

## SYLLABUS 2026-2027

# KINDERGARTEN

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:

- Music with Rhythm and Movement
- 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, Languages of Positive Reinforcement

## 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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## OBJECTIVES AND GOALS OF THE PRE PRIMARY CLASSES

### 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. Their lives should be shaped, as they broaden their perspectives and gain new experiences. These experiences can bring about the total development of a child socially, physically, intellectually, culturally and emotionally.

### 1. Social Development:

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

### 2. Physical Development:

- i) To enable the child to be involved in activities which will help him to develop motor skills
- ii) To know the parts of the body
- iii) To enable him to enjoy both indoor and outdoor activities

### 3. Intellectual Development:

- i) The child will be encouraged to perform simple skills
- ii) To transfer the knowledge into action
- iii) To develop both short term and long term memory
- iv) To increase the child's understanding about 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, drama, music, 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:

- i) To enable each child to develop with confidence and self-assurance
- 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 than 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 exercises of practical life 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 of life, when 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 the absolute property of adults. Everyone had a 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 an adult as he is an entity in himself. From the day of his birth up to the age of 6 his relation with an adult is 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 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, 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 the 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 while 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 for 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 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. 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 to practise putting buttons through the holes, lacing shoes, buckling belts, etc.

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

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 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, Moveable letters of the 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 among 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 features 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 is 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 touch 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, of 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 (a) holding a banner, (b) plate, (c) glass in two hands, (d) 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 many other games and rhymes, etc.

### b: Sensorial apparatus:

Cylindrical Blocks, Pink Tower, Broad Stairs, Long Stairs, Touch Board and 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
- 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 computer/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
8. **Activities: to develop general awareness of the environment**
  - a) To learn good manners
  - b) To increase general knowledge
  - c) To develop good moral values
  - d) To learn about our own country, people, 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 with the first 4 rhymes
4. New students to introduce themselves by calling out their names on the microphone
5. Inspection of personal hygiene by the teachers
6. **Activities:**
  - a) Some attractive pictures should be shown for observation and winning the trust of new comers
  - b) Talent Search : Voluntary (Confidence 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 cassette/CD player
  - d) Familiarity with one's body functions (just take two sense organs)
  - e) Seasonal changes (Summer)Other activities may be added.  
National Anthem on every Saturday

#### JULY

1. School Prayer/School Pledge
2. To 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
6. **Activities:**
  - a) Rainy season : Talk about clouds, lightning, thunder
  - b) Draw their attention 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
2. Speak about God where goodness is emphasized upon (how God loves good children who speak the truth)
3. Muscle Exercises : Jumping, sense of direction, East and West, by stretching their arms
4. Nursery Rhymes with actions
5. Inspection of personal hygiene by the teachers

### Activities :

- a) Picture of Mahatma Gandhi to be shown in connection with 15th August, Independence Day.  
Few good points to be highlighted about the Father of the Nation.
- b) Recognize the colours, two at a time in one week  
Red and Green  
White and Black  
Blue and Yellow
- c) Concept of a happy family and members in a family  
Mention about Grandparents (use pictures and flannel board)
- d) Talk about helpers in the household (servants, tailor, washerman)
- e) Dispersal of seeds  
The seed of a mango left in the courtyard and lawn will sprout, cotton seeds are blown away in the air, thistles are carried on the fur of animals
- f) 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.  
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

### 5. 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. (make use of the flannel board or pictures)
- c) To handle objects of different weights, wooden blocks and cardboard boxes, lifting hammers and pieces of wood and paper (introduce the concepts of heavy and light)
- d) Group story telling by acting/using a frieze
- e) General knowledge development through computer/IWB (to show pictures of some great men)  
National Anthem on every Saturday

## OCTOBER

1. School Prayer / School Pledge
2. Speak about God, how He loves good children and His concern about naughty children.
3. Muscle Exercises :
  - a) Flap your arms like a bird
  - b) Jump like a frog
  - c) Nursery Rhymes with actions
  - d) Inspection of personal hygiene by the teachers

3. **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 come with His presence to us every time.
  - d) Story telling competition on Saturday
  - e) Talk about Diwali and relate it with 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 sunlight. We can see through clear glass as it is transparent.  
National Anthem on every Saturday

## NOVEMBER

- 1. School Prayer / School Pledge
- 2. Warming up exercises  
(i) Jogging (ii) Rolling of arms in right and left direction
- 3. Nursery Rhymes with actions
- 4. Inspection of personal hygiene by the teachers
- 5. **Activities:**
  - a) Developing general knowledge through computer/IWB/flannel board; use pictures of few familiar animals and birds  
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 summers, the child has to stay inside the room because of the heat outside. In the rainy season, it becomes difficult to come to school.  
In winters, children need to wear woollen clothes.
  - d) The Christmas story  
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. Inspection of personal hygiene by the teachers
- 5. **Activities:**
  - a) Using computer/IWB, introduce a globe and countries, specially India
  - b) Experience of plant life  
(This includes usefulness of plants and trees)  
Use of trees, leaves, fruits and vegetables
  - c) Recognition of National Flag and its colours
  - d) Father of the Nation : Place his picture in the classroom and ask children what they would like to say about him.
  - e) Introduce to the students the various means of transport through pictures and Flannel Board.  
National Anthem on Saturdays.

## **JANUARY**

1. School Prayer / School Pledge
2. Breathing Exercises
3. Nursery Rhymes / Story telling
4. Inspection of personal hygiene by the teachers
5. **Activities:**
  - a) Introduce them to hand exercises through clapping, cutting, spraying (it should be a demonstration).
  - b) Recognition of the National Flag
  - c) Articles related to different shapes along with their names should be put on a flannel board or on a table.
  - d) Cold season : Dresses, 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
4. Inspection of personal hygiene by the teachers
5. **Activities:**
  - a) Festivals celebrated : Religious, social and national
  - b) To introduce good eating 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 globalisation; dresses/holding hands around a globe/different names of countries through wearing arm bands

National Anthem on every Saturday

## MORAL TEACHING, GOOD MANNERS AND HYGIENE

When I wake up in the morning I must wish my Mummy and Daddy.

I must wish people who visit us.

I must always help my parents, younger brother and sister.

I must keep things in their proper places.

I must say 'Please', 'Thank you' and 'Sorry' whenever necessary.

I must always obey my Mummy and Daddy and elders.

I must stand up and wish the teacher when she enters the class.

I must not talk when the teacher is teaching in the class.

I must not stand on the benches and desks.

I must throw bits of paper, which make the place untidy, in the waste paper basket.

I must help to keep my class neat and clean.

I must say 'Thank you' to the teacher, when she leaves the class.

I must not waste water.

### Good and Clean habits

I must brush my teeth everyday.

I must have a bath everyday.

I must comb my hair and wear clean clothes.

I must cut my nails.

I must go to school on time.

I must study my lessons everyday.

I must wash my hands before and after eating.

I must not drop food while eating.

I must eat slowly.

### Tiffin Time

Wash hands before and after meals, dry hands with the towel, avoid wastage of water.

Prayer before and after meals. We should thank God for all that He has given us and not to waste food.

Use of place mat and napkins

Good eating habits

- a) to use napkins to wipe fingers and lips, etc.
- b) to eat properly
- c) to share with others (especially when any child is without tiffin)
- d) not to spill food while eating
- e) not to talk with food in the mouth (choking)
- f) not to open mouth while eating
- g) to clear up the table after eating

Use of the dustbin

Use of 'Thank you' and 'Please'

## LIST OF NURSERY RHYMES

1. Hickory Dickory Dock
2. Mary had a little lamb
3. Little Bo-Beep has lost her sheep
4. Here we go round the mulberry bush
5. Old King Cole
6. Jack and Jill
7. Humpty Dumpty
8. Ring a ring O' roses
9. London bridge is falling down
10. Hot Cross Buns
11. Simple Simon - Met a Pieman
12. Little Miss Muffet
13. Johny Johny Yes Papa
14. Mary Mary quite contrary
15. Hop a little jump a little
16. One two buckle my shoe
17. Ten little Indians
18. Oh dear ! What can the matter be
19. Chubby Cheeks
20. Ba Ba Black Sheep
21. Ding Dong Bell
22. Pussy Cat Pussy Cat
23. Ten little fingers
24. Wee Willy Winkie
25. Twinkle twinkle little star
26. Old McDonald
27. Georgie Porgie
28. Yankee Doodle
29. Goosey Goosey Gander
30. The Farmer in the den
31. Polly put the kettle on
32. If you're happy and you know it
33. My red balloon
34. How does the corn go
35. Two little dickie birds
36. Found a peanut

### **Hindi**

37. Ek Madari Laya Bhalu
38. Ek Meri Almari
39. Bandar Ki Shadi

### **Number Work Time Rhymes**

One and one make two they say  
And two and two make four  
When Bingo has a bun for tea  
He always begs for more.  
If you have three and I have three  
Then you and I'll have six  
Mee-Mee's such a naughty chimp  
He's always up to tricks  
You can catch four and I can catch four  
Together we catch eight,  
Hurry up Oh' hurry up !  
For supper we will be late.  
Five and five make ten, they say  
Ten fingers and ten toes  
Tommy's such a clever boy  
His number work he knows and  
Even says has fingers ten  
Are equal to his toes.

### **Off to the Zoo**

Have you been to the zoo  
And seen a Kangaroo ?  
The little cub will encrouch  
Within a little pouch

The tiger in a rage  
Will prowl within its cage  
The monkeys on a tree  
Will mimic you with glee

The little baby bear  
With furry wurry hair  
Will poke his nose around  
At each and every sound

So let us go away  
On one delightful day  
Away to the zoo  
Just me and you.

## LIST OF STORIES

### Classics

1. Little Red Riding Hood
2. Three Little Pigs
3. Snow White
4. Goldilocks
5. Jack and the Bean Stalk
6. Puss in the 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 Crow
6. The Cap Seller

### Hindi

1. Panchatantra ki Kahaniyan
2. Amar Chitra Kathaon Se

### GAMES FOR PHYSICAL DEVELOPMENT

1. Throw a ball across the circle
2. Throwing a ball across the line
3. Standing on a line - passing the ball over the head
4. Tunnel ball
5. Jump high ten times
6. Touch the ground on the right on the left and walk 1, 2, 3
7. Walk on tip toes
8. Hop, skip and jump
9. Walking with music / drumbeat
10. Quick steps with fast music

### INDOOR GAMES

To help the children develop the concept of :-

1. Colours
2. Shapes
3. Numbers - Dominoes  
Dice and Beads
4. Addition/subtraction
5. Geometrical designs
6. Language Development - Phonic Games  
Word building games

## ACTIVITIES FOR DEVELOPING LANGUAGE SKILLS - ENGLISH

1. Oral questions and answers
2. Vocabulary development; identification of new words and learning the spellings
3. Word cards and sentences - Talk about the picture
4. Rhymes
5. Story telling / reading from prescribed book, story books, magazines and newspaper
6. Fill in the blanks with No and Yes
7. Use of a, an, this, that, these and those
8. Use of in, on, under, over, in front and besides
9. Make sentences by using she, he, it, you and me
10. One and Many / opposites
11. Tick the right sentences - cross the wrong ones
12. Action words; rhyming words
13. Yesterday, today and tomorrow
14. Days of the week and months of the year
15. Colours
16. Dictation
17. Interaction with peer groups and adults

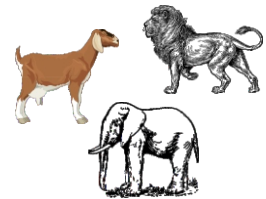
**Prescribed Book**

Book 1 (i) Creative Science (Introductory) Part I  
(FK Publication)

(ii) Creative Science (Introductory) Part II  
(FK Publication)

## Phase I

Months	Book & Page Nos	Content
March to September	Book 1 (i) pg 5-16	<ul style="list-style-type: none"> <li>*Our Body</li> <li>*Body Parts</li> <li>*Healthy Body</li> </ul>
	Book 1(i) pg 17-38	<ul style="list-style-type: none"> <li>*Food</li> <li>*Home</li> <li>*A Garden</li> <li>*Leaves</li> <li>*Seeds</li> <li>*Our Green Friends</li> <li>*Domestic Animals</li> <li>*Wild Animals</li> <li>*Animals and their Babies</li> <li>*Animal Homes</li> </ul>



## Term II

Months	Book & Page Nos	Content
October to February	Book 1(ii) pg 5-7	*Birds and Insects
	Book 1(ii) pg 8-30	<ul style="list-style-type: none"> <li>*Living and Non - Living Things</li> <li>*Air</li> <li>*Water</li> <li>*Weather</li> <li>*Sun, Moon and Stars</li> <li>*Transport</li> <li>*Safety on the road</li> </ul>



Oral work may be done related to the prescribed topics.

Note: Follow the web chart for the activities to be done related to the topics.

# CHARACTER BUILDING

**Prescribed Book**

Hidden Gems: Early Childhood Character Building level III (KG)

## Term I March - September

Lesson No.	Page No.	Name of the Lesson
1	1	The train that would not stay on the tracks
2	2-4	The Secret
3	5	I love everyone and like to make them feel welcome
4	6-7	Serving others makes me happy
5	8	The Wind and the Sun
6	9	A clean body and a clean mind help us grow strong and healthy

## Term II October - February

Lesson No.	Page No.	Name of the Lesson
7	10	Our tongue should speak the truth and our heart should be pure
8	11	Self respect and dignity makes us feel good
9	12	Anand, The Little Boy With A Very Big Heart
10	13	Cooperation helps us be united and happy
11	14	It is so wonderful to see greatness in others
12	15	The Fox's Tale, Look for the good points
13	16	We should desire for others what we desire for ourselves



# ART & CRAFT

**Prescribed Books**

Book 1 Art is Fun Book B  
(Aman Publishing House)

Book 2 Art Utsav  
(Pristine Education Pvt. Ltd.)

## Term I

Months	Book & Page Nos	Content
March to September	Book 1 pg 1-9 Book 2 pg 3-15 Book 1 pg 10-16	 

## Term II

Months	Book & Page Nos	Content
October to February	Book 2 pg 16-21 Book 1 pg 17-24 Book 2 pg 22-32	 

# List of Activities to be done Term wise

## Term I

Months	Exercises of Practical Life	Sensorial Apparatus	Mathematics
March to September	<ol style="list-style-type: none"> <li>1 How to sit on a chair and get up from the chair</li> <li>2 How to enter the classroom (wipe feet on the door mat)</li> <li>3 Dusting the furniture</li> <li>4 Sweep the floor with the broom</li> <li>5 How to pour water in a glass and place it on the tray and walk gracefully to offer it to the guest</li> <li>6 Wipe hands and face with a clean towel</li> </ol>	<ol style="list-style-type: none"> <li>1 Red Rods</li> <li>2 Colour Tablet Box II</li> <li>3 Fabric Box</li> <li>4 Knobless Cylinder Blocks</li> <li>5 Constructive Triangles (all three boxes)</li> </ol>	<ol style="list-style-type: none"> <li>1 Spindle Boxes</li> <li>2 Wooden Shapes</li> <li>3 Number Rods</li> <li>4 Seguin Board</li> </ol>

## Term II

Months	Exercises of Practical Life	Sensorial Apparatus	Mathematics
October to February	<ol style="list-style-type: none"> <li>1 Laying the table for lunch</li> <li>2 Tie and untie shoe laces</li> <li>3 Wearing a dress and shoes</li> <li>4 Shoe polishing</li> <li>5 Brass polishing</li> <li>6 Washing activity Washing a napkin, socks and handkerchief</li> </ol>	<ol style="list-style-type: none"> <li>1 Geometrical Solids</li> <li>2 Sound Box</li> <li>3 Stereognostic Bag</li> </ol>	<ol style="list-style-type: none"> <li>1 Number Cards for addition and subtraction</li> <li>2 Number cards and beads</li> <li>3 Beads and dice</li> <li>4 Colour bead bars</li> </ol>

## COMPUTER PLAY

- Parts of a Computer
- Names of the Keys
- Paint and Tools of Paint Brush
- Tux Paint
- Typing

# RHYMES AND STORIES

## Term I

Months	Stories	Rhymes
March to September	<ol style="list-style-type: none"> <li>1 The Red Hen</li> <li>2 The Rabbit And The Lion</li> <li>3 Lallu And Pilu</li> <li>4 The Wise Goat</li> <li>5 Little Red Riding Hood</li> <li>6 The Honest Boy</li> </ol>	<ol style="list-style-type: none"> <li>1 If You Are Happy And You Know It</li> <li>2 Yankee Doodle</li> <li>3 Hop A Little, Jump A Little</li> <li>4 Are You Sleeping Brother John? (in English, Hindi, French, Spanish)</li> <li>5 Found A Peanut</li> <li>6 Old Mc Donald</li> </ol>

## Term II

Months	Stories	Rhymes
October to February	<ol style="list-style-type: none"> <li>1 The Enormous Turnip</li> <li>2 The Three Little Fish</li> <li>3 The Farmer And The Donkey</li> <li>4 The Capseller And The Monkey</li> <li>5 The Ginger Bread Man</li> </ol>	<ol style="list-style-type: none"> <li>1 Simple Simon Met A Pie Man</li> <li>2 Ten Little Ducks Went Out to Play</li> <li>3 Ten Little Indians</li> <li>4 Little Bo Beep</li> <li>5 Old King Cole</li> <li>6 The Farmer In The Den</li> </ol>

Note: Rhymes from the book 'Melodies in Rhymes' and 'Red Grammer' should be recited regularly in the class.

# CO-OPERATIVE GAMES

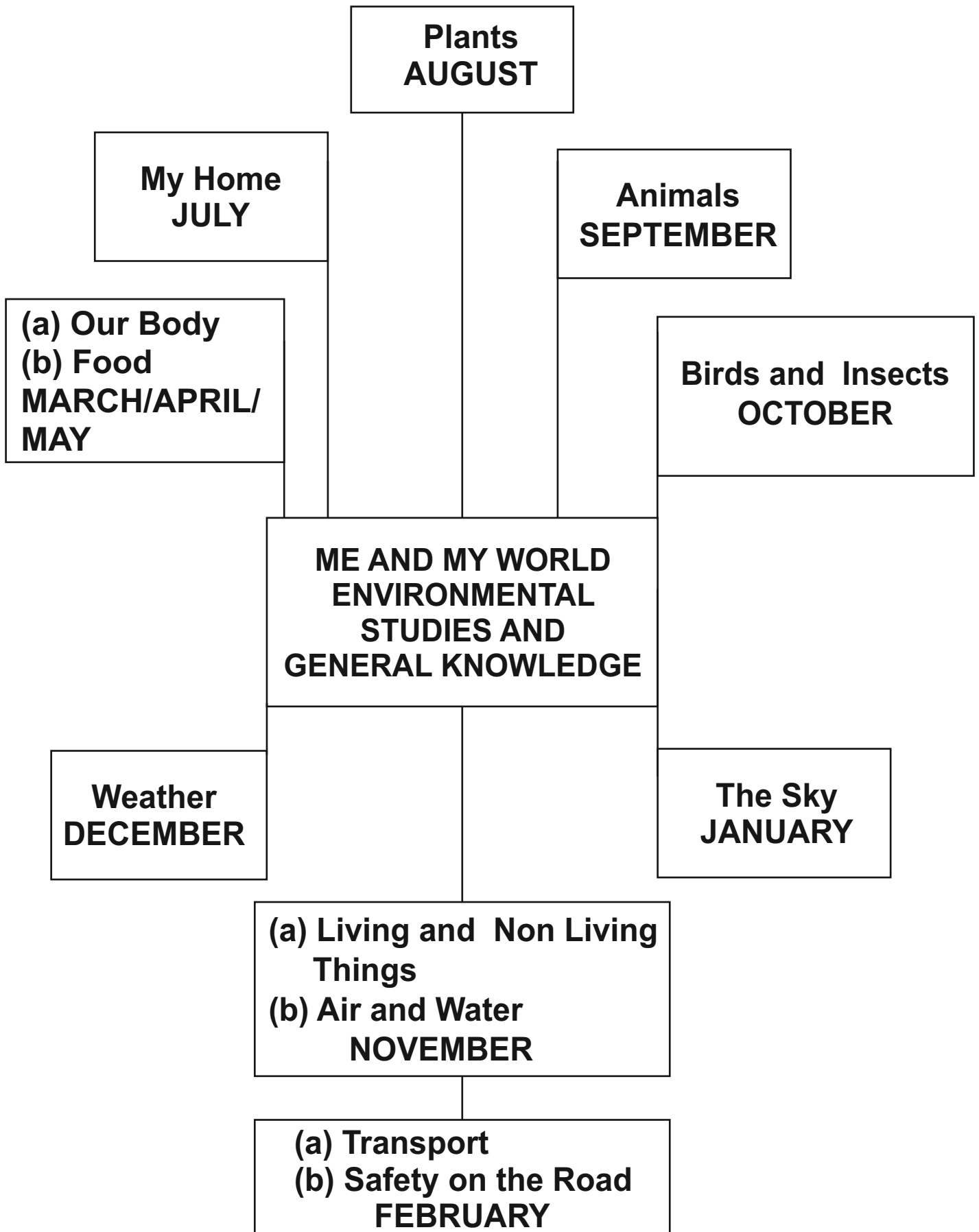
## Term I

Months	Co-operative Games
March to September	<ol style="list-style-type: none"> <li>1 Jump Jump</li> <li>2 Wheel game</li> <li>3 All of us all at once</li> <li>4 Animal acting</li> <li>5 Back to back</li> <li>6 Hello, But I am gone</li> </ol>

## Term II

Months	Co-operative Games
October to February	<ol style="list-style-type: none"> <li>1 Pinning the pencils</li> <li>2 Follow the leader</li> <li>3 In between</li> <li>4 Popcorn ball</li> <li>5 Catch the tail</li> <li>6 Nature acting</li> </ol>

Note: More suitable games may be taken up from the Co-operative games book.



Prescribed Book : 'Creative Science - Introductory' to be used according to topics given in the web chart

# Our Body

## March

Things required to keep our body clean e.g. Tooth paste, tooth brush, towel, shampoo, soap, hair oil, comb, etc. To keep the body clean a daily bath, regular brushing of teeth, trimming nails, combing hair, wearing clean clothes, eating, clean and nutritious food and physical exercises are necessary.

### Creative Art

Draw pictures of your face showing hair, eyes, nose, ears, lips, etc. Paste pictures of a whole body in the scrapbook.

Experiences of hot, cold and humid weather  
Different clothes we wear in different seasons

To stay healthy we should study and play on time.

Parts of the body  
Recognition of parts of the body  
Names of parts of the body

## Our Body

### Name our sense organs.

Exercise to be done given in the syllabus  
Development of muscles running, jogging, jumping, hopping, skipping, standing, sitting, bending, stretching, imitating the movement of animals, etc.

### Activities

Smell of various soaps, perfume, oil, flowers, fruits, etc, taste of fruits and other eatables  
Texture of various clothes and objects around us by touching/feeling  
Talk to the children about the uses of the 5 sense organs.

## BASIC SKILLS TO BE DEVELOPED

Topic: Our Body

### Basic Skills

#### Language Development

Talk on 'Myself'  
Different parts of the body

### Rhymes

Chubby Cheeks  
These are my hands  
One little, Two little, Three little Indians

### Study Skills

Count parts of the body which are in pairs and those which are single, shapes.  
Creative and Imaginative Expression  
Conversation, Dramatization, Clay Modelling, Drawing, Colouring, Pasting, etc.  
Collection and classification of pictures of different parts of the body  
Classifying those parts that are in pairs and those which are single  
Experiment-Looking into a mirror and asking yourself "Am I smart?"  
Comparing oneself with other children-boy/girl-height/weight, etc.

### Social Skills

Good habits and basic manners  
Keeping oneself clean, helping others, sharing things with others  
To thank God for a healthy body

Different types of food  
Different types of fruits and vegetables

**Need for food** Why do we need food? What are healthy foods? (e.g. milk, butter, chapati, rice, vegetables, fruits, eggs, etc.)

Thank God, our creator for the food we eat.  
Sharing and helping at home and school

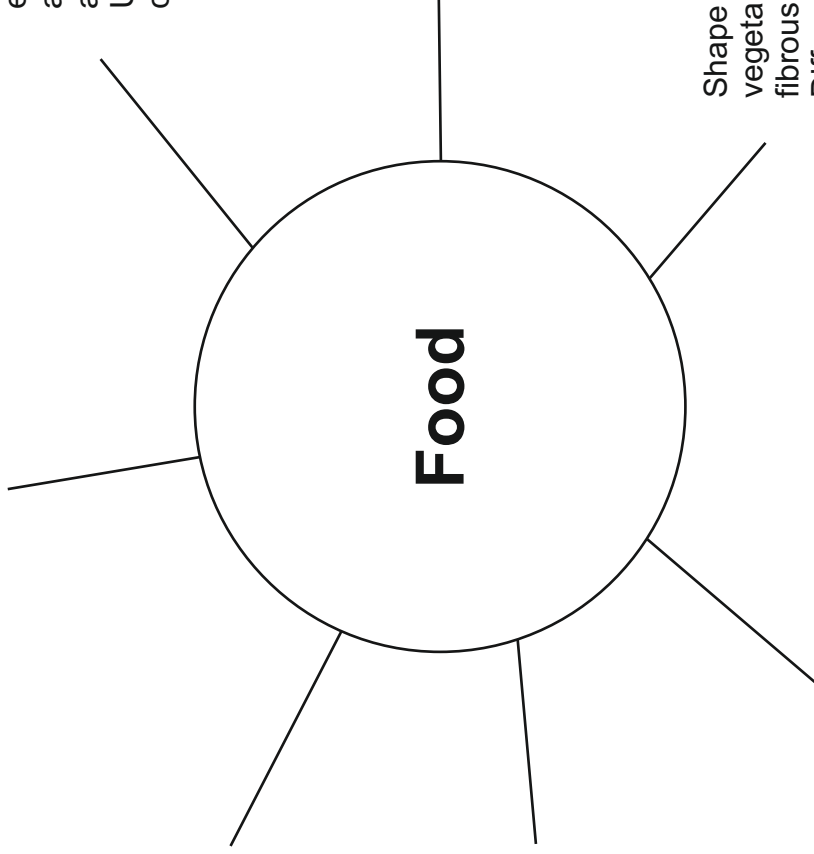
Name of the meals taken everyday e.g. breakfast, lunch and dinner, your favourite fruit and vegetables, favourite meals.  
Use cut outs, charts and flash cards.

### Tiffin time.

Prayer before and after meal  
Talk to the children about healthy food and its importance.  
Good eating habits, eat fresh and healthy food

Shape and colour of each fruit and vegetable, taste of each fruit e.g. juicy fruits, fibrous fruits  
Different colours of vegetables e.g. tomato, Capsicum is of different colours - green, yellow and red.  
Talk about different types of food.  
Different meals - breakfast, lunch, dinner

Visit to a fruit and vegetable shop  
Visit to a grocer shop  
Drawing fruits, vegetables, draw your favourite meal, making fruit salad, making vegetable salad by cutting cucumber, onion, tomato, carrot, etc.  
Serving the salad in the class  
Show real objects in the classroom. (fruit + veg)



## SKILLS TO BE DEVELOPED

### FOOD AND HEALTHY HABITS

#### Basic Skills

1. Recognition of different types of food, meal, etc. with the help of pictures / cut-outs / actual things
2. Types of food and how we get them
3. Talking about different type of food at breakfast, lunch and dinner

#### Experimentation

How dry (atta) wheat flour, turns into dough - by adding little water and chapatis are made by rolling out the dough.

#### Social Skills

Prayer before and after meals to thank God for the food we eat.

# July

## My Home

Home gives us shelter from rain, heat and cold.

### CONVERSATION

Matching things in different rooms of a home e.g.

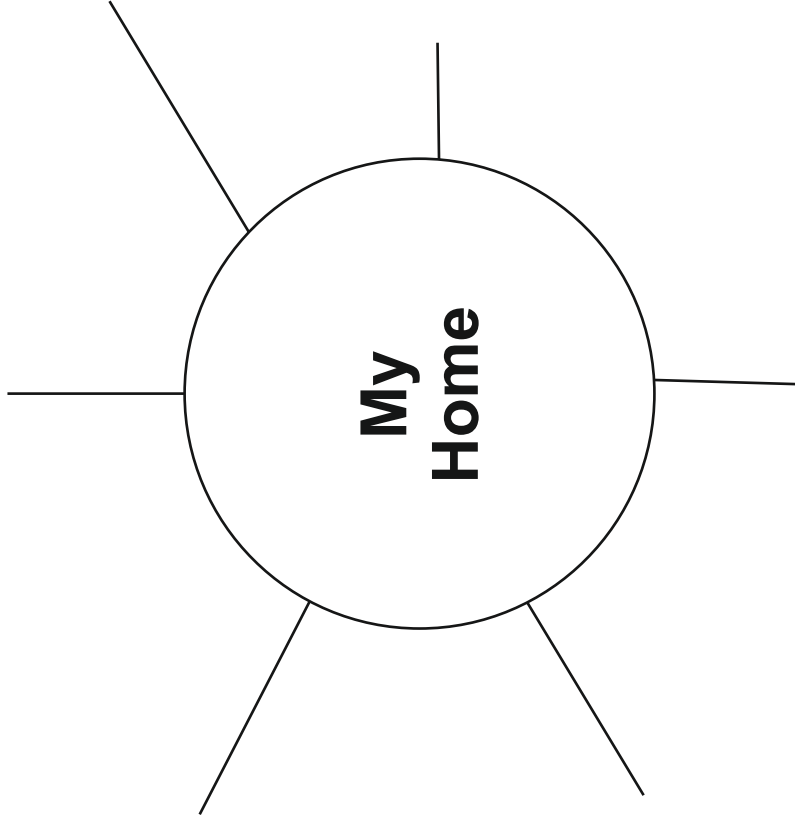
Living Room - sofa set, television, dining set, etc.

Bedroom - Cot, pillows, etc.

Kitchen - Gas stove, pots, pans, etc.

Talk to the children about the other household things in the kitchen and other things found in the house.

Helping,  
Sharing,  
Working in groups.



We all live in a house.  
We call it our home.

Several rooms of a home;

- Living room - It is a combined sitting and dining room
- Bedroom - The place where we sleep and take rest
- Kitchen - The place where food is cooked.
- Store room - Where the extra or unused household things are kept
- Washroom - We brush our teeth, have a bath and wash ourselves in the washroom.

Write the several parts of a home and use of each room.

Tiffin Time - Talk about home and parents.

### Activities

Dressing the doll, drawing, colouring, flower arrangement

Helping the mother in the kitchen

Helping the father in the garden

Draw the face of your mother, father, brother and sister.

## SKILLS TO BE DEVELOPED

### TOPIC: MY HOME

#### Basic Skills

1. Role Play
2. Sharing
3. To develop language skills through conversation
4. Imagination is developed
5. Self-expression
6. Drawing
7. Music and all forms of creative arts
8. Dramatization
9. Reading and writing captions

#### Study Skills

1. Collecting and classifying pictures of different types of homes
2. Dates like birthdays in the family can be marked on a calendar at home

#### Social Skills

1. Working in groups
2. Co-operation with others
3. Good manners and courtesy
4. Tolerance and respect for the opinion of others
5. Proper care of others' property
6. Sharing

# August

Drawing a plant and labelling the diagram

A trip to a park, zoo and garden  
Show the children trees, shrubs, herbs, climbers, etc.  
Seeds  
Some fruits have one seed, Some fruits have many seeds.

Equipments  
Used in the garden:  
Watering can, Hose Pipe, Spade,  
Garden trowel for digging grass,  
Lawn Mower and  
Garden Scissors

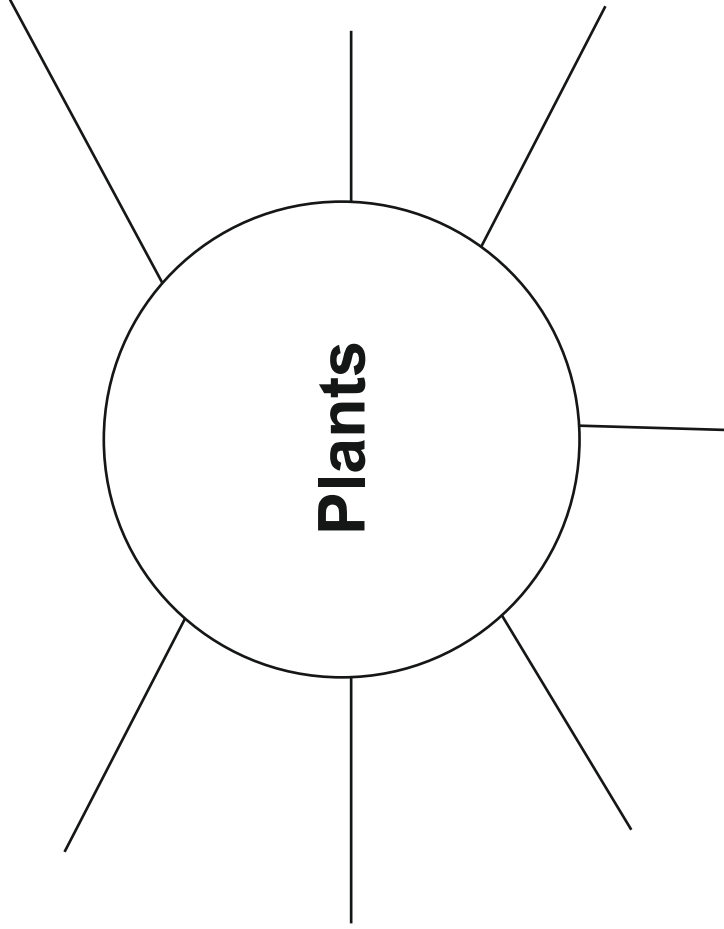
# Plants

Plants  
Parts of the plant  
seed, shoot, root  
stem, leaf, flower, fruit.

Types of plants  
small plants,  
Medium sized plants  
big plants - trees, climbers.  
Types of leaves

Things we get from plants -  
vegetables, fruits, flowers, medicine,  
wood, rubber, oil, cotton, tea, etc.

What plants need to grow -  
Sunlight  
Air  
Soil and  
Water



Making a scrapbook "My Garden"  
Stories about flowers, rhymes on plants, seeds, etc.  
watering the garden pots  
Collection of leaves  
Leaf impression  
A project on germination  
(Sowing seeds and observing them grow into plants).

## SKILLS TO BE DEVELOPED

### TOPIC : PLANTS

#### Basic Skills

1. Conversation on plants
2. Big plants, small plants
3. Naming the parts of a plant
4. Plants need soil, air, water and light to grow properly.

#### Creative work

1. Making things out of plants for eg. mats, brooms
2. Drawing fruits, flowers, big and small plants
3. Gathering information on kinds of plants

#### Study Skills

1. Collecting leaves and pressing them
2. Encourage children to ask questions about plants and trees.
3. Collecting pictures of big, small and medium sized plants/trees
4. Making a scrapbook on 'My Garden'

#### Social Skills

1. To talk politely in groups
2. Care and concern for the parks and gardens that are visited

# September

Pet animals are those animals which we keep at home. e.g. dog, cat, rabbit, fish, parrot, etc are pet animals.

## Food of pet animals.

Cats like milk and fish. Dogs like to eat meat, rice and biscuits. Parrot eats grain, cereals and chillies, rabbits like to eat carrots and spinach.

## Food of wild animals.

Many of the wild animals are flesh eating animals like lion, tiger. Zebra, monkey, deer, etc. eat leaves, grass, fruits found in the jungle.

# Animals

Pet animals

Domestic animals

Wild animals

## Wild animals

Live in the jungle, we can see wild animals at the zoo. Lion is the king of the jungle. Tiger is our national animal. We go to see them at the national park also.

## Domestic animals live on a farm.

We tame them because they are useful to us.

## Domestic animals

Live in a farm, names of domestic animals The animals which carry load for us are horse, ox, camel, donkey, etc. Things we get from the animals - Cow gives us milk. Hen gives us eggs. We get wool from the sheep. We get honey from the honey bees. Name the animals and their babies. Different sounds of the animals, homes of animals Their homes have special names.

## Activities

Scrapbook on animals

Wild, domestic and farm animals. Paste the pictures and write the names under each animal. Make separate pages for each type of animals. Drawing, colouring, paper tearing, collage, etc. to be done.

## SKILLS TO BE DEVELOPED

### TOPIC : ANIMALS

#### Basic Skills

1. Discussion on pets in the school and at home
2. Talking about the habits, names, types, colours of different animals
3. Captions for charts/flash cards, friezes, folders, etc. of animals
4. Play dough models, little cardboard cages, homes, zoos, etc.
5. Collage made with furs or feathers
6. Mimicry, eurythmics, animal acting

#### Study Skills

1. Collecting pictures or snaps of pets. Post-card collection of animals or stamps (wild)
2. Fur, feathers, scales, shells, etc.
3. Classifying types of pets
4. Homes
5. Food habits

#### Social Skills

1. Kindness to animals
2. Respect for other people's pets or others' aversion to pets, care and cleanliness of pets
3. Preservation of natural environment for animals

# October

Insects are tiny animals like housefly, honey bee, mosquito, lady birds, wasp, louse, bedbugs. They have six legs. Some insects have wings. They can fly and crawl.

Insects are mostly seen in the garden. Honey bees suck nectar from the flowers.

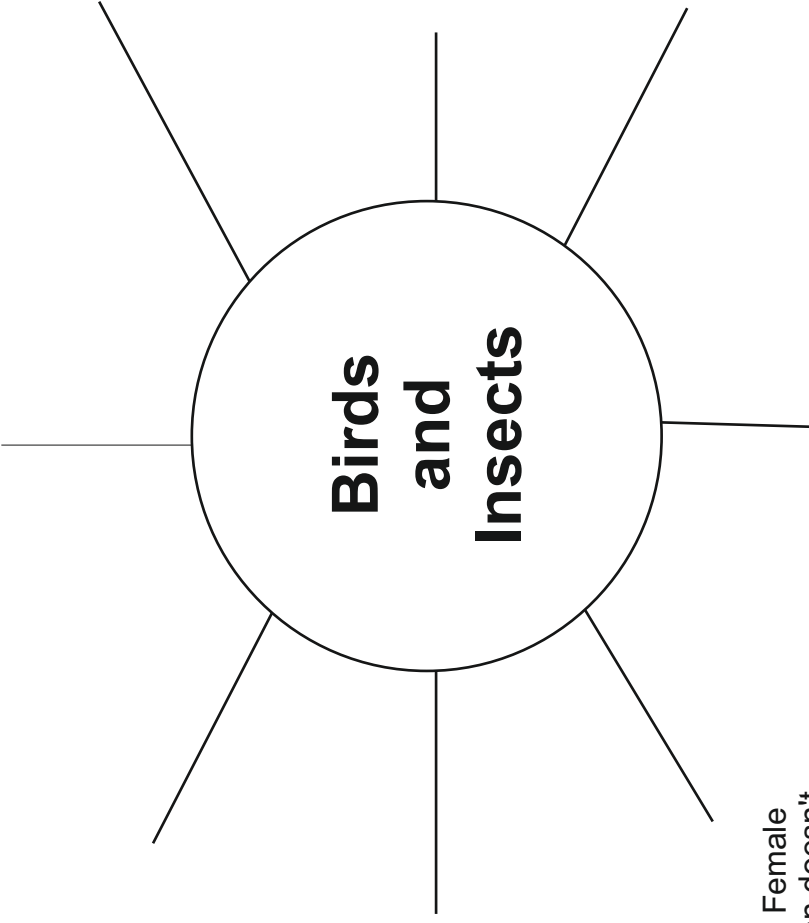
Peacock is our national bird. When does the peacock dance ? Female peacock is called peahen. Peahen doesn't dance.

Some birds can't fly e.g. - Emu, Ostrich etc. A bird that can talk - (parrot)  
Small birds are sparrows, parakeets, etc. The smallest bird is the humming bird. Some birds live in water, for example crane. Dove bird is a symbol of peace.

# Birds and Insects

Different types of birds  
Flesh eating birds - eagle, vulture, etc. Grains / fruit eating birds - pigeon, sparrow, etc.

Birds have two wings.  
Birds fly in the sky with the help of their wings. All birds have two legs.  
Recognition of different types of birds, big birds, small birds, singing birds (nightingale), water birds like crane, swans, ducks, etc.



## Birds and Insects

Talk on what the birds eat - seeds, worms, plants, berries, nuts, nectar and flesh.

Sound of birds, colours, parts of the body of a bird, food birds eat like grains, cereals, fruit, flesh, etc. useful birds - crow, duck, hen, etc.

Colouring the picture of a bird  
Visit to a zoo, pet shop, touching birds, feeling the soft feathers, paper folding, finger printing, collecting different types of feathers, matching pictures of water birds, pet birds, feeding and taking care of their babies

## **BASIC SKILLS TO BE DEVELOPED**

**Topic: Birds and Insects**

### **Language Development**

1. Recognition of different birds with the help of pictures, flash cards, charts, etc.

### **Creative and Imaginative Expression**

1. Drawing, Colouring, Paper folding, Finger Printing, Paper Tearing, Dramatization, etc.

### **Study Skills**

1. Touch the birds, feel the soft feathers.
2. Classification of things soft and hard, feather is light and soft.
3. Matching pictures of water birds, pet birds, etc. Collection of pictures of birds

### **Experimentation**

1. Light things float, heavy things go down in water.

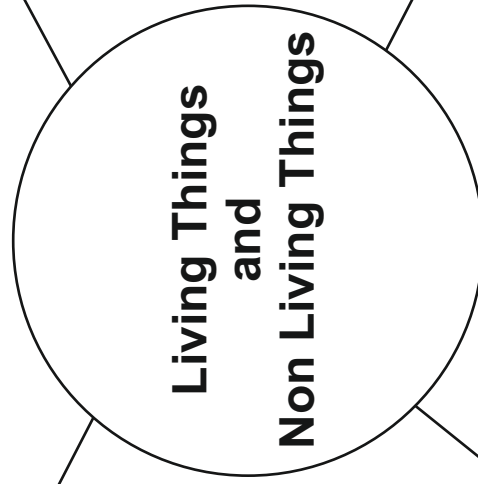
### **Social Skills**

1. Visit to a Zoo, pet shop, be kind to birds
2. Feeding and taking care of the birds

# November Living things and Non Living Things

Things which do not have life are called non living things. Man made things are non living things e.g. motor car, aeroplane, computer, flower pots, water tap, table, chair, etc.

Living things  
Living thing is one that has life in it.  
Living things are of many kinds; plants, animals and human beings are living things.  
A baby is born, grows into a child, a child grows into a man because it is a living thing.



Main features of living things-  
living things grow,  
living things breathe,  
living things feel,  
living things reproduce,  
living things eat food,  
living things die.  
Non living things do not grow and do not die.

## Activities

What is the difference between living and non living things ? Show real objects like a bird and a cage in the classroom.  
A lion can jump but a tree cannot jump. Ask the children to act like a lion and some children to stand still like a tree.

## **BASIC SKILLS TO BE DEVELOPED**

**Topic: Living and Non Living Things**

### **Basic Skills**

1. Understanding the concept of living and non living things, conversation on living and non living things
2. They can collect and paste pictures from their surroundings and make a scrap book.

### **Creative Work**

1. They can differentiate the living and non living things.
2. They can gather information from the surrounding about living and non living things.

### **Social Skills**

1. Children can discuss about living and non living things in a group, care and concern about living and non living things in our environment.

### **Study Skills**

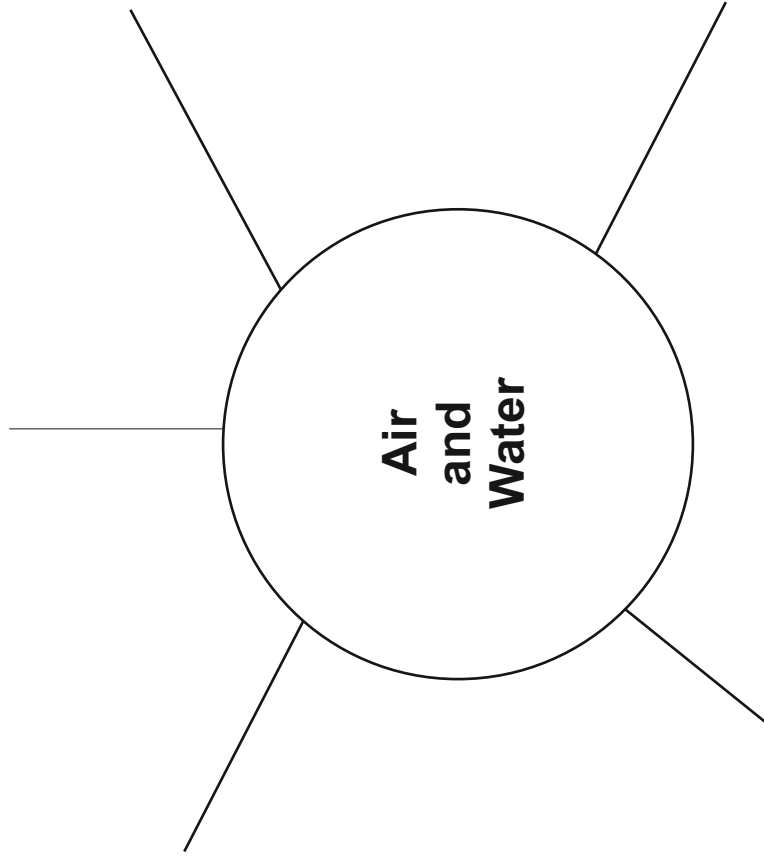
1. Collecting pictures of living things and samples of non living things
2. Encourage children to ask questions on living and non living things.

# November

Air is all around us.  
We all need air to breathe. We cannot see air but can feel air when it moves. Animals and plants also need air to live. Moving air is called wind.

# Air and Water

We need air and water to live.  
We must not waste water.



**Sources of water**  
We get water from various sources like rain, river, tube well, lake, well, etc.

**Uses of water**  
We need water at every step of life. Water is used for drinking, cooking, washing clothes, washing utensils, watering the plants and putting out fire.  
Plants cannot live without water. Animals also need water to live. Always drink fresh and clean water.

## Activities

Make a fan with paper and hold it high. See how it moves.  
All living things need water regularly. Plants that are not watered will dry up.

## **BASIC SKILLS TO BE DEVELOPED**

**Topic: Water**

### **Language Development**

1. Recognition of water animals, sources of water and uses of water with the help of a chart, flash cards, overhead projectors, etc.

### **Creative and Imaginative Expression**

1. Collection and classification of pictures - sources of water, water animals, etc.
2. Matching pictures

### **Experimentation**

1. Filtration, floating boat

### **Social Skills**

1. Thanking God for giving us water
2. Whatever God has given us should be used with care.

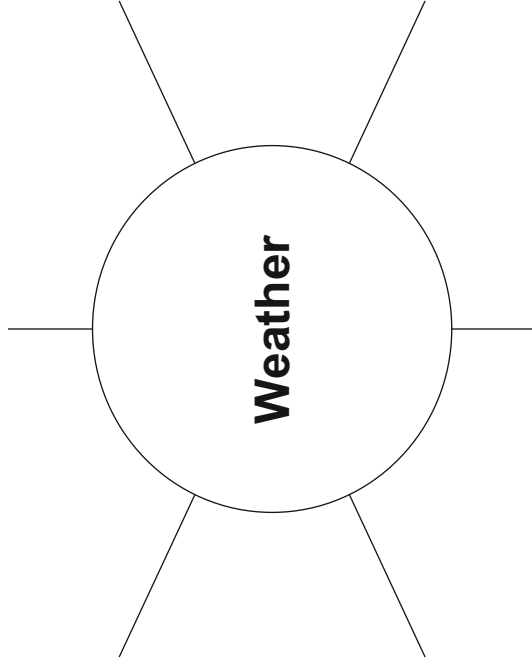
# December

**Type of weather - Rainy**  
On a rainy day it rains and some times we hear thunder/see lightning.  
**Type of clothes** - We wear raincoats, gum boots and rain caps and use umbrellas on a rainy day. Days are humid. Nights are pleasant.

**Activities**  
Make paper boats and sail them in puddles.  
Draw umbrella, raincoat, frog, etc.  
Paper folding- paper boat  
Rhyme-I hear thunder  
Observe the rain drops, birds and animals.  
Paste the pictures of rainy day.  
Observe how frogs jump and snails move.  
Listen to the sound of a frog.  
Draw 'A rainy day'.

# Weather

**Weather**  
Weather changes from day to day.  
**Types of weather**  
hot, warm, cold, sunny, cloudy, rainy, foggy



**Type of weather - hot**  
**Types of clothes** - We wear light cotton clothes during summer and hat/cap in hot/sunny weather.  
We eat ice cream, mangoes, fruit salad and watermelon.  
Drink fresh lime juice, juice, cold drink and milk shake.  
We use fan, cooler and air conditioner.  
We sweat a lot and feel very thirsty.

**Activities**  
Play under the shady trees.  
Draw a scene of a sunny day.  
Play indoor games such as ludo, carrom, etc.

**Type of weather - Cold**  
Winter days are cold. Nights are very cold.  
**Types of Clothes** - We wear warm/woollen clothes like caps, gloves and mufflers, etc. on a cold day.  
We use blankets, quilts when we sleep.  
Children go for picnics, field trips, etc.  
We drink hot milk, tea, coffee, hot soup, etc.

**Activities**  
Play all outdoor games in the sun.  
Make a weather chart in your class.  
Use a Scrapbook.

## BASIC SKILLS TO BE DEVELOPED

Topic: Weather

### Basic Skills

#### Language Development

1. Make them aware of different weather condition like sunny, rainy, windy, cloudy and cold.
2. Talk about weather using picture cards, flash cards.
3. During which season would you usually see a particular event?

#### Creative and Imaginative Expression

1. Drawing, Colouring, Paper folding

#### Study Skills

1. Collecting and classifying pictures of fruits, vegetables and flowers
2. Experiment : Floating paper boats in water
3. Matching activity based on weather

#### Social Skills

1. Respect for the environment
2. Respect for what God has given to us
3. Make scrapbook on each type of weather.

The things we see in the sky  
Sun, Moon and Stars

Observe the night sky.  
Night sky- Colour of the sky  
Things we see during the  
the night sky:  
Moon -the Moon shines at night.

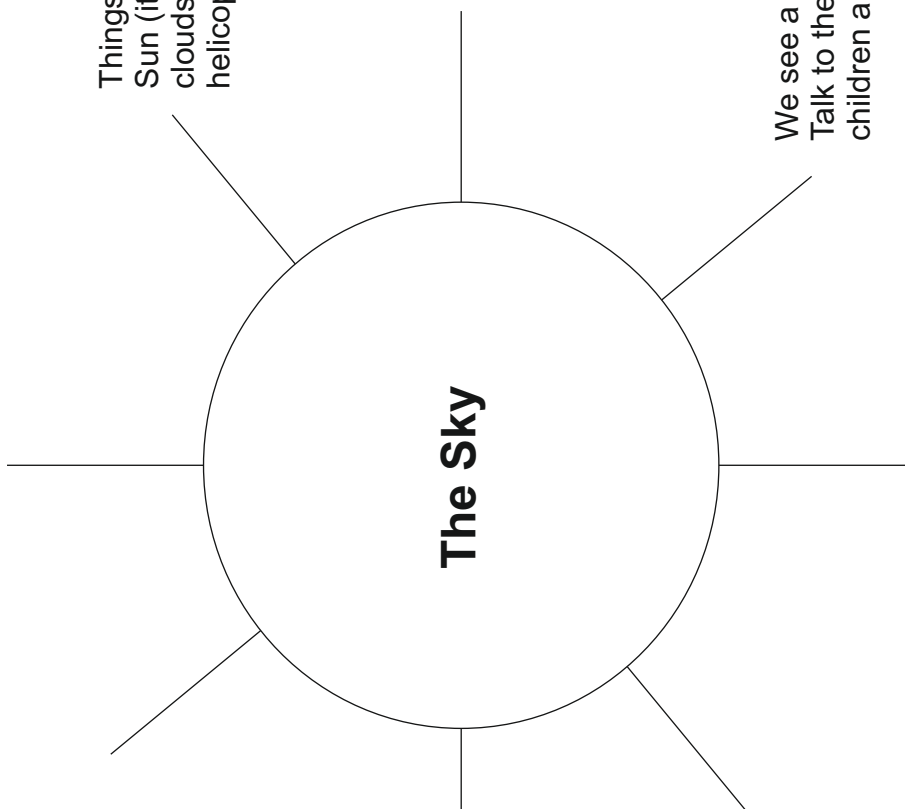
The Moon  
It is cool and bright.  
It gives us light at night.  
We see stars at night,  
they are countless.

Talk to the children about full  
moon, half moon and new moon.

Things we see in the day sky:  
Sun (it is a big ball of fire),  
clouds, birds, aeroplane, kites,  
helicopter, etc.

The Sun - we get sunlight from  
the Sun. It is very useful for us.  
Plants need sunlight to grow, animals  
also get heat from the sunlight.

We see a rainbow in the sky after it has rained.  
Talk to the children about a rainbow. Tell the  
children about the colours of a rainbow.



### Activities

- Draw a day sky.
- Draw a night sky.
- Draw a rainbow and colour it. Tell the children the concept of 'VIBGYOR'.

## **BASIC SKILLS TO BE DEVELOPED**

**Topic: Things We See In The Sky**

### **Basic Skills**

#### **Language Development**

1. Recognition of things we see in the sky with the help of pictures, flash cards, cutouts, etc.

#### **Creative and Imaginative Expression**

1. Collection and classification of pictures we see in the sky during day and at night
2. Word building with pictures
3. Colour of the sky during day and at night
4. Classification of things into one and many

#### **Social Skills**

1. Prayer to thank God for all that He has given us

# February

# Transport

The different ways we travel  
Road, Air, Water and Rail

## Railways

Trains,  
Express,  
Mail, Passenger train and  
Goods train  
Listen to the sound of the train  
and imitate it.

## Safety Rules

While travelling by railways and  
roadways

## Roadways

buses, double decker,  
cars,  
scooters,  
trucks,  
rickshaws,  
bullock carts,  
bicycle,  
road rollers and  
trams.  
Listen to the sounds of  
different vehicles and  
imitate them.

## Airways

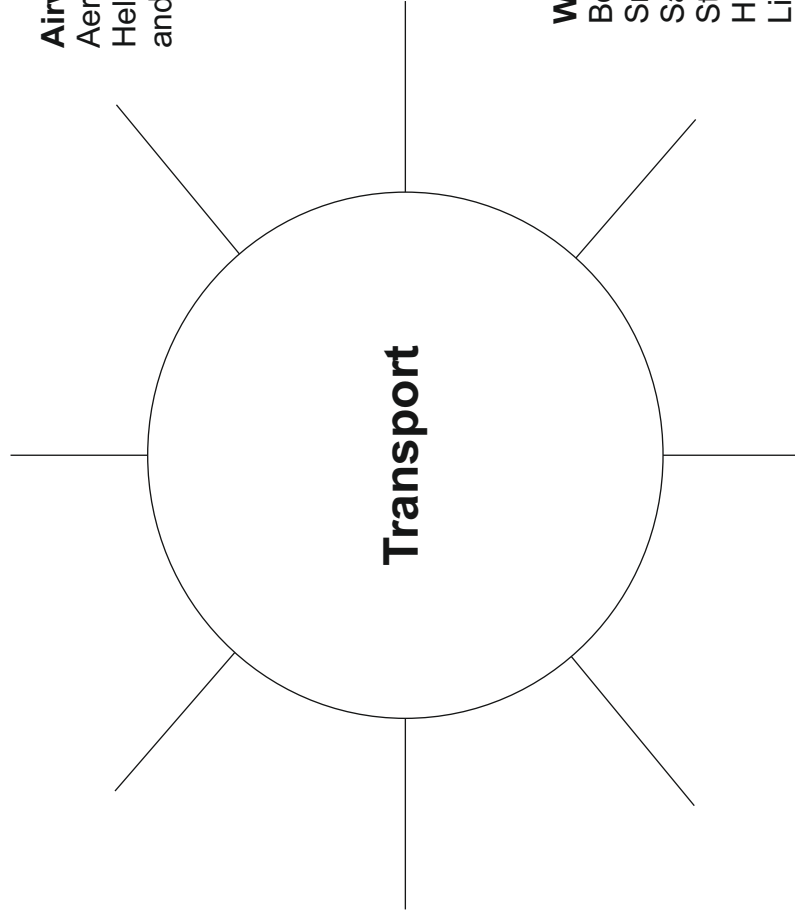
Aeroplane,  
Helicopter, Air Bus, Hot Air Balloons  
and Glider

## Safety

Rules - while travelling  
by air and waterways

## Waterways

Boats, Dinghy,  
Small narrow boats,  
Sailing boats for sports,  
Steam Ship and  
House boat (shikara).  
Listen to sounds of the ship.



## Activities

Singing Rhymes  
Colouring the picture of means of transport  
Craft-toys  
Use pictures to make a scrapbook  
Road - bus  
Sky - aeroplane  
Water - ship  
Railway track - train, etc.  
Enactment of different modes of transport  
with their sounds.  
Paste pictures of different types of transport  
in the scrapbook.

## BASIC SKILLS TO BE DEVELOPED

### Topic: Transport

#### Basic Skills

1. Counting and writing the number of things you see on the road while coming to school.
2. Labelling charts of pictures of transport
3. Drawing and tracing simple modes of transport, eg. car, van, bus, cycle, etc.
4. Models of types of transport
5. Learn rhymes on transport.

#### Study Skills

1. When do we see a lot of traffic on the road ?
2. Kinds of aeroplanes, kinds of boats, types of buses (double decker), cars, etc.
3. Kinds of trains

#### Questionnaire on a visit to –

1. Airport
2. Railway station
3. Bus station

Prepare questions to ask a driver of a car or a rickshaw puller e.g. How he spends his day.

#### Social Skills

1. Avoid writing on buses, railway coaches, etc. Avoid throwing stones at others' vehicles.
2. Learning to stand in a queue

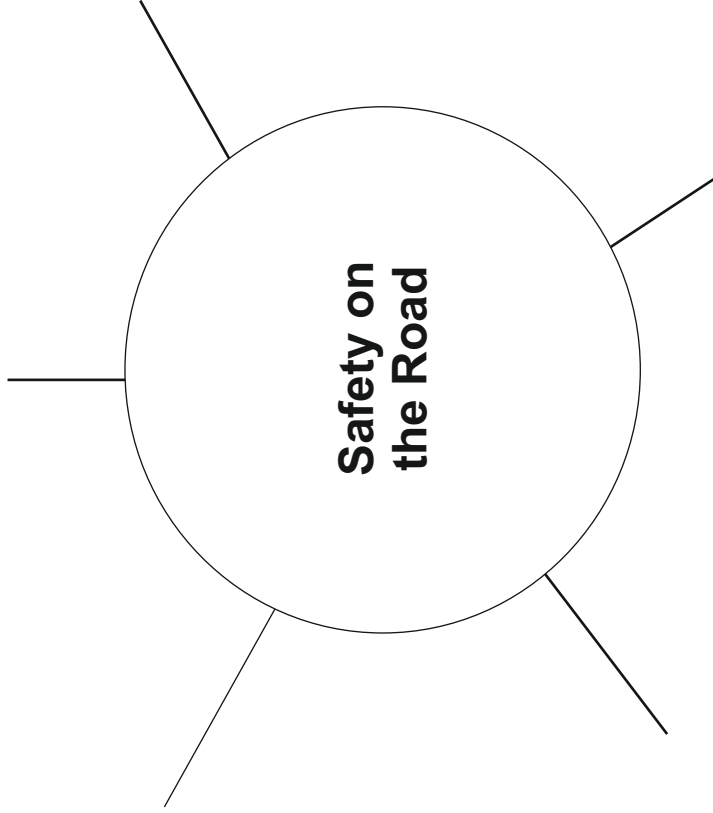
## Safety on the Road

### Use Zebra crossing

Walk carefully on the road.  
Always use zebra crossing  
to cross the road.

Follow the rules when you  
board a bus, an  
autorickshaw or a taxi.

Draw and colour the traffic light.  
Learn the poem  
Twinkle twinkle traffic light  
Round the corner shining bright  
Red means stop  
Green means go  
Yellow means very, very slow.



Walk on the pavements.  
Never play on the road.  
Never lean out of a moving bus.  
Do not put your hand out of a  
moving vehicle.  
Always look to the left then right  
and again to the left and then  
cross the road.

### Activities

Labelling the pictures of transport on the chart  
Learn the rhymes on transport and safety on the road.  
Draw a zebra crossing on the floor.  
Put a traffic light in the centre.  
Let the children play with cycle or motor cars. Follow the  
traffic light while playing the game.

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Safety on the Road**

#### **Basic Skills**

1. Observing and understanding the safety rules on the road
2. Recognise the colours of traffic lights and road signals in the form of songs and rhymes.

#### **Study Skills**

1. Drawing the traffic lights
2. Collect and paste different signals in the scrap books.

#### **Social Skill**

1. Dramatization in groups and learning to respect traffic rules to avoid accidents