clean.

Language Development

Discussing the different parts of a house by showing the picture of a house, connecting the names with the letters of alphabet for example h - house, b - bathroom, k - kitchen etc. Rhymes, stories

Creative Art

Drawing, colouring, making a house by paper folding, ice cream sticks, pasting cutouts etc

Development of Muscles

By doing various activities and exercises of practical life
Say what all you can do in the class

Experiences of Environment

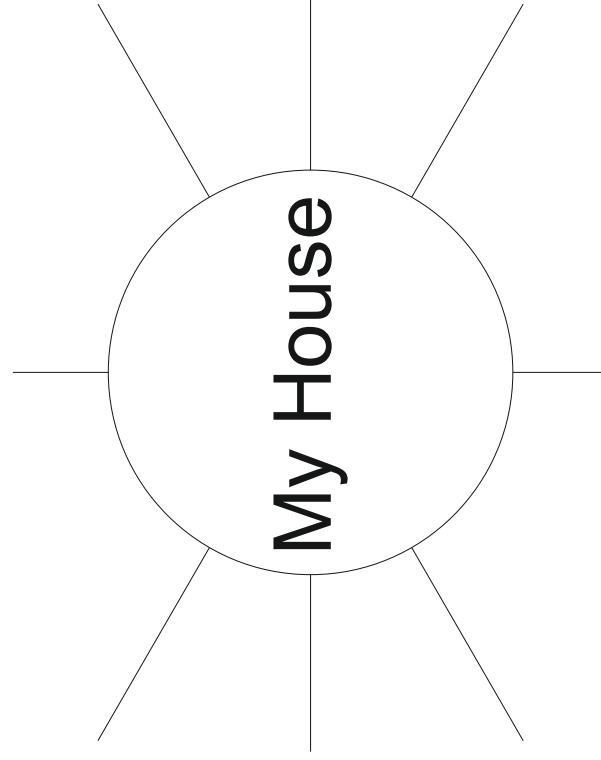
House where we live, things used in the house, people who visit the house, garden, pets, cooking, washing, cleaning done in the house

Development of Concepts

Colour of different objects used in the house
Shape of different objects used in the house
Taste of food we eat
Smell of cosmetics, spices and disinfectants used in the house
Texture-glass is smooth, grinding stone is rough, cotton is soft and light, stone is hard and heavy. **Sound** of music, pressure cooker, flush, door-bell, telephone, water tap

Social Skills

Through doll play children may depict social skills



SKILLS TO BE DEVELOPED

TOPIC: MY HOUSE

Basic Skills

Development of language imaginative expression and number concept

Study Skills

Sorting pictures of different things used in the house using picture cards

Social Skills

Through doll play children play the role of mother and father, teacher and student

SEPTEMBER

10. MY NEIGHBOURHOOD

Number Concept

Count different objects seen in the neighbourhood

Health and Hygiene

Should develop the habit of keeping the surrounding areas clean.

Language Development

Vocabulary development by showing pictures of things we see in our neighbourhood, for example:
Railway Station, Bus Stop, Post Office, Hospital, Shops, Green Grocer, Book Stall, Park, Garden
Rhymes, Stories

Creative Art

Drawing, colouring, block play, sand play, water play

Muscular Development

Running, walking, jogging, hopping, folding napkins

Experiences of Environment

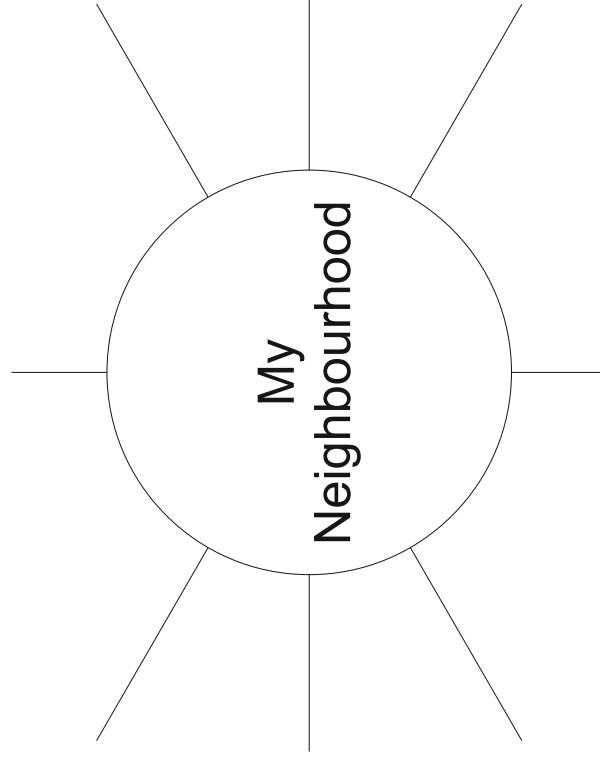
Visit parks, gardens, zoo

Development of Concepts

Various colours and shapes seen in the neighbourhood
Various sounds heard in the neighbourhood
Various objects to be given to the children to feel, press, pound, squeeze in order to develop the concept of hard/soft, rough/smooth, heavy/light
Various smells in the neighbourhood

Social Skills

Greeting visitors and thanking the people who help us



SKILLS TO BE DEVELOPED

TOPIC : MY NEIGHBOURHOOD

Basic Skills

Learning about Railway Station, Bus Stop, Post Office, Hospital, Shops, Green Grocer, Book Stall, Park, etc.
Number concept

Study Skills

When we are sick, we go to the hospital
We post a letter in the letter box at the post office
We buy things from shops and markets
When we go to a far away place we go by train, bus, aeroplane

Social Skills

To talk politely
Say 'Thank You', 'Sorry', 'Please'

OCTOBER

11. FESTIVALS (DUSSEHRA)

Number Concept

To count the heads of Ravana
To count the arms of Durga

Health and Hygiene

Not to eat eatables sold at a fair
which are exposed to dust
To offer pooja, one should wear
new and clean clothes

Language Development

Story of Rama and Sita

Creative Art

Drawing, colouring, pasting,
singing. Lantern making

Development of Muscles

Through activities related to the
festival, for example clay
moulding / modelling

Experiences of Environment

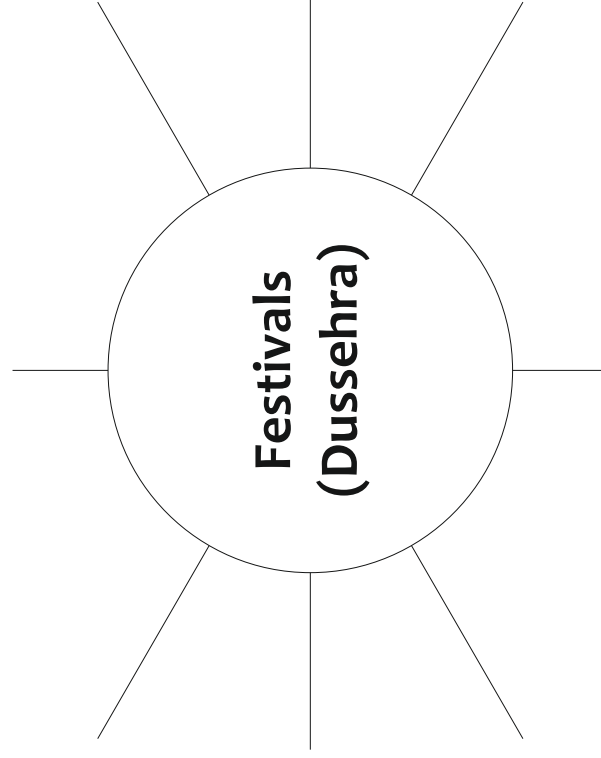
Change of weather- it is neither hot
nor cold, the sky is clear and blue
Dussehra celebration - burning the
effigy of Ravana

Development of Concepts

Colour- of the dresses of Ravana, Goddess
Durga, Rama, Sita. Children's own dresses for
the festival
Shape- Ravana's face, Durga's face, crackers
Taste- of sweets and other eatables
Smell- of Pooja articles and crackers and sweets
Sound- of "Dhak", Conch shells and crackers

Development of Social Skills

Joy of celebrating a festival together
with others
To be good human beings
To greet each other
To dress suitably for the occasion



Note: Consider other important festivals also as and when they fall

SKILLS TO BE DEVELOPED

TOPIC: FESTIVALS (DUSSEHRA)

Basic Skills

Knowledge of the classical story
How the festival is celebrated
Number concept

Study Skills

Children may collect pictures of the various festivals and paste them

Social Skills

To be good human beings, to greet others
Develop a sense of hygiene
Learn to be alert in a crowded place

OCTOBER

12. HOLIDAYS

Number Concept

Counting the pieces of luggage
Heavy/light

Health and Hygiene

While travelling one should not eat things that are not covered or fresh and clean.

Language Development

Vocabulary: summer holidays, winter holidays, we do not come to school on holidays, go out to grandmother's place or to some other place, go by train, by bus, keep things in the box, take bedding, food, water. Pictures of Railway Station, Bus Station to be shown

Creative Art

Drawing, colouring, pasting

Muscular Development

Playing games, running, walking

Experiences of Environment

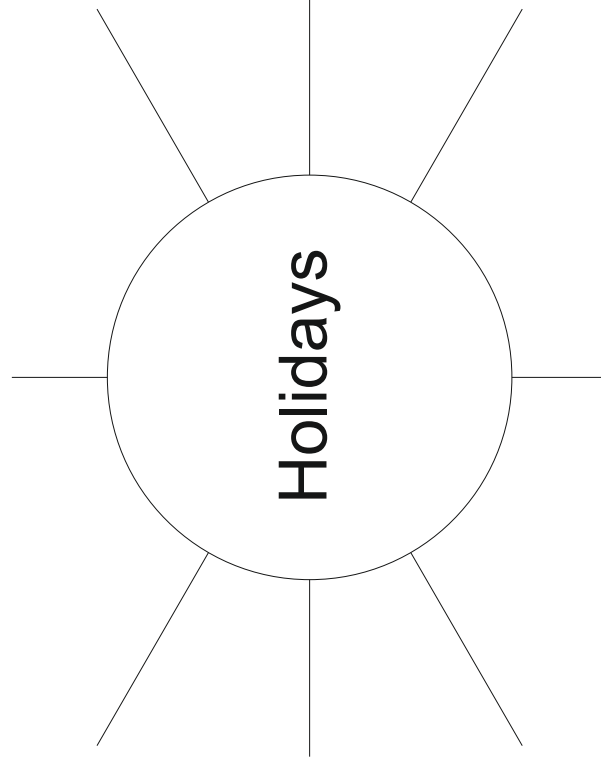
Climate, scenic beauty, different people, language, food, plants

Development of Concepts

Hot and cold weather, woollen and cotton clothes
Different colours seen
Different shapes seen
Different smells of fruits, flowers and food

Social Skills

Making friends with co-passengers while travelling
Keeping the compartment clean
How to pack and unpack your bags
Helping your parents



SKILLS TO BE DEVELOPED

TOPIC : HOLIDAYS

Basic Skills

- Language development
- Development of concept of numbers
- Development of creative art skills

Study Skills

- Experiences of environment

Social Skills

- To be courteous

NOVEMBER

13. THINGS WE SEE ON THE ROAD

Number Concept

Counting various objects
Many people in the bus
Few people on the rickshaw
Count the animals, trees seen on the road

Health and Hygiene

Eatables that are sold on the roadside should not be eaten, fruits should be washed properly before eating

Language Development

Vocabulary - Names of various things seen on the road-through pictures and picture books, also real objects wherever possible
Rhymes

Creative Art

Drawing, colouring, car wheel printing, making zebra crossing

Things We See On The Road

Muscular Development

Fly like a bird, act like a car driver, act like a scooter rider, act like a cycle rider

Experiences of Environment

Trees on the roadside, different flowers on those trees, different colours of the flowers
People buy and sell.
Cars move fast.
Rickshaws move slowly.
Buses take many people.
People wear woollen clothes in winter, use an umbrella during the monsoons, wear light clothes in summer.

Development of Concepts

Colour - trees, dresses of people, balloons, fruits sold on the road side.
Smell of smoke, flowers, sweets.
Shape of different objects seen on the road.
Sounds of different vehicles, vendors shouting, temple bells.

Social Skills

How to cross the road
Not to throw garbage on the road
Not to play on the road
To be kind to the animals on the road

SKILLS TO BE DEVELOPED

TOPIC : THINGS WE SEE ON THE ROAD

Basic Skills

Names of things seen on the road
Association of those words with the letters of the alphabet
Association and recognition of pictures with names
Number concept, imaginative expression

Study Skills

Sorting and matching pictures
Recognition of colours, sound, smell, shape

Social Skills

How to walk on the road
How to cross the road
To be polite

NOVEMBER

14. HOW WE TRAVEL (TRANSPORT)

Number Concept

Count the windows of a bus from a picture, the windows of the classroom, the wheels of a bus, scooter, car, etc.

Health and Hygiene

To keep the place clean while travelling by train or by bus, to use the toilet properly while travelling

Language Development

Vocabulary - Aeroplane, train, bus, car, scooter etc. by showing picture cards

To co-relate these names with the letters of alphabet - a - Aeroplane, b- Bus, c- Car
Rhymes - Hindi/English

Creative Art

Drawing, colouring, paper tearing and pasting

Muscular Development

Fly like an aeroplane, make a line holding on to each other's shoulders and go like a train, acting like a pilot, driver, sailor, play with toys

Experiences of Environment

Different means of transport in the air, on rails, on water, on the road

Development of Concepts

Colour of the bus, car, scooter, train

Shape of the vehicles

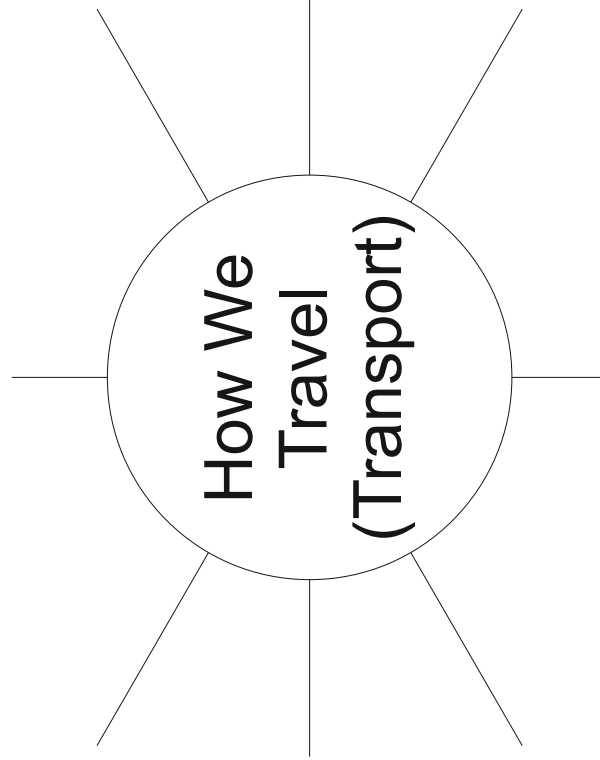
Smell of the petrol

Sound - of train, aeroplane, ship, car, scooter, bus

Development of Social Skills

To walk on the footpath / pavement
To cross the road on the zebra crossing

To share a seat in the bus if somebody is without a seat
Not to push anyone
To watch the traffic light



SKILLS TO BE DEVELOPED

TOPIC : TRANSPORT

Basic Skills

Learn the names of different kinds of transport.

Study Skills

Recognizing the sounds of different vehicles - how they run

A pilot flies a plane.

A driver drives a bus.

Daddy can drive a car or a scooter.

Social Skills

If you have any transport, you have to keep it clean and maintain it.

You have to obey the traffic rules while driving.

DECEMBER

15. WATER

Number Concept

Count the water bottles in the class.

Health and Hygiene

Drink clean water. Use clean water to have a bath and to wash your clothes.

Language Developments

Vocabulary development through conversation - We get water from taps. We wash hands with water. We have a bath with water. We wash our clothes with water. We bring water in a water bottle to drink in school.
Rhymes

Creative Art

Draw the picture of a rainy day.
Thumb printing, spray painting, colour magic (mixing of water colours), dot blotch painting

Muscular Development

Water play, how to fill water in a glass from a jug.
Transferring water with sponge
Washing of napkins with soap and water

Experiences of Environment

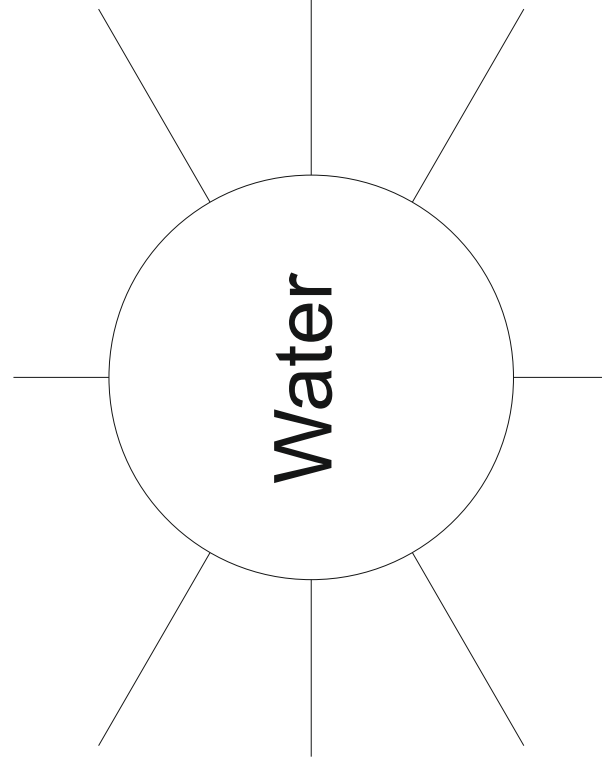
We get water from hand pumps, wells, taps, rain. Frozen water is ice. Dry things will get wet if we pour water on them.
Bring the objects and show it to the children.

Development of Concepts

Colour- Water has no colour, add any colour and it will take on that colour.
Taste- Water has no taste, add sugar to it, it will be sweet, add salt to it will be salty.
Smell- Water has no smell, add rose water to a glass of water. It will smell like rose.
Shape- Water has no shape of its own. It takes the shape of the container.
Texture- It is a liquid. You can pour water and collect it in a container. If you put your hand in water it will get wet.

Social Skills

To offer water to the guests. How to hold a tray.
To drink clean water.



SKILLS TO BE DEVELOPED

TOPIC : WATER

Basic Skills

Language development, development of concept of numbers, concept of opposites (solid/liquid; wet/dry)

Study Skills

Sources of water, uses of water

Social Skills

To drink clean water, to offer water to visitors at home

DECEMBER

16. ANIMALS

Number Concept

Counting the number of animals from picture cards
Sorting/matching picture cards

Health and Hygiene

Keeping the pet animals clean

Language Development

Names of animals through pictures
Association of the letters of the alphabet with the names of animals
Rhymes, stories (Hindi, English)

Creative Art

Drawing, colouring, paper folding, stencil painting

Muscular Development

Clay modelling, imitating the movements of different animals

Experiences of Environment

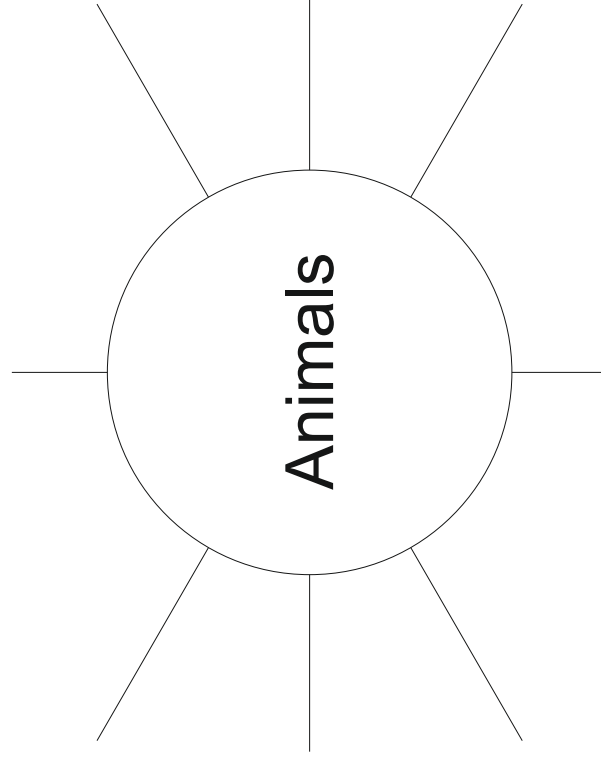
Visiting a Zoo
Different types of animals

Development of Concepts

Colour of different animals
Shapes of different animals: tall, long, short, small, big, fat, thin
Texture - soft, hard
Sound - sounds different animals make

Social Skills

Looking after pets
Be kind to animals.



SKILLS TO BE DEVELOPED

TOPIC : ANIMALS

Basic Skills

- Learning the names of animals
- Learning rhymes and stories
- Association of the letters of the alphabet with the names of animals

Study Skills

- Wild animals, pet animals, matching, sorting

Social Skills

- To be kind to animals, their food habits

JANUARY

17. THE SKY

Number Concept

Counting the objects in the sky in the given picture, sort out different pictures of the sky from the jumbled picture cards.

Health and Hygiene

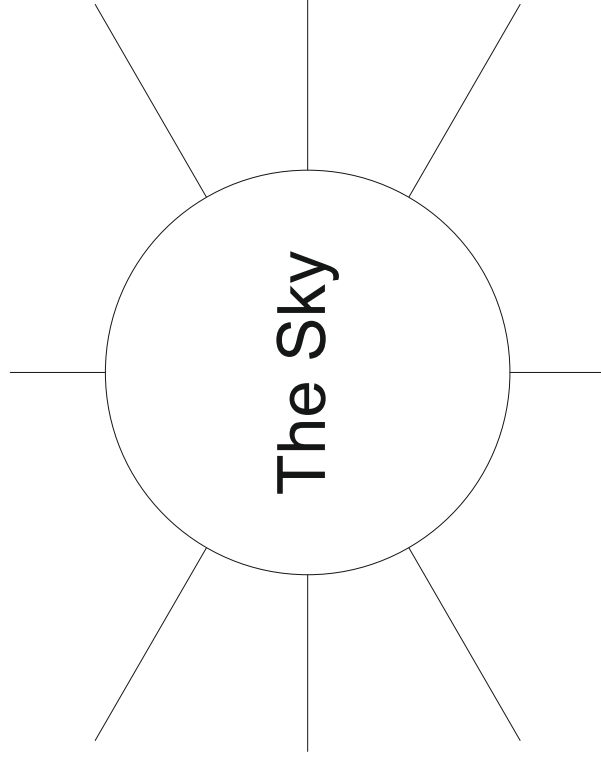
Morning sunshine is good for health. It's good to sit in the sun for sometime in winter.

Language Development

Vocabulary- Names of things seen in the sky through pictures and real objects
Rhymes and stories (Hindi and English),
day, night and rainbow

Creative Art

Dancing, singing, sand play, pasting cutout figures, drawing and colouring pictures like sun, moon, star, aeroplane, birds, kite etc.



Muscular Development

Fly like an aeroplane. Fly like a bird.

Experiences of Environment

- | | |
|-------------|--------------|
| Clear sky | Conversation |
| Cloudy sky | |
| Morning sky | |
| Evening sky | |
| Rainbow | |
| Rising sun | |
| Setting sun | |
| Full moon | |
| New moon | |

Development of Concepts

Shape and colour-The sun is round and shines brightly in the day time. The night is dark, stars and moon shine at night. The moon is round. The sun is hot, the moon is not hot. The sky is blue. Shape and colours of the rainbow. Blue sky is covered with grey clouds during the monsoons. We hear thunder during the monsoons.

Social Skills

God made the Sun and the Moon and the birds. Man has made aeroplanes and kites. A pilot flies a plane. People / children like flying kites.

SKILLS TO BE DEVELOPED

TOPIC: THE SKY

Basic Skills

Language development, creative expression through dancing, singing, drawing, colouring

Study Skills

Sorting pictures

Social Skills

To thank God for the sunshine, for the beautiful moon and the stars

18. SHAPES AND COLOURS IN THE ENVIRONMENT

Number Concept

Count the objects of different colours and shapes.

Concept of Health and Hygiene

We should eat fresh fruits and vegetables.

Language Development

Vocabulary - Names of shapes and colours, circle, square, triangle, red, yellow, blue

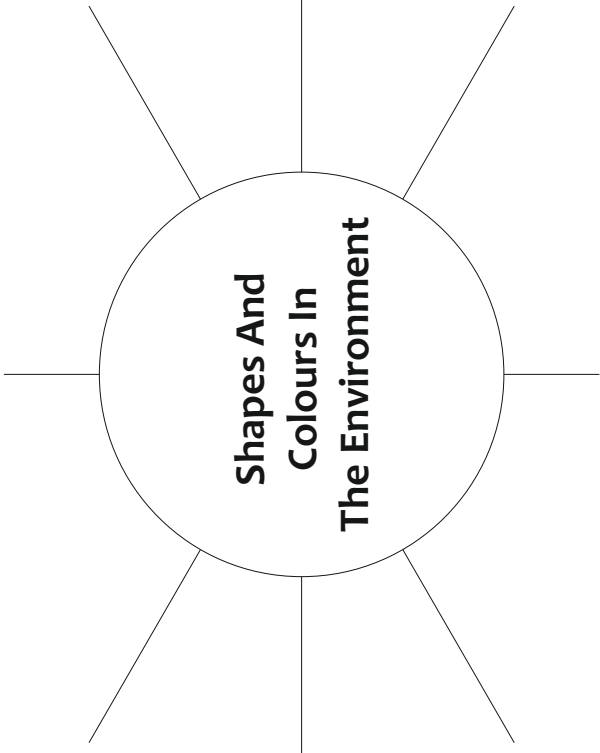
The Sun is round, the full moon is round, a ball is round, a bangle is round, a hanky is square, a tiffin box is square, a sandwich is triangular in shape.

Rhymes - My red balloon

Creative Art

Colouring three basic shapes with three basic colours.

Shapes And Colours In The Environment



Development of muscles

Make a circle by holding hands.

Play - Ring A Ring O Roses.

Play with a ball, Rolling a ball,

Matching and sorting of different colours and shapes (Use buttons, picture cards)

Experiences of Environment

Things in the environment have shapes and colours
(Children may be helped to explore that)

Development of Concepts

Colour - An apple is red. The sky is blue.

Mangoes (ripe) are yellow.

Shape - A ball is round, a box is square (take only the right shape)

You get a triangle when you fold a square handkerchief or a napkin diagonally.

Social Skills

Receiving and giving cards and gifts, packets of different colours and shapes.

Say 'Thank You', 'Please'.

SKILLS TO BE DEVELOPED
TOPIC : SHAPES AND COLOURS IN THE ENVIRONMENT

Basic Skills

To learn the names and recognize the shapes and colours in the environment

Study Skills

Consciousness about shapes and colours in the environment

FEBRUARY

19. MY GARDEN

Number Concept

Counting flowers, leaves, fruits, seeds

Health and Hygiene

Washing hands after playing in the garden.
To be careful about the insects that are harmful.

Language Development

Vocabulary - Garden, flowers, leaves, flowerpots, plants, seeds, watering can, hoe, etc.
Rhymes/Stories

Creative Art

Drawing, colouring, pasting, cut out pictures of flowers and fruits
To arrange flowers

Development of muscles

Watering plants. Rolling in the lawn, jumping, dancing

Experiences of Environment

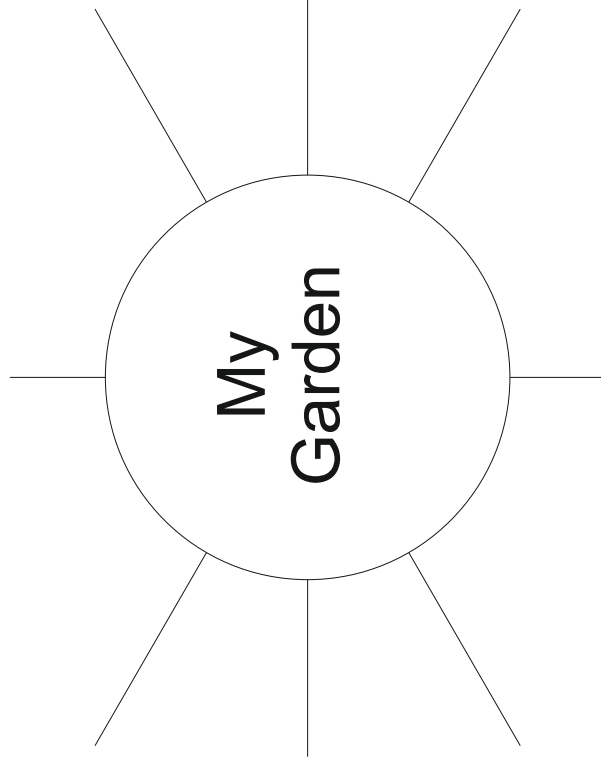
We enjoy sitting in the garden when the weather is fine.
Some flowers bloom during the monsoons, some in winter and some in summer.
Flowers have sweet smell and beautiful colours.
Birds and insects in the garden

Development of Concepts

Colour - of flowers and leaves
Shape - of flowers, leaves and other things that are used in the garden
Smell - of different flowers and leaves
Texture - soft, rough, smooth

Social Skills

Not to pluck flowers, not to harm plants and trees, keep the garden neat and tidy, flower arrangement



SKILLS TO BE DEVELOPED

TOPIC : MY GARDEN

Basic Skills

- Learn the names of different things seen and used in the garden.
- Concept of numbers
- Experience of creative art

Study Skills

- Collecting different flowers
- Matching the flowers with picture cards
- To look after a plant by watering it regularly
- Plants grow from seeds
- Flowers turn to fruits and seeds

Social Skills

- To keep the garden clean
- To arrange flowers
- To offer flowers

FEBRUARY

20. PLANTS

Number Concept

Counting flowers,
counting leaves,
counting trees, fruits and
vegetables

Health and Hygiene

To wash hands after caring for the
plants
To be careful about insects and thorns.

Language Development

Vocabulary - to tell the names of the
parts of a plant by showing a real
plant, connecting the names with the
letters of the alphabet - b- branch,
s- stem, p-plant, r-root, f-flowers,
l-leaves
Rhyme

Creative Art

Colouring pictures of flowers and
fruits
Paper tearing, making flowers with
pencil shavings and paper
Flower arrangement

Experiences of Environment

Different plants grow in different seasons.
Different flowers bloom in different
seasons.
Flowers turn to fruits.
Seeds grow to plants.

Development of Concepts

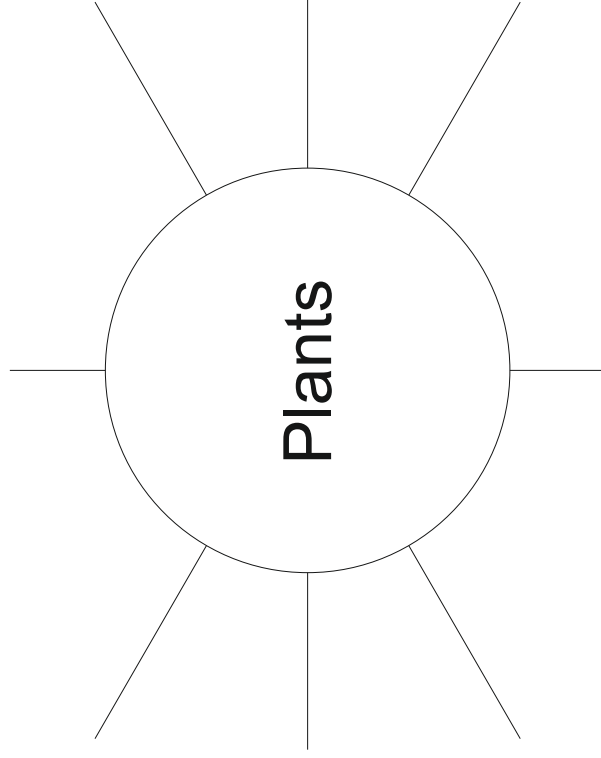
Colour of different flowers, fruits and leaves
Shape of different fruits and vegetables
Smell of flowers, fruits, vegetables and leaves
etc.
Taste of fruits and vegetables
Texture of soil, plants, flowers, vegetables

Social Skills

To take care of plants, not to pluck
flowers, to thank God for all plants

Development of muscles

Planting plants in a small pot
Using garden tools
Making a small garden in the sand tray
Watering a plant



SKILLS TO BE DEVELOPED

TOPIC : PLANTS

Basic Skills

- Learn the names of different flowers, fruits, vegetables and parts of a plant
- Special description of appearance, developing writing skills
- Developing number concept
- Concept of big/small, heavy/light, rough and smooth

Study Skills

- Collecting, classifying, sorting, pairing

Social Skills

- Gratitude to God for giving us such lovely things
- Moral aspect - not to spoil a plant
- How to receive flowers
- How to offer flowers
- To say 'Thank You', 'Please'

Recommended Style of Writing

1. Numbers from 1 - 10
2. Small letters (lower case letters)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

a	b	c	d	e	f	g
---	---	---	---	---	---	---

h	i	j	k	l	m	n
---	---	---	---	---	---	---

o	p	q	r	s	t	u
---	---	---	---	---	---	---

v	w	x	y	z
---	---	---	---	---