

## SYLLABUS 2026-2027

# NURSERY

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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## 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 and peace, 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 a total development of the 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) 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 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, 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 voice for or against the method, and unfortunately very few of its opponents are thoroughly acquainted with it, while still fewer among them who 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 that time it is universally recognised and accepted in most countries.

As life itself is never at a standstill, 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 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 floor, and the tablecloth 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 to an adult is similar to that of the 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 through being active, and will learn all the better if his activities are spontaneous and free - if they are creative within limits that helps them 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 are 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 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 very 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, Movable letters of the alphabet, Word 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. 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, not from without, 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 the glorious smile as she finds the correct pair.

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

## 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 on a chair without making a noise
3. Walk quietly up to the teacher's table
4. Carry a chair and place it without making a noise
5. Carry a table and place it without making a 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 back the crayons in the box. Display the work on the display board
9. Arrange the classroom
10. Dust the furniture

### CARE OF ONE'S SELF

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 lace is 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 something 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, 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 hanky and put back the hanky 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 shriek and shout on the road

## 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, while 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 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:

- 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. Sandpaper 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:

Sandpaper letters, movable alphabet, drawing insets, picture cards

## PRAYER ASSEMBLY AND MORAL TEACHING

1. School Prayer followed by hymns and stories with a moral
2. Use of Nursery Rhymes cassettes 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

### 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, 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/CD 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 teachers
6. National Anthem on Saturdays

#### 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.
- d) Familiarity with one's body functions (just take two sense organs)
- e) Seasonal changes (Summer)  
(Other activities may be added.)

#### JULY

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

#### Activities

- a) Rainy weather : Talk about clouds, lightning, thunder etc.
- b) Recognising the National Flag
- c) Draw the attention to the various animals seen in the environment and highlight their shelter through pictures
- d) 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.

- e) Experience with measurement (tall, short)
- f) National Anthem on Saturdays  
(Other activities may be added.)

### **AUGUST**

1. School Prayer/ School Pledge
2. Speak about God where goodness is covered (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
6. National Anthem on Saturdays

### **Activities**

- a) 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
  - 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 because it is lighter than water. The stone sinks because it is heavier than water.
5. Inspection of personal hygiene by the teachers

### **SEPTEMBER**

1. School Prayer/School Pledge
2. Marching in a line with knowledge of right and left, Flying like a bird
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 or pictures)
- c) Handling objects of different weights, wooden blocks and cardboard boxes, lifting hammers and pieces of wood and paper (introducing the concepts of heavy and light)
- d) Group story telling by acting/using a Frieze
- e) General knowledge development through IWB or pictures of some great men
- f) National Anthem on Saturdays

### **OCTOBER**

1. School Prayer/ School Pledge  
Speak about God, how He loves good children and His concern about naughty children.
2. 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
- e) National Anthem on Saturdays

#### Activities

- a) Rules for crossing a road : Use red and green for stop and go. Yellow should be introduced later.
- b) 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
- c) Story telling competition on Saturday
- d) Talk about Diwali Festival and relate it with the victory of good over evil; distribute sweets, etc.
- e) 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.

#### 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. National Anthem every Saturday
5. Inspection of personal hygiene by the teachers

#### Activities

- a) Developing general knowledge through IWB/flannel board; use pictures of a 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 summer, 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 winter, the children need to wear woollen clothes.
- d) Speak about Christmas

#### 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
5. National Anthem on Saturdays

#### Activities

- a) Using IWB and a globe to introduce countries specially India
- b) Experience of plant life

(This includes usefulness of plants and trees)

Uses 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 the means of transport through pictures and flannel board.

Other activities may be added.

### **JANUARY**

1. School Prayer/ School Pledge
2. Breathing Exercises
3. Nursery Rhymes/Story telling
4. Inspection of personal hygiene by the teachers
5. National Anthem on Saturdays

#### **Activities**

- a) Introduce hand exercises through clapping, cutting, spraying  
(it should be a demonstration)
- b) Introduce good actions which God likes
- 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

### **FEBRUARY**

1. School Prayer/ School Pledge
2. Breathing Exercises
3. Nursery Rhymes with actions
4. Inspection of personal hygiene by the teachers
5. National Anthem on Saturdays

#### **Activities**

- a) Festivals celebrated: Eid, Diwali, Christmas
- b) Food habits through pictures and flannel board/cassette
- c) Pictures of National Leaders
- d) Clothes worn during different seasons  
(A fashion show may be organised)
- e) Oneness of mankind through globalisation; dresses/holding hands around a globe/different names of countries through wearing arm bands

## MORAL SCIENCE (March to February)

The topics chosen for four and a half year old children are value-oriented and aim at moulding a strong and stable character through the practice of virtues and a life of love for God and fellow beings.

### TOPICS

1. God's beautiful world; thanksgiving and gratitude
2. God our loving Father
3. God made mother, father, friends and teachers
4. Be neat and clean
5. Good behaviour and obedience
6. Kindness
7. Sharing
8. Honesty
9. Peace

Prayer, songs, art and poem competitions. Story telling to teach right thinking. Celebration of birthdays, festivals and special occasions, role-playing and miming.

Lessons to teach good habits and respect for elders.

### March/April/May

ORAL

#### Topic - GOD'S BEAUTIFUL WORLD

Tell the story of God's creation. Tell the children that it is taken from the holy book called the Bible. The story should be told in stages step by step, creating in the pupils' mind the love of God. As God loves us so much, we too must show our love for Him. Concept of the existence of God through nature.

### ACTIVITY and Teaching Aids

Simple questions : Who made us ? Mummy, Daddy, brother, sister, teacher, etc. Animals, birds, flowers, fruits etc. Ask the children to draw something that God has made for us and colour it. This story should be unfolded gradually, and after talking about each stage, an activity should follow. Role play, Bible picture books may be used. Drawings to be displayed. Flannelograph to tell the story of creation. Pupils can participate in the story telling session. Teacher should provide clay or plasticine to the children to create things God has made. Pictures and songs based on the topic may be used to reinforce the same.

Charts or wall frieze

A simple prayer or song to praise God,

Praise Him, Praise Him

Praise Him in the morning

Praise Him in the noon time

Praise Him, Praise Him

Praise Him when the sun goes down.

Note: Do not be in a hurry to teach these important lessons. Remember, repetition will also be necessary. You are trying to establish and create in young minds and hearts a deep love for God. Gratitude and thanksgiving should be the aim of moral teaching. Ample examples must be given in each lesson. Examples of saints, holy men, women and leaders of our country may be taught.

### JULY

ORAL

#### TOPIC: GOD, OUR LOVING FATHER

Prayers: Explain what a prayer is. A lifting up of the mind and heart to God. Prayers can be silent or spoken aloud. Prayer is talking to God. If God our Father is our maker, then He loves us. We show our Love for God by praying to Him. Let the pupils tell their experiences.

### **ACTIVITY**

Short questions and answers may be taken up. For e.g. Where is God? When should we pray? Where should we pray? Show the pupils the different postures for prayer like folded hands, extended arms, etc. We should pray for all.

Prayer to say:

God my loving Father

Help me to be good

and to pray for all mankind

As little children should.

A special scrap book for pictures related to religion. Show pictures of God's messengers who bring light to the hearts of men. The light is the teachings of God. Your aim must be to help the pupils know God, our Loving Father, through songs, charts, etc.

God's love is so wonderful !

God's love is so wonderful !

God's love is so wonderful !

Oh wonderful love.

All the verses may be taught gradually with actions.

Show the pupils special places of prayer like temple, gurudwara, mosque etc., and if there is a place of prayer nearby, the pupils may be taken there to offer their prayers.

Prayers before and after meals with suitable pictures to be prepared by teachers. Daily prayers before and after meals to thank God.

### **AUGUST**

ORAL

**TOPIC : GOD MADE MOTHER, FATHER, FRIENDS AND TEACHERS.**

Talk about the family, friends and teachers. Let the pupils speak freely. Ask and discuss about mother, father, etc. Who made Mummy, Daddy, etc.?

### **ACTIVITY**

Cards to be made. Teacher writes the name of mummy, daddy, friends and teachers. Let the pupils draw mummy, daddy, brothers and sisters. Playing with friends and teachers. Display of these drawings and painting may also be part of the activity. Pupils may bring photographs of their families. Use a special copy for pasting pictures, photographs and drawings. Ask the children to talk about their work. A chart could be divided into 4 sections and suitable pictures of mother, father, friends and teachers drawn or pasted. Words to match the pictures to be written clearly. Words can be written in the form of a prayer.

Discussion with the class should follow Moral story - The Lion and the Mouse. You may use pictures and songs Helping Hands, Magic of Love. Revision.

### **SEPTEMBER**

ORAL

**TOPIC - BE NEAT AND CLEAN**

Talk about what should be done in the morning before coming to school- brush teeth, have a bath, put on clean clothes, well polished shoes, comb hair , etc. Show pictures of clean children and dirty children. Explain that every body loves a well groomed child. Talk about a clean home and a clean school.

Take special care of eyes, nose, ears and nails.

### **ACTIVITY**

Stick pictures of clean and not so clean children in the special scrap book. Look and say.

Being clean makes me happy

As happy as can be

I will always be clean

And all will love me.

Use of the blackboards/picture cards/charts. Matching words and pictures eg. clean, good, dirty, bad.

Make a chart showing the things that help us to keep clean eg. toothbrush, toothpaste, soap, comb, mug, bucket, hair brush, small towel, powder, etc. Role-play to be prepared and directed by the teacher on cleanliness and good habits based on the above lesson. Prepare picture cards.

## **OCTOBER**

ORAL

**TOPIC: GOOD BEHAVIOUR AND OBEDIENCE**

Talk about this virtue. Children must obey parents, teachers and their elders. God's love obedient children.

### **ACTIVITY**

Say a prayer or poem on obedience and ask children to repeat it. Role play, through simple demonstration. Drawing on slates.

Use the story 'Red Riding Hood' to show the importance of obeying parents. A story book with visual appeal or a frieze may be used to narrate the story, or pictures may be drawn. IWB may also be used.

The difference between right and wrong through pictures.

Story of the boy who cried wolf and the moral that children who tell lies are seldom believed when they tell the truth. Story book and frieze may be used.

## **NOVEMBER/DECEMBER**

ORAL

**TOPIC: KINDNESS AND SHARING**

Talk about kindness to others through actions, kindness to animals, kindness to the needy, sharing with one another and ways in which you can share. Let children speak freely and relate their experiences.

### **ACTIVITY**

Look and say K-I-N-D,  
Kind is easy to spell and to be.  
I will be kind to all,  
For God is kind to me.

A birthday celebration - sharing your goodies with your friends. Sharing tiffin with someone who has no tiffin. Sharing games. Bringing fruits to school, cutting them and sharing with class as a practical demonstration. Pictures of children sharing their things should be displayed.

A prayer meeting may be planned where each student offers a prayer according to his/her religion.

Kindness and sharing may be shown through a festival celebration or some special occasion.

Show pictures of different families of different religions sharing their festivities on special occasions.

## **JANUARY**

ORAL

**TOPIC: HONESTY**

What is honesty? Give examples. Telling a lie is being dishonest, it makes your friend feel bad. Talk about this virtue. Is it a good thing or a bad thing?

### **ACTIVITY**

Stick pictures on a chart to illustrate good behaviour. Make pictures to illustrate your point.

## **FEBRUARY**

ORAL

TOPIC: PEACE

Talk about love and peace, name some religious leaders who believed in peace. Ask the children if they love one another. Why should they love and live in peace? Is fighting a good habit? What happens when people fight? Let the children explain in their own way.

### **ACTIVITY**

Draw pictures (stick drawings) of fighting/loving/peaceful behaviour on the blackboard or flannel board and let children copy them. Colour the word PEACE in blue and FIGHT in black. Ask children which word is better. Doll play/miming, pictures/flannelograph pictures and guide files should be prepared by the teacher in advance. A prayer for peace to be taught.

### **MORAL TEACHING GUIDANCE**

**(TO BE DONE AT ASSEMBLY AND REPEATED IN THE CLASS)**

1. Daily Prayer:  
School prayer  
O God, guide me, protect me  
Illumine the lamp of my heart  
and make me a brilliant star.  
Thou art the mighty and the powerful.
2. Who is the creator of all the things?  
God is the creator of all the things.
3. Where is God?  
God is everywhere. We are never alone.
4. Can you see God?  
No, we cannot see God.
5. Can God see you?  
Yes, God can see us.
6. Is there only one God?  
Yes, there is only one God.
7. God has many names. People call Him by different names.  
e.g. Allah, Ram, Jesus, Guru Nanak
8. What are the different places of worship?  
People worship God in -  
Temple : Hindus  
Mosque : Muslims  
Church : Christians  
Gurudwara : Sikhs
9. Who made all the people in the world?  
God made me  
God made mummy  
God made daddy  
God has made all the people in the world.(eg. teacher, milkman, rickshaw puller ...etc.)
10. What are the things that have been made by God?  
God has made everything - the sun, the moon, the stars, the trees, the birds, the fish, the animals, the vegetables, the fruits, the flowers and water too.

## SONGS AND PRAYERS

1. God's love is so wonderful(3)  
Oh wonderful love.  
So high you can't get over it,  
So deep you can't get under it,  
So wide you can't get around it,  
Oh wonderful love!
2. We are one big happy family  
God's family(2)  
We are one big happy family  
God's family are we.  
You are my brothers  
You are my sisters  
Our Father in Heaven  
He loves you and me.
3. किसने बनाया  
फूलों को, फूलों को।  
किसने बनाया  
फूलों को, फूलों को।  
ईश्वर जो स्वर्ग में है।
1. Why should you love all the people in the world?  
All the people in the world are my brothers and sisters so I must love them.
2. What should you do to make God happy?  
I must love God and obey Him.  
I must love and obey my parents and teachers.
3. Whom should you love?  
I must love all my brothers and sisters  
Friends and servants.  
All are God's children  
He loves them all.
4. How can you be a good boy/girl?  
I must be kind to all.  
Never fight and quarrel.  
I must not be selfish and greedy.  
I must be honest and loving and should help others.
5. Whom should you help?  
I must help mummy and daddy and keep the house neat and clean.
6. How can you be good in your class?  
I must be good by studying my lessons, doing my homework and helping my teachers in school.
7. How can you help the poor?  
We can help the poor by giving them money, food and clothes.

## STATEMENTS

1. He sees me and all that I do good or bad.
2. He gave us eyes to see all the beautiful things so well.
3. God has given us so many gifts - Food to eat, teacher to teach, father and mother, water to drink, beautiful flowers.....etc.
4. We should thank God. God has given all this because He loves us. We should thank Him by being good and by doing what He would like us to do.

### Prescribed Books

- (1) Fitzroy Readers Stories 1-10  
Saar Books Publications Pvt. Ltd.
- (2) Fitzroy Word Skills 1  
Saar Books Publications Pvt. Ltd.
- (3) (i) Let's Write Level I  
(ii) Let's Write Level II  
A & T Publications

## Term I

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, cleaning up a mess made, etc.)

Months	Book & Page Nos	Content
March	Book 3(i) pg 2-13	Small letters a - r, Matching exercise
April-May	Book 3(i) pg 14-40	Small letters s to z, Revision of small letters a - z, Capital letters A - S
July	Book 3(i) pg 41-60 Book 1 pg 1-16	Capital letters T - Z, Revision of letters Aa - Zz Story no. 1 - A Fat Cat
August	Book 2 pg 3-9	'a' sound words, Special Word 'a', Completing words, Composition, Word Find, Comprehension of Story 1, Drawing from Story 1
	Book 3(ii) pg 2-9 Book 1 pg 17-32	Copy and Write, 'a' sound CVC words, See and write, Read and write Story no. 2 - A Big Pig
September	Book 1 pg 33-48 Book 2 pg 10-23	Story no. 3 - Bug on a Rug Sounding and Writing, Letter Sounds, Completing words, Composition, Word Find, Comprehension of Stories 2 and 3, Drawing from Stories 2 and 3, Vowel Sounds, Special Word 'the', Making Words
	Book 3(ii) pg 10-22	'i' and 'u' sound CVC words, Match, See and write, Read and write, Colour the pictures



bat



cat



rat



pin



tin



lid



sun



jug



cup

## Term II

Months	Book & Page Nos	Content
October	Book 1 pg 49-64	Story no. 4 - Dot



pot



dog



log

Months	Book & Page Nos	Content
November	Book 2 pg 24-30	Vowel sounds, Making Words, Choosing Words, Word Find, Comprehension of Story 4, Drawing from Story 4
	Book 3(ii) pg 23-28	'o' sound CVC words, Read and Draw, See and write, Read and Write
	Book 1 pg 65-80 Book 2 pg 31-37	Story no. 5 - The Pet Hen Practicing letters, Special Words, Word Find, Choosing Words, Double Consonants, Comprehension of Story 5, Drawing from Story 5
	Book 3(ii) pg 29-33	'e' sound CVC words, See and Write, Read and Write, Match
December	Book 1 pg 81-96 Book 2 pg 38-44	Story no. 6 - Fox on the Box 'x' Sound Words, Special Words, Making Words, Word Find, Comprehension of the Story and Drawing from Story 6
	Book 1 pg 97-112 Book 2 pg 45-51	Story no. 7 - I Can Run Hanging Letters, Special Words, Recognition, Composition, Word Find, Comprehension of Story 7, Drawing from Story 7
	Book 3(ii) pg 34-39	Copy and Write
January	Book 1 pg 113-128 Book 1 pg 129-144 Book 2 pg 52-65	Story no. 8 - The Picnic Story no. 9 - My Pup The last two letters, Special Words, Comprehension of Stories 8 and 9, Word Find, Forming Words, 'oo' sound words, Composition, Drawing from story 8 and 9
	Book 3(ii) pg 40-42	This, That
	Book 1 pg 145-160 Book 2 pg 66-72	Story no. 10 - John and His Fox Capitals, Special Words, Labelling, Listening, Word Find, Comprehension of Story 10, Drawing from Story 10
February	Book 3(ii) pg 43, 44	Revision



pen



hen



That is a rat.

- Question answer given in the following pages of Fitzroy Word Skills 1 to be done orally: Pages 8, 15, 22, 29, 36, 43, 50, 57, 64 and 71

### Special Aims (English)

- Reading and writing capital and small letters, Aa to Zz chart and flash cards to be used.
- Slates and scrap books must be used extensively before writing in notebooks.

### Exercises to be Introduced

- Dictation of capital and small letters and three letter words to be done regularly
- Matching letters and words with pictures
- Draw pictures to match the letters or words
- Drawing more than one picture for a single letter
- Fill in the missing letters
- Reading and writing three-letter words including all the vowel sounds
- Introducing simple sentences
- Age appropriate stories and rhymes to be included
- By the end of the session children must be able to follow instructions.
- The children should also be able to express their ideas in short and simple sentences.

### Prescribed Books

- (1) (i) Write Numbers 1 - 30  
(ii) Write Numbers 31 - 100  
Newman Group of Publishers
- (2) (i) My Number Book Level I  
(ii) My Number Book Level II  
A & T Publications
- (3) Peek-a-boo Math Magic B  
Rachna Sagar

## Term I

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, cleaning up a mess made, etc.)

Months	Book & Page Nos	Content
March	Book 1 (i) pg 2 - 7 Book 2 (i) pg 3 - 5 Book 3 pg 7 - 10, 42-45	Numbers 1 - 3 Numbers 1 - 3 Sleeping Lines, Standing Lines, Slanting Lines, Numbers 1 - 4
April-May	Book 1 (i) pg 8 - 15 Book 2 (i) pg 6 - 16  Book 3 pg 11 - 12, 46-52	Numbers 4 - 7 Numbers 4 - 10 Match pictures with numbers, Write numbers 1 - 10 ★ ★ <input type="text" value="1"/> ★ <input type="text" value="2"/> Curved Lines, Numbers 5 - 10 including number 0
July	Book 1 (i) pg 16 - 26  Book 2 (i) pg 17 - 40	Numbers 8 - 10, Exercises based on numbers 1 - 10 <input type="text" value="3"/> ★★☆☆ Numbers 1 - 30 Fill in the missing numbers <input type="text" value="1"/> <input type="text" value="3"/> Join the Dots Tick the correct number <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="text" value="2"/> <input type="checkbox"/> <input type="checkbox"/> <input type="text" value="5"/> ✓ <input type="text" value="9"/> Count and write the number <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> =3 Draw according to the numbers <input type="text" value="1"/> <input type="checkbox"/> <input type="text" value="2"/> <input type="checkbox"/> <input type="checkbox"/> Count and Colour, Dictation

Months	Book & Page Nos	Content
August	Book 3 pg 13 - 17, 53-69 (Pg 65 to be omitted)	Pre Number Concepts - Big and Small, Thick and Thin, Heavy and Light, Long and Short, Tall and Short, Check your understanding, Numbers 11 - 30
	Book 1 (i) pg 27 - 37 Book 2 (i) pg 41 - 46	Revision of Numbers 1 - 10, Numbers 11 - 20 Numbers 31 - 40, Fill in the Missing Numbers, Revision of Numbers 1 - 40
September	Book 3 pg 18 - 22, 70 - 72	Pre Number Concepts - Near and Far, Top and Bottom, More and Less, Same and Different, Inside and Outside, Numbers 31 - 40
	Book 1 (i) pg 38 - 48 Book 2 (i) pg 47 - 50 Book 3 pg 32 - 41, 73 - 76	Revision of Numbers 11 - 20, Numbers 21 - 30 Numbers 41 - 50, Fill in the Missing Numbers Shapes - Circle, Triangle, Square, Rectangle, Oval Numbers 41 - 50, Check your understanding, Revision of Numbers 1 - 50

## Term II

Months	Book & Page Nos	Content																							
October	Book 1 (ii) pg 49 - 58 Book 2 (i) pg 51 - 60	Numbers 31 - 50 Revision of Numbers 1 - 50, Before and After Numbers Backward Counting 10 - 1																							
	Book 3 pg 23 - 25	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>1</td><td>0</td></tr> <tr><td></td><td>9</td></tr> <tr><td></td><td>8</td></tr> <tr><td></td><td>7</td></tr> <tr><td></td><td>6</td></tr> <tr><td></td><td>5</td></tr> <tr><td></td><td>4</td></tr> <tr><td></td><td>3</td></tr> <tr><td></td><td>2</td></tr> <tr><td></td><td>1</td></tr> </table> <table border="1" style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr><td>3</td><td></td></tr> <tr><td></td><td>2</td></tr> </table>	1	0		9		8		7		6		5		4		3		2		1	3		
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November	Book 3 pg 23 - 25	What Comes Before, After and In Between, Check Your Understanding																							
	Book 1 (ii) pg 59 - 65 Book 2 (ii) pg 3 - 21	Revision of Numbers 1 - 50, Fill in the Missing Numbers, Numbers 51 - 60 Numbers 1 - 50, Number Names - One, Two, Six, Ten, Numbers 51 - 100 <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>1</td><td>o</td><td>n</td><td>e</td></tr> </table>	1	o	n	e																			
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Book 3 pg 26 - 31, pg 77-81 to be omitted	Morning, Afternoon, Evening and Night, Pairing, Two Halves, Shadow Matching, Odd One Out																								

Months	Book & Page Nos	Content																					
December	Book 1 (ii) pg 66 - 77 Book 2 (ii) pg 22 - 29, 34 - 42	Numbers 61 - 84 Number Names, Count by 10s upto 100, <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td>0</td></tr> <tr><td>2</td><td>0</td></tr> <tr><td>3</td><td>0</td></tr> <tr><td>4</td><td>0</td></tr> <tr><td>5</td><td>0</td></tr> <tr><td>6</td><td>0</td></tr> <tr><td>7</td><td>0</td></tr> <tr><td>8</td><td>0</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>1</td><td>0</td><td>0</td></tr> </table>	1	0	2	0	3	0	4	0	5	0	6	0	7	0	8	0	9	0	1	0	0
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	Book 3 pg 82 - 84	Revision of Numbers 1 - 100, Addition, Dictation, Greater and Smaller Number, Backward Counting 10 - 1																					
January	Book 1 (ii) pg 78 - 82 Book 2 (ii) pg 30 - 33, 43	Numbers 85 - 94 What comes after, Count and Write, Addition																					
February	Book 1 (ii) pg 83 - 87	Numbers 95 - 100, Revision of Numbers 1 - 100, Write the Missing Numbers																					
	Book 2 (ii) pg 44 - 48	Subtraction, Practice Page																					

### Number Concept

- Number charts to be used 1 to 10 and 1 to 100
- Abacus to be used for the concept of 1 to 100

### Exercises to be Done

- Counting 1 to 100 and counting by 10s
- Writing 1 to 100 in sets
- Count and write
- Dodging of numbers (Number Dictation) to be given regularly
- Fill in the missing numbers
- Concept of before, after and between numbers
- Backward counting 10-1
- Number names one, two, six and ten
- Draw objects to match the numbers. Write the numbers to match the objects
- Simple addition and subtraction sums

### Montessori Apparatus to be Used

- Number Rods and Number Cards 1-10
- Spindle Boxes for numbers 0 to 9
- Seguin Board for concept of numbers 11 to 19

# ACTIVITIES TO BE DONE TERM WISE

## Term I

Months	Exercises of Practical Life	Sensorial Apparatus	Mathematics
March to September	<ul style="list-style-type: none"> <li>* How to enter the classroom (wipe feet at the doormat)</li> <li>* How to sit on a chair without making a noise</li> <li>* How to walk quietly up to the teacher's table</li> <li>* How to hold a book</li> <li>* How to turn pages of a book</li> <li>* Use of dustpan and brush</li> <li>* Pouring water in a glass and serving it to the guest</li> <li>* Rolling and unrolling the mats on the floor</li> <li>* Flower arrangement</li> <li>* How to ask permission to pass by a person (Excuse me)</li> </ul>	<ul style="list-style-type: none"> <li>* Colour Tablets</li> <li>* Arranging Pink Tower</li> <li>* Red Rods</li> <li>* Cylindrical Blocks</li> <li>* Tracing Touch Boards</li> </ul>	<ul style="list-style-type: none"> <li>* Spindle Boxes</li> <li>* Number Rods</li> <li>* Seguin Board</li> </ul>

## Term II

Months	Exercises of Practical Life	Sensorial Apparatus	Mathematics
October to February	<ul style="list-style-type: none"> <li>* Watering the plants</li> <li>* Tying the shoe laces</li> <li>* How to arrange the school bag and carry it properly</li> <li>* How to open and close the door</li> <li>* How to wipe a running nose with a handkerchief and put it back properly</li> <li>* How to offer a pointed object , e.g a pencil, scissors, knife, etc.</li> <li>* How to walk in a line, between the desks, without touching others</li> </ul>	<ul style="list-style-type: none"> <li>* Arranging Brown Stairs</li> <li>* Arranging Red Rods</li> <li>* Stereognostic bag</li> </ul>	<ul style="list-style-type: none"> <li>* Wooden Shapes</li> <li>* Number cards and beads</li> <li>* Beads and dice</li> <li>* Colour bead bars</li> <li>* Number Cards for addition and subtraction</li> </ul>

**Prescribed Books**

- (1) Art is Fun (Book-A)  
Aman Publishing House
- (2) Art and Craft Festival  
Eternal Publication

**Term I**

Activities such as paper tearing & pasting, finger printing, vegetable printing, paper crumpling may be done.

Months	Books	Page Nos.
March to September	Art is Fun	1-6
	Art is Fun	7-13
	Art and Craft Festival	4-10
	Art and Craft Festival	13-22, 27, 30, 32, 34, 35

**Term II**

Months	Books	Page Nos.
October to February	Art and Craft Festival	11, 12, 23-26, 28, 29, 31, 33, 36-40
	Art is Fun	14-24

**Prescribed Book**Hidden Gems: Early Childhood Character Building  
Level - II (Revised edition)

- Badi Foundation

**Term I** March-September

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, cleaning up a mess made, etc.)

Lesson No.	Page No.	Name of the Lesson
1	1	We obey because we love our parents
2	2-4	Let us enjoy being neat and tidy, Let us keep our homes and streets clean
3	5-6	Our neighbors and friends
4	7	The foundation to build all human virtues is truthfulness
5	8-10	Sharing makes us happy

**Term II** October-February

Lesson No.	Page No.	Name of the Lesson
6	11	Service brings happiness to us and others
7	12	We must be kind to people and to all animals
8	13-14	Good manners are beautiful
9	15	The Hare and the Tortoise
10	16	When we co-operate we are united

# COOPERATIVE GAMES



## Term I

Months	Cooperative Games	Game Description
March to September	Two Way Copy	First two children face each other. One moves and the other mirrors his/her movements. Next, one child stands behind the other. As the first one moves, the following child shadows the movements. <b>Variations:</b> Limit to the face. Allow movement in mirrors.
	I Am	All stand in a circle. Taking turns each player goes to the centre, calls her/his own name and makes a sound and movement. Then everyone imitates the person in the centre while he/she watches. Then the next person goes. <b>Variations:</b> If the group is close have one child do another's name. You may imitate an animal.
	A Chance To Be Nice	Players line up facing each other. Taking turns each player skips down the line while the others say something nice about that person. <b>Benefits:</b> The child learns to frame simple sentences using describing words.

## Term II

Months	Cooperative Games	Game Description
October to February	Guess Our Shape	Divide the children into groups. Each group decides on a shape to imitate, such as a crocodile or an ice cream cone, using every person in the group. The other group must guess what the item is. Then the other group takes its turn. <b>Benefits:</b> Provides intellectual stimulation. Builds vocabulary. Creates a peaceful atmosphere.
	Nature Acting	A child acts out a real life situation (eg. a butterfly sucking nectar from a flower, a bird flying, etc.). The others try to guess what it is. <b>Variations:</b> Use props. Let children act in groups.
	Use that body	Together the children make numbers, shapes, letters with their bodies. Everyone in the group must be included. <b>Variations:</b> Use small groups.

Rhymes from the book 'Melodies in Rhymes' and 'Red Grammer' should be recited along with the rhymes mentioned below.

## Term I

Months	Rhymes	Stories
March to September	<ul style="list-style-type: none"> <li>• Ten Little Fingers Ten Little Toes</li> <li>• Clap Your Hands</li> <li>• Chubby Cheeks</li> <li>• Cobbler Cobbler Mend My Shoe</li> <li>• Mummy Darling Papa Darling</li> <li>• Wee Willy Winky</li> <li>• Here We Go Round The Mulberry Bush</li> <li>• Johnny Johnny</li> <li>• Little Miss Muffet</li> <li>• I Hear Thunder</li> <li>• Old Mc Donald Had A Farm</li> <li>• Mary Had A Little Lamb</li> <li>• Incy Wincy Spider</li> <li>• Clap Your Hands</li> <li>• God's Love Is So Wonderful</li> </ul>	<ul style="list-style-type: none"> <li>• Hare And The Tortoise</li> <li>• Three Little Pigs</li> <li>• Enormous Turnip</li> <li>• Lion And The Mouse</li> <li>• The Dog And The Bone</li> </ul>

## Term II

Months	Rhymes	Stories
October to February	<ul style="list-style-type: none"> <li>• We Are One Big Happy Family</li> <li>• I Am Going To The Market</li> <li>• Listen To My Big Drum</li> <li>• Be Careful Little Eyes</li> <li>• Chirp Chirp</li> <li>• Five Little Ducks Went Out To Play</li> <li>• My Red Balloon</li> <li>• Wheels Of The Bus Go Round And Round</li> <li>• Cobbler Cobbler</li> <li>• Row, Row, Row Your Boat</li> <li>• Miss Polly Had A Dolly</li> <li>• Pat A Cake</li> <li>• I Am An Aeroplane</li> <li>• Out In The Garden</li> <li>• Jingle Bells</li> <li>• Are You Sleeping (in English, Hindi, French and Spanish)</li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks And The Three Bears</li> <li>• The Cap Seller And The Monkeys</li> <li>• Little Red Riding Hood</li> <li>• The Shepherd Boy</li> </ul>

## TIFFIN/HYGIENE/MANNERS

### ACTIVITIES TO BE DONE EVERY DAY

1. Discussion on the importance of a nutritious diet.
2. Talk about healthy and junk food.
3. Discuss shapes, taste of biscuits, bread, chapati and puris etc.
4. Talk about health and hygiene.
5. Introduce different prayers. Make it a point to explain them first.

### PRAYER BEFORE MEALS

Thank you God for the world so sweet  
Thank you God for the food we eat  
Thank you God for the birds that sing  
Thank you God for everything

### PRAYER AFTER MEALS

We give thee thanks O'Lord  
For our daily bread  
Bless O'Lord  
My mum and dad

### TIFFIN TIME:

- a. Wash hands before and after meals. Dry hands with the towel.
- b. Prayer before/after meals. We should thank God for all that He has given us and not waste food and be fussy about food.
- c. Lay Napkins, good eating habits
- d. Use of napkin to wipe fingers, mouth, etc.
- e. Sharing food with others (especially when a child is without tiffin)
- f. Not to spill food while eating
- g. Not to talk with food in the mouth (choking)
- h. To have small bites
- i. Close your mouth while eating
- j. Use of thank you, please, pardon me, excuse me, etc.

### STORIES

1. Little Red Riding Hood
2. Jack and the Beanstalk
3. Goldilocks and the Three Bears
4. The Lion and the Mouse
5. The Dog and the Bone
6. Stories of mother, father, brother, sister and pets
7. Brer Rabbit Stories
8. Three Little Pigs

## POEMS

1. Chubby Cheeks
2. Little Miss Muffet
3. Wee Willy Winky
4. Cobbler, Cobbler Mend My Shoe
5. Baa, Baa Black Sheep
6. Little Boy Blue
7. Johnny, Johnny, Yes Papa
8. Rain, Rain Go Away
9. Incy Wincy Spider
10. Mary had a little Lamb
11. Little Bo-Peep
12. Hickory, Dickory Dock

## GAMES (OUTDOOR/INDOOR)

### Cooperative Games: (American Co-operative games book)

1. All of us all at once : Page 1
2. Ball balance : Page 2
3. Jump jump : Page 5
4. Nature acting : Page 8
5. Animal acting : Page 10
6. In between : Page 12
7. Wheel : Page 21
8. Hello, but I'm gone : Page 26
9. Back to back : Page 27
10. Handle with care : Page 28

**Note :** Refer to the booklet for instructions and more games.

### OTHER ACTIVITIES :

1. Use of puzzles
2. Clay /play dough
3. Doll Play/Role Play
4. Rhythmic Movements
5. Punching Bag
6. Sand play and water play
7. Throwing bean bags into low baskets
8. Simple obstacle race
9. Dance and Music
10. Percussion Band
11. Silence game
12. Enactment of stories and rhymes

**MARCH**  
**(1) TOPIC WEB CHART: MYSELF**

**Assembly**

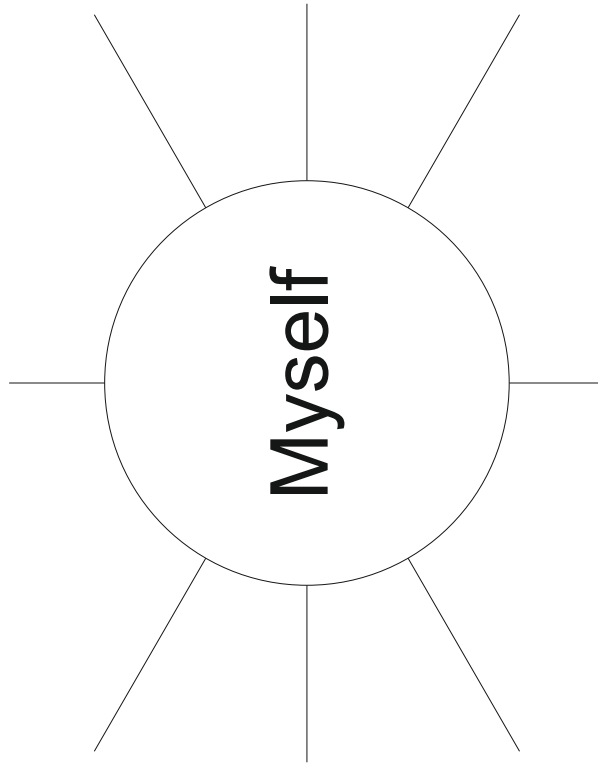
**Number Work**  
Number Reading (Use the number chart)  
Number writing  
Value of numbers  
Number rhymes  
One little, two little  
Concept of shape, size  
Counting figures, nose, toes, etc.

**Moral Teaching**  
I can help others  
I can keep myself clean  
I can play and share my things with others  
Thankfulness to God for my healthy body

**Language Development**  
Recognition and reading pictures  
Parts of the body  
Writing skill- Writing letters of the alphabet  
Conversation on 'Myself'  
Rhymes- Chubby cheeks  
These are my eyes  
Stories - Myself and My family

**Tiffin Time**  
Talk about how children can help at home

**E.V.S.**  
Parts of the body  
Uses of the parts of the body



**Activities**

<b>Indoor</b>	<b>Outdoor</b>
Pasting	Walking
Drawing	Running
Colouring	Playing
Clay work, etc.	Dancing
	Jumping
	Hopping etc.

## **BASIC SKILLS TO BE DEVELOPED**

**Topic: Myself**

### **Basic Skills**

#### **Language Development**

Talk on Myself,  
Different parts of the body  
Writing skills

### **Rhymes**

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

### **Number Work**

Writing numbers, 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.

### **Study Skills**

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 smartly dressed?"  
Comparing oneself with other children-boy/girl- height/weight, etc.

### **Social Skills**

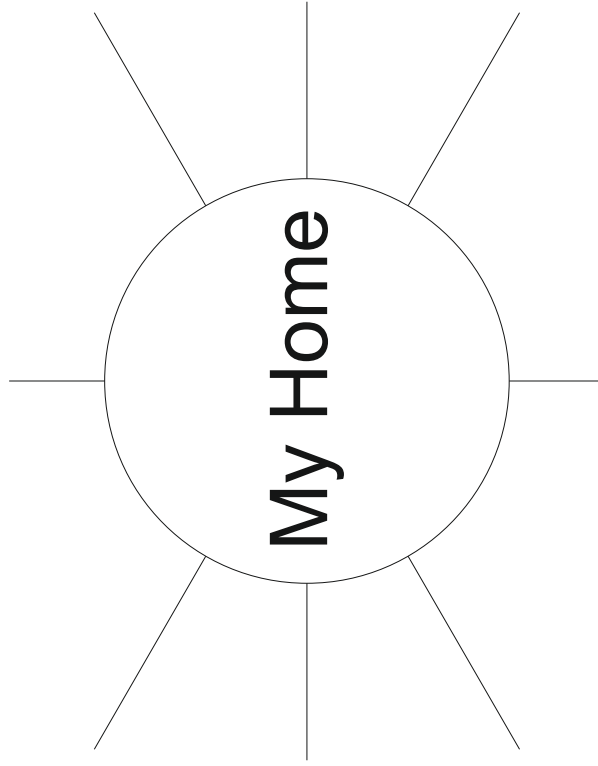
Good habits and basic manners  
Keeping oneself clean, helping others, sharing things with others  
To thank God for a healthy body that He has given.

**APRIL**  
**(2) TOPIC WEB CHART: MY HOME**

**Assembly**

**Number Work (Oral and Written)**  
Counting chairs, tables, doors,  
windows, members of the house, etc.  
Number Rhymes  
Reading and writing numbers in sets

**Moral Teaching**  
Helping  
Sharing  
Working in groups



**Language Development**  
Picture reading and recognition of the things in the house  
Writing Skills- Letters of the alphabet  
Conversation-Things found in the house  
Rhymes- Any rhyme connected with home, For example:  
• Mummy Darling, Daddy Darling  
• Brush brush brush your teeth  
Stories- Red Riding Hood, Three Little Pigs

**Tiffin Time**  
Talk about home and parents

**E.V.S.**  
Members of the family  
Names of the rooms in the house  
What does mother do?  
What does father do?

**Activities:**

<b>Indoor</b>	<b>Outdoor</b>
Doll Play	Sand play
Cooking/eating	Water play
Drawing	
Colouring	
Clay moulding	
Flower arrangement	

## **BASIC SKILLS TO BE DEVELOPED**

**Topic: My Home**

### **Basic Skills**

#### **Language Development**

Talk on family and members of the family in general

### **Writing Skills**

Letters of the alphabet to be practiced

### **Number Work**

Reading numbers from the chart, writing numbers in a scrap book and work book

### **Creative Activity**

Clay moulding and modelling, drawing, colouring, doll play, etc.

### **Imaginative**

Songs, dance, conversation, flower arrangement

### **Study Skills**

Collection and classification of pictures eg. people, clothes, food, etc.

Matching things in different rooms of a home eg. drawing room- sofa set, television, etc.

Dining room- table, chair, etc.

Bedroom- cot, pillows, etc.

Kitchen- gas stove, pots, pans

### **Social Skills**

#### **Conduct in and out of the house**

Manners,

Behaviour,

Respect for elders,

Keeping the house clean,

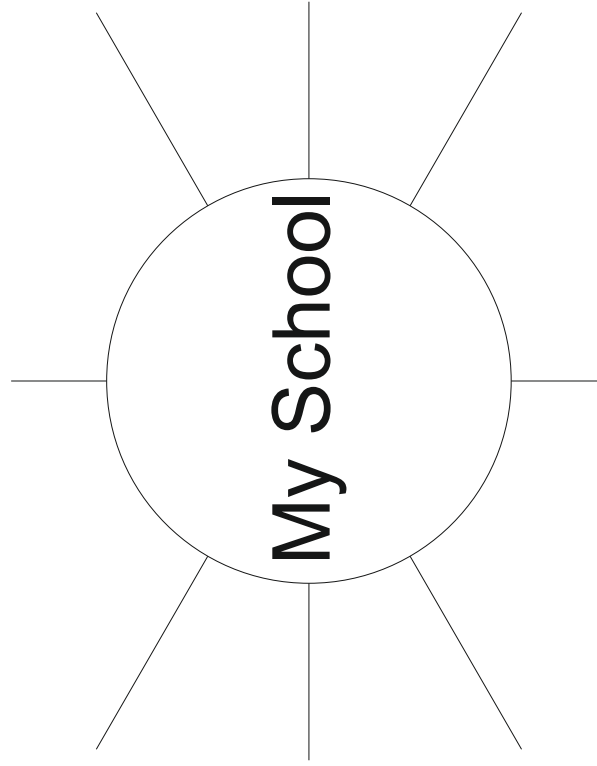
Outward cleanliness is a sign of inner purity.

**MAY**  
**(3) TOPIC WEB CHART: MY SCHOOL**  
**Assembly**

**Language Development**  
 Picture reading and recognising things in the school and classrooms.  
 Writing letters of the alphabet.  
 Conversation: Classroom objects, things found in the school and playground, etc.  
 Rhymes/School Songs/Stories

**Tiffin Time**  
 Talk about the classroom

**E.V.S.**  
 People who help us in the school  
 Objects in the classroom and in the school



**Number Work (Oral and Written)**  
 Reading and writing  
 Number Rhymes  
 Counting: Number of students in the classroom, number of boys and girls, teachers, pencils, chairs, etc.  
 Concept of shapes

**Moral Teaching**  
 Helping each other  
 Working in groups  
 Sharing

- Activities**
- |                    |                                  |
|--------------------|----------------------------------|
| <b>Indoor</b>      | <b>Outdoor</b>                   |
| Colouring          | Playing in the school playground |
| Drawing            | Water play                       |
| Pasting            | Sand play                        |
| Clay modelling     |                                  |
| Overhead projector |                                  |
| Video              |                                  |

## **BASIC SKILLS TO BE DEVELOPED**

**Topic: My School**

### **Basic Skills**

#### **Language Development**

General talk on the topic 'My School' and classroom

### **Writing Skills**

Letters of the English alphabet

### **Number Work**

Number writing and dictation of numbers  
Concept of shapes and dictation of numbers

### **Creative Activities**

Drawing, colouring, pasting, clay modelling

### **Imaginative Expressions**

Dramatisation

### **Study Skills**

Classifying objects according to their shapes  
Collecting stones, wood, etc. from the school playground  
Classification of objects found in the classroom

### **Social Skills**

Conduct inside and outside the school, greeting, concern for others, healthy habits, care of the classroom  
Proper use of toilet, use of dustbins, saying please, thank you, sorry

**JULY**  
**(4) TOPIC WEB CHART : MY FOOD**  
Assembly

**Number Work (Oral and Written)**

Counting the tiffin boxes,  
water bottles, chapatis, etc.  
Reading and writing the numbers  
in sets  
Dictation  
Number Rhymes

**Language Development**

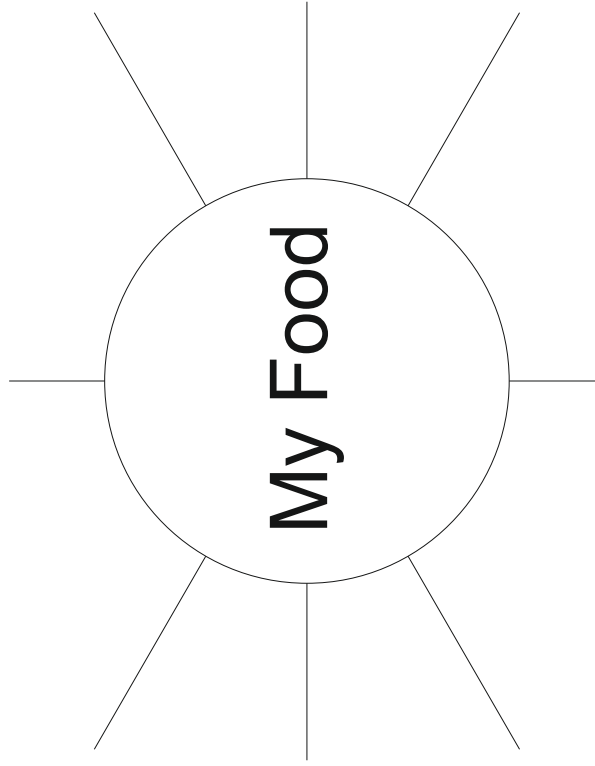
Picture reading and recognition of  
things that we eat  
Writing Skills- Letters of the alphabet  
Conversation- Different types of food  
Different meals  
From where we get our food  
Rhymes  
Stories

**Tiffin Time**

Use of napkin, good eating habits,  
washing hands before and after  
meals

**E.V.S.**

Talk about the food  
children like to eat  
Talk about different  
meals- breakfast,  
lunch, dinner



**Activities**

**Indoor**

Colouring  
Pasting  
Sticking pulses  
Collecting toffee  
and biscuit wrappers

**Outdoor**

Visit to a shop  
Group game  
Picking up the potatoes

**Moral Teaching**

To thank God, our Creator, through Prayer  
Stories on the theme: sharing  
Helping at home

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic : My Food**

#### **Basic Skills**

##### **Language Development**

Recognition of different types of food, meals, fruits and vegetables with the help of flash cards/charts/cutouts and actual things

#### **Writing Skills**

Letters of the English alphabet

#### **Number Work**

Written and Oral

#### **Dramatization**

How does mummy cook ?

#### **Study Skills**

Collection of pictures of food items, classification and grouping the food items eaten at breakfast, lunch and dinner  
Matching solids and liquids through pictures and actual food items

#### **Experimenting**

Knead (atta) flour and prepare the dough, then chapatis can be made.  
Boiled potatoes are soft and can be mashed.

#### **Social Skills**

Conduct in class, helping, sharing, good eating habits, manners, prayer before and after meals to thank God for the food we eat.

**JULY**  
**(5) TOPIC WEB CHART: PLANTS**

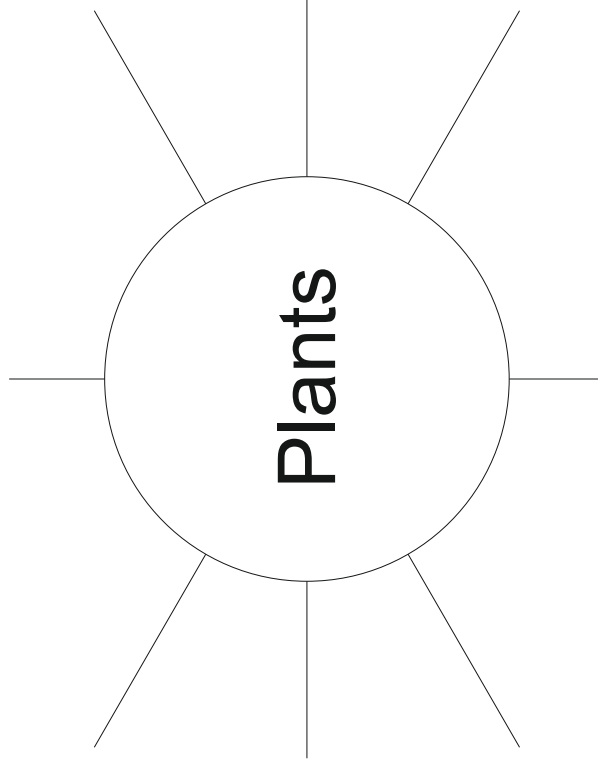
**Assembly**

**Number Work**

- Counting leaves, flowers, etc.
- Writing Numbers in sets
- Number Rhymes
- Concept of heavy and light
- Dictation

**Moral Teaching**

- Uses of plants
- Care for plants
- Thank God for the lovely things we get from plants



**Language Development**

- Picture reading and recognition of parts of a plant, writing letters of the alphabet.
- Conversation on plants: What do plants need to grow?
- Rhymes
- Stories

**Tiffin time**

- Talk about the food we get from plants.

**E.V.S.**

- Parts of a plant, small and big plants, big leaves, small leaves and flowers
- Colours of leaves, flowers and fruits
- Different shapes of leaves, fruits, vegetables, flowers
- Different types of plants
- Big and small leaves and flowers
- Opposites- tall and short plants

**Activities**

**Indoor**

- Colouring
- Drawing
- Leaf impression
- Paper tearing
- Collage

**Outdoor**

- Collection of leaves, flowers, etc.
- Sowing seeds and observing how the seeds grow into plants

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic : Plants**

#### **Basic Skills**

##### **Language Development**

Talk about plants and parts of a plant, with the help of a real plant, pictures, flash cards, etc.  
What do plants need to grow? - soil, water and sunlight

#### **Number work**

Writing numbers in tens and units, counting flowers, trees, plants in the garden

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

Paper tearing, colouring, drawing, leaf impression, collage, singing

#### **Study Skills**

Collecting and classifying flowers, leaves, edible, non-edible plants

#### **Opposites**

Heavy and light, sorting pictures of fruits, vegetables, etc.

#### **Experimentation**

Sowing seeds, watering plants, collecting leaves and flowers, pressing and sticking them in a scrapbook

#### **Social Skills**

Care of plants,

Visit to a garden

Observe the differences between big plants and small plants.

(6) TOPIC WEB CHART: FRUITS AND VEGETABLES

Assembly

**Language Development**

Recognition of different fruits and vegetables

Writing Skills- Writing three letter words  
Draw pictures to match the words

Conversation- talk about seasonal fruits and vegetables

Rhymes

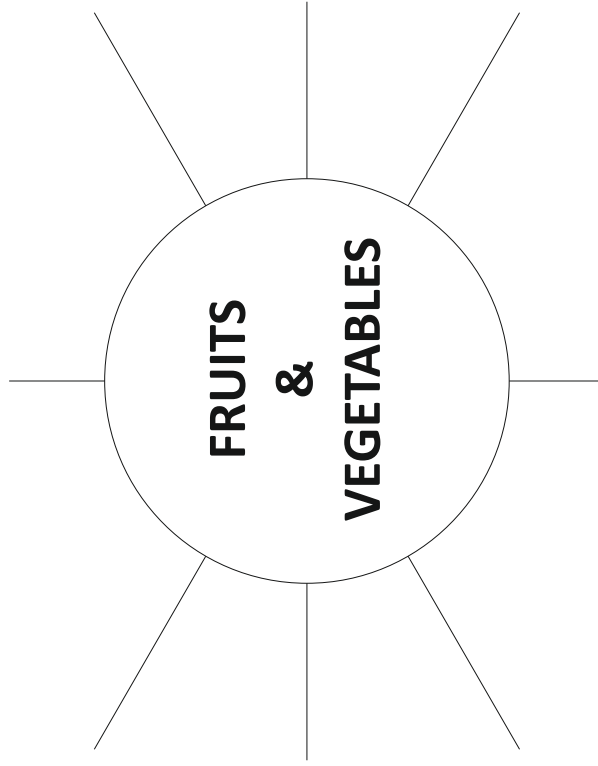
Stories

**Tiffin Time**

Talk about the fruits and vegetables that children bring in tiffin

**EV.S. and G.K.**

Colours, shapes, smell, taste and touch of fruits and vegetables



**Number Work**

Writing and counting of numbers 1 to 100  
Dictation

Simple addition

Simple subtraction

Count the number of fruits and vegetables

**Moral Teaching**

Good habits

Sharing

Manners while eating

Eat without dropping

**Activities**

**Indoor**

Colouring

Drawing

Potato, Onion,

Okra printing

Sorting and matching

**Outdoor**

Visit to a vegetable and fruit shop

or

an orchard

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Fruits and Vegetables**

#### **Language Development**

Talk on different kinds of fruits and vegetables using real vegetables and fruits, pictures, flash cards, models, etc.

#### **Writing Skills**

Writing three letter words and exercises to be done

#### **Number Work**

Count the number of fruits and vegetables on a chart  
Writing 1 to 100 in sets, introducing simple subtraction

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

Drawing, colouring, pasting, printing with the help of potatoes, Okra, onion, etc.

#### **Study Skills**

Collection and classification of pictures of vegetables and fruits  
Grouping fruits and vegetables on the basis of taste - sweet, sour, bitter  
Fruits and vegetables with or without seeds

#### **Experiment**

Sowing seeds

#### **Social Skills**

Sharing, manners while eating, no wastage of food  
Thank God for the wonderful fruits and vegetables

**AUGUST**  
**(7) TOPIC WEB CHART: PET ANIMALS**

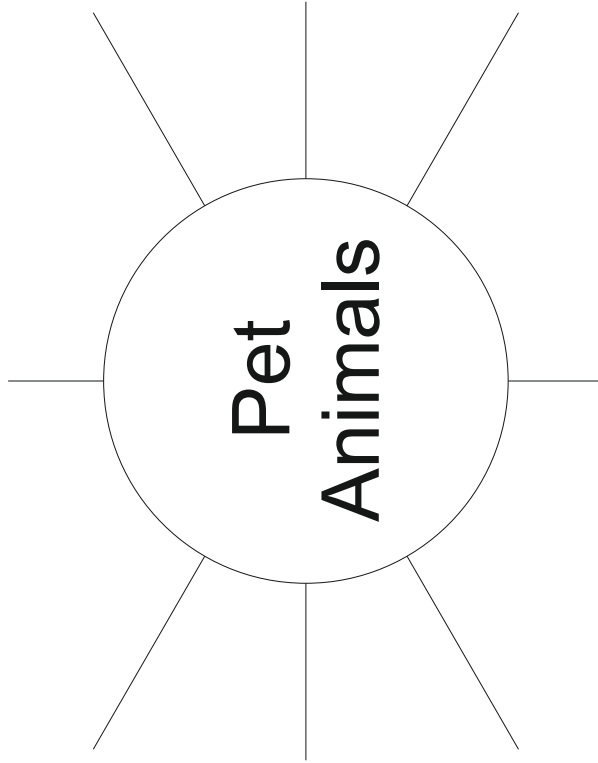
Assembly

**Number Work (Oral and Written)**

Writing numbers in sets  
Reading the numbers from the number chart  
Dictation  
Dodging of numbers

**Moral Teaching**

Care of animals  
Kindness to pets  
Good habits



**Language Development**

Recognition and Picture reading (pet animals) dog, cat etc.  
Writing letters of the alphabet  
Conversation - Talk on pet animals and why we call them pet animals  
Rhymes  
Stories

**Tiffin Time- Clean habits**

To wash hands after playing with your pet animal

**E.V.S.**

Colours  
Sounds of animals  
Homes of animals  
Young ones-puppy, kitten  
Food the animals eat  
How they help us

**Activities**

**Indoor**

Drawing  
Colouring

Pasting

Paper Folding  
(Cat and Dog)

Dramatization

Clay moulding/modelling  
Singing/Dancing

**Outdoor**

Games

Acting out the Rhymes  
eg. (Old MacDonald)

Visit to a pet shop  
and a farm if possible

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Pet Animals**

#### **Language Development**

Talk on pet animals with the help of charts, pictures and flash cards.

#### **Writing Skills**

Writing letters of the alphabet and drawing pictures, matching the letters with pictures

#### **Number work**

Writing numbers in sets

Dictation and other exercises e.g. count and write the numbers

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

Colouring, drawing,  
pasting, paper folding,  
puppets, dramatization, clay modelling, playing games, etc.

#### **Study Skills**

Collection and classification of pictures of pet animals, big and small animals, shapes and colour of these pet animals

#### **Experience**

Visit to a pet shop/farm

#### **Social Skills**

Kindness to pets, respect for other people's pets, care and cleanliness of pets

**AUGUST**  
**(8) TOPIC WEB CHART: WILD ANIMALS**

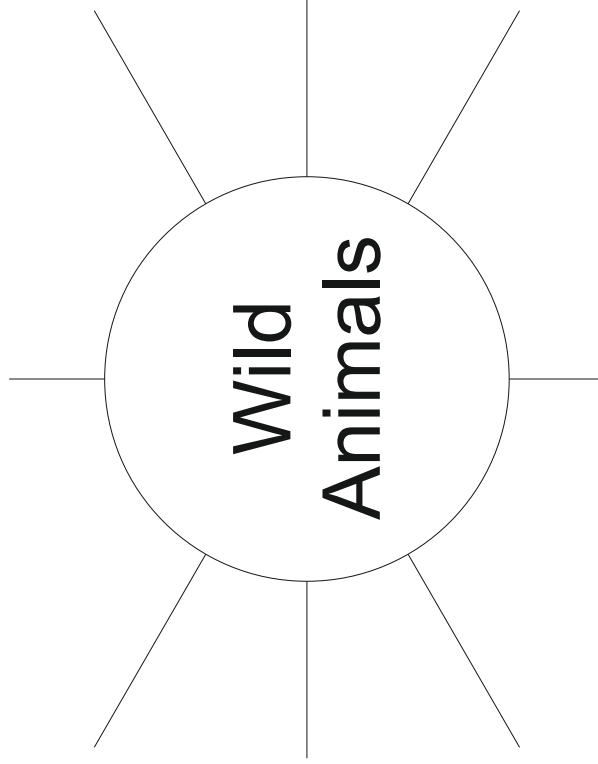
Assembly

**Number Work (Oral and Written)**

Counting the animals in the picture  
Use the Spindle Box and Number  
Rods  
Writing numbers in sets and  
reading them from the chart  
Dictation

**Moral Teaching**

Story from Panchatantra  
(on animals)



**Language Development**

Recognition and Picture reading from  
Chart/Flash cards, etc.  
Writing- Letters of the alphabet  
Conversation- Why are they called wild  
animals? Why are they kept in the Zoo?

**Tiffin Time**

Talk on what wild animals eat

**E.V.S.**

Colours, sounds  
Young ones  
Food they eat  
Parts of the body of wild  
animals

**Activities**

**Indoor**

Pasting  
Puppet Play  
Dramatization  
Clay moulding  
Sorting and matching

**Outdoor**

Visit to a Zoo  
Games

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Wild Animals**

#### **Language Development**

Recognition of wild animals through pictures, flash cards etc.

Matching activity with letters

Writing letters of the alphabet with pictures and other exercises

#### **Creative and Imaginative expressions**

Pasting, puppet play,  
dramatization, clay moulding / modelling

#### **Number Work**

Writing numbers and the exercises based on them

#### **Study Skills**

Collection of pictures of wild animals

Matching the cutouts of animals

Picture puzzles

Classification of big and small animals

Colours and sounds of animals

#### **Social Skills**

Visiting the Zoo

Kindness to animals

**AUGUST**  
**(9) TOPIC WEB CHART: WATER ANIMALS**

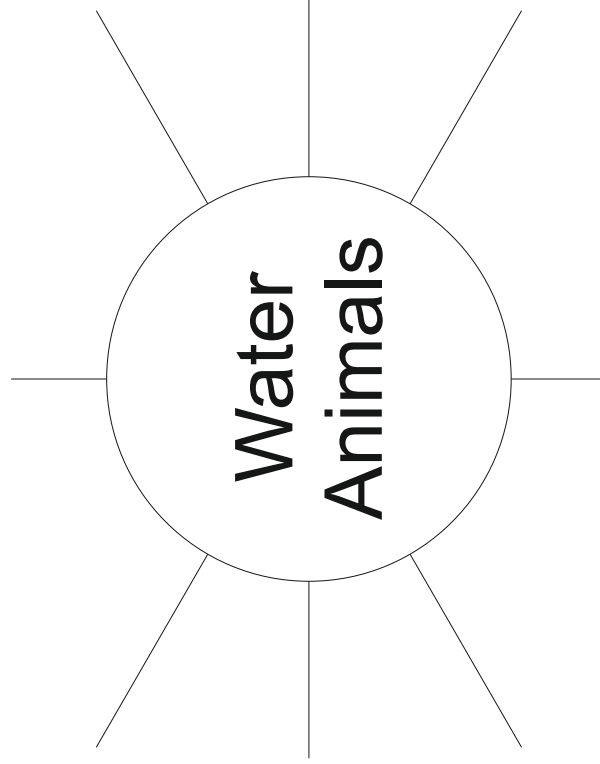
Assembly

**Number Work**

Writing Numbers in sets  
Number Rhymes/Stories  
Reading numbers aloud from the chart  
Dictation

**Moral Teaching**

Care for water animals - Story of 'The Mermaid and The Woodcutter'



**Language Development**

Picture reading and recognition of water animals.  
Writing letters of the alphabet  
Conversation- Why are they called water animals? Talk about some animals which can live both on land and water.  
Rhymes  
Stories

**Tiffin Time**

Talk about the water animals which are useful to us.

**E.V.S.**

Colours, shapes, sounds  
Names of young ones which live on both land and in water  
e.g. frog, tadpole

**Activities**

**Indoor**

Puzzles  
Paper folding  
(Duck, Fish, Boat)  
Colouring  
Children to make an aquarium with paper plate, chart paper, glazed paper, etc.  
Fishing game

**Outdoor**

Show an aquarium

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Water Animals**

#### **Basic Skills**

##### **Language Development**

Recognition of water animals through charts, pictures, flash cards, cutouts etc.

#### **Writing Skills**

Introduce three letter words.

#### **Number work**

Writing numbers and the exercises based on them

#### **Study Skills**

Collection of pictures of water animals

Classification of water animals which can live both in water and on land

Matching the letters of the alphabet with pictures of water animals

#### **Experimentation**

Heavy things go down in water, light things float in water

#### **Social Skills**

Care for water animals, see the aquarium

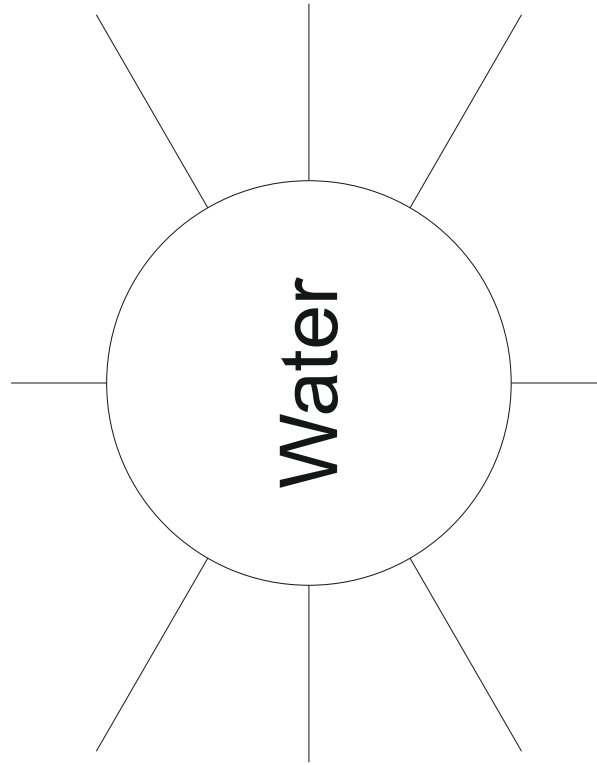
Thank God for the wonderful things He has given us.

**SEPTEMBER**  
**(10) TOPIC WEB CHART: WATER**

Assembly

**Number Work**  
Counting in sets  
Writing numbers in sets  
Rhymes/Stories  
Dictation

**Moral Teaching**  
Good habits-Drink clean water  
Do not waste water  
Cleanliness- wash hands before and after lunch



**Language Development**  
Recognition of sources of water  
Picture Reading- boat, ship, fish, etc.  
Writing letters of the alphabet  
Conversation on sources and uses of water  
Rhymes  
Stories

**Tiffin Time**  
Talk about uses of water  
Wash hands before and after meals

**E.V.S.**  
Uses of water  
Sources of water  
Water animals

**Activities**  
**Indoor**  
Colouring  
Drawing  
Paper folding  
Clay moulding  
Pasting  
**Outdoor**  
Water play  
Floating paper boat

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Water**

#### **Language Development**

Recognition of water animals, sources of water and uses of water with the help of chart, flash cards, IWB etc.

#### **Number work**

Writing numbers in sets, dodging of numbers and other exercises

Rhymes- I like the splash splash, Rain Rain go away, etc.

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

Colouring, pasting, drawing, dramatization, etc.

Story telling with the help of overhead projector and other methods

#### **Study Skills**

Collection and classification of pictures, Sources of water, Water animals, etc.

Matching pictures

#### **Experimentation**

Filtration, Floating Boat

#### **Social Skills**

Thanking God for giving us water

Whatever God has given us should be used with care.

SEPTEMBER  
(11) TOPIC WEB CHART: COLOURS AND SHAPES

Assembly

**Number Work**

Oral Counting and Writing  
Rhymes/Stories  
Dictation

**Language Development**

Recognition of colours and shapes  
through Mont. apparatus e.g. Basic  
Shapes- Colour Tablets Box I  
Writing - Letters of the alphabet  
Conversation on different colours and  
shapes  
Rhymes  
Stories

**Tiffin Time**

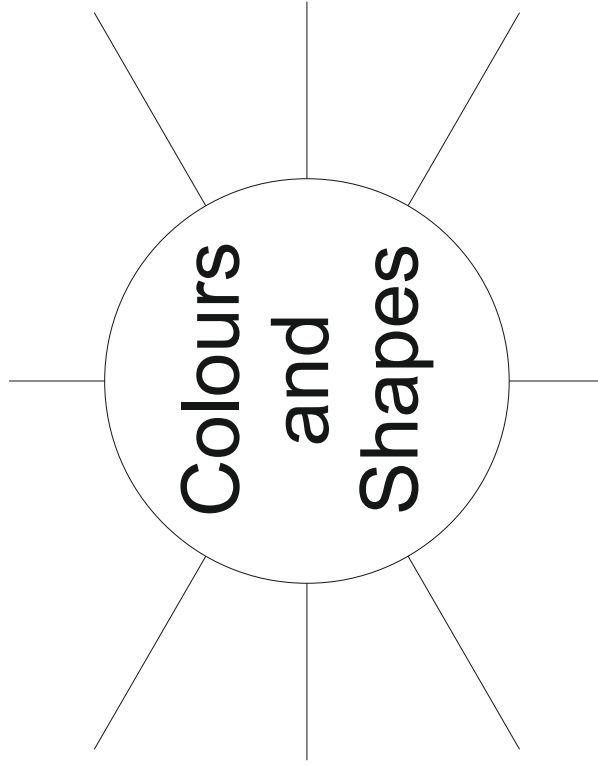
Discuss about the shapes of different  
eatables and colour of the childrens'  
tiffin boxes and water bottles

**Moral Teaching**

Thank God for the nice things  
He has given us.  
Care of the Environment

**E.V.S.**

Colours of the rainbow and its shape  
Shape of the Sun, Moon, face, bread,  
etc.



**Activities**

**Indoor**

Drawing  
Colouring  
Paper Folding  
Clay Modelling

**Outdoor**

Playing with ball  
Singing  
Collecting green leaves  
and flowers

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Colours and Shapes (Basic Shapes)**

#### **Basic Skills**

#### **Writing skills**

Writing the letters of the alphabet and other exercises like dictation, matching, etc.

#### **Number Work**

Writing numbers and the other exercise based on them

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

Drawing, Colouring, Clay modelling, Paper folding, Singing, etc.

#### **Study Skills**

Collection and classification of pictures on the basis of colours, shapes, etc.

Matching the pictures to colours and shapes

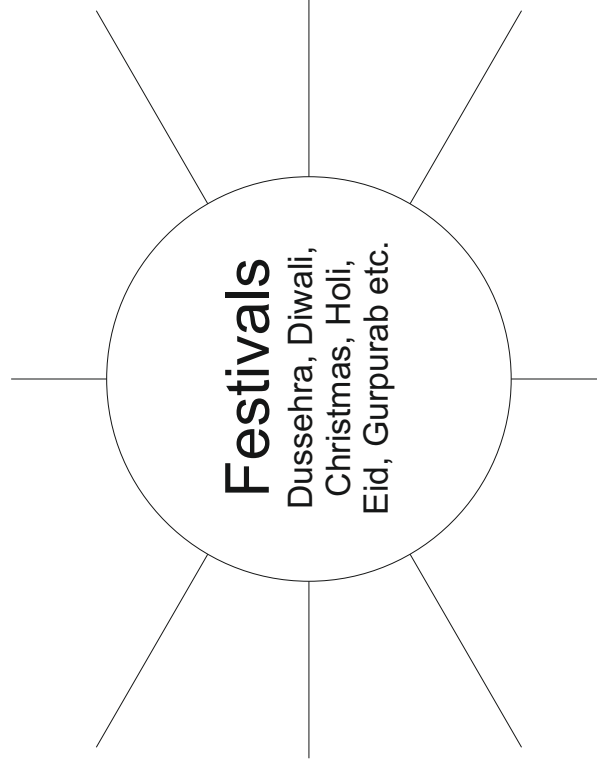
Collection of green leaves, red flowers, twigs, etc.

#### **Social Skills**

To thank God for giving us lovely things

To play in a group, care of the environment

**OCTOBER**  
**(12) TOPIC WEB CHART: FESTIVALS**  
**Assembly**



**Number Work**

- Writing numbers in sets
- Dictation
- Counting the gifts received
- Counting the sweets
- Use Number Rods and Spindle Box

**Moral Teaching**

- Stories based on great men
- Importance of festivals
- Cleanliness
- All are equal
- Love each other
- Respect for others

**Language Development**

- Picture talk on Festivals according to the Festival
- Writing Skills - Introduce three letter words.
- Conversation through pictures
- Why do we celebrate festivals
- The sweets we eat, the gift we get from parents, new clothes we wear, etc.
- Rhymes related to the festival as the case may be
- Story Telling

**Tiffin Time**

Talk about the sweets the children bring to school for eating after a festival, not to eat too much.

**E.V.S.**

- Shapes
- Colours
- Significance of a festival
- Clothes we wear
- To be repeated as and when a festival falls eg. Diwali, Dussehra, Christmas etc.

**Activities**

- |  |                |
|--|----------------|
| <b>Indoor</b>                                      | <b>Outdoor</b> |
| Colouring  | Singing        |
| Clay Modelling                                     | Dancing        |
| Decorating the classroom, celebrating the festival |                |
| Dramatization                                      |                |

Note : Repeat the festivals as and when they fall.

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Festivals**

#### **Basic Skills**

##### **Language Development**

Picture talk on festivals with the help of pictures, charts, flash cards, etc.

##### **Number Work**

Write the numbers in sets and do the exercises based on them.

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

Colouring

Clay moulding

Decorating the classroom

Celebrating the festival

Dramatization

##### **Study Skills**

Collecting pictures of different festivals

Classification of eatables according to taste eg. sweet, salty etc. according to shapes- samosa-triangle, laddoo-round, etc.

##### **Experience**

Celebrating a festival in school

##### **Social Skills**

Stories based on festivals

Cleanliness

All are equal

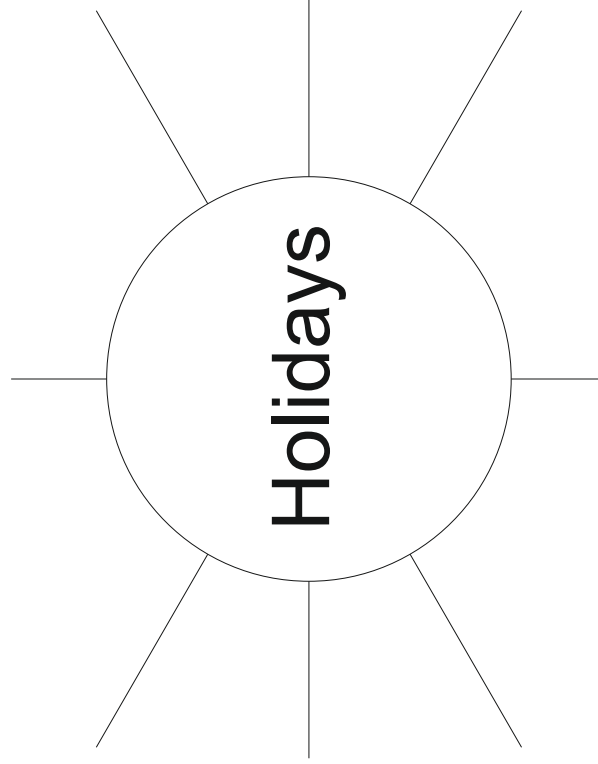
Love each other

Respect for others

**OCTOBER**  
**(13) Topic Web Chart: Holidays**  
**Assembly**

**Number Work**  
Oral and Written  
Writing numbers in sets  
Dictation  
Concept of heavy and light  
One and many

**Moral Teaching**  
Good behaviour  
Proper care of things



**Language Development**  
Picture reading of places, transport things, etc. connected with holidays, writing skills, three letter words and other exercises to be introduced  
Conversation- Talk about visits to hill-station, boating, yachting, things we carry when we travel, food, clothes, etc.  
Rhymes  
Stories

**Tiffin Time**  
Talk about Sundays and Holidays  
Conversation: Talk about visits to different places with parents and family during vacation/holidays, etc.

**E.V.S.**  
Colours, shapes, hot weather, cold weather, talk about hills, visits, sounds of transport

**Activities**  
**Indoor**  
Drawing  
Colouring  
Pasting  
Singing  
Dancing

**Outdoor**  
Collecting  
stones, leaves  
and flowers

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Holidays**

#### **Basic Skills**

##### **Language Development**

Recognition of things connected with holidays through picture reading

##### **Number Work**

Writing numbers in sets, dictation, revision of the concept of heavy and light, one and many

##### **Creative and Imaginative Expressions**

Drawing, colouring, singing, dancing, pasting, telling stories, etc.

##### **Study Skills**

Classification and grouping of things used in different seasons

Sorting out things on the basis of colours and shapes

Collection of stones, tickets, etc.

##### **Social Skills**

Clean habits, good behaviour while going out on holidays

Taking proper care of things, getting in and out of a vehicle, boarding a train, etc.

**NOVEMBER**  
**(14) TOPIC WEB CHART: BIRDS**

**Assembly**

**Number Work**

- Writing numbers in sets
- Counting the birds in the picture chart
- Number chart to be used
- Dictation

**Moral Teaching**

- Care of birds
- Love for birds
- Stories from Panchatantra on birds

**Language Development**

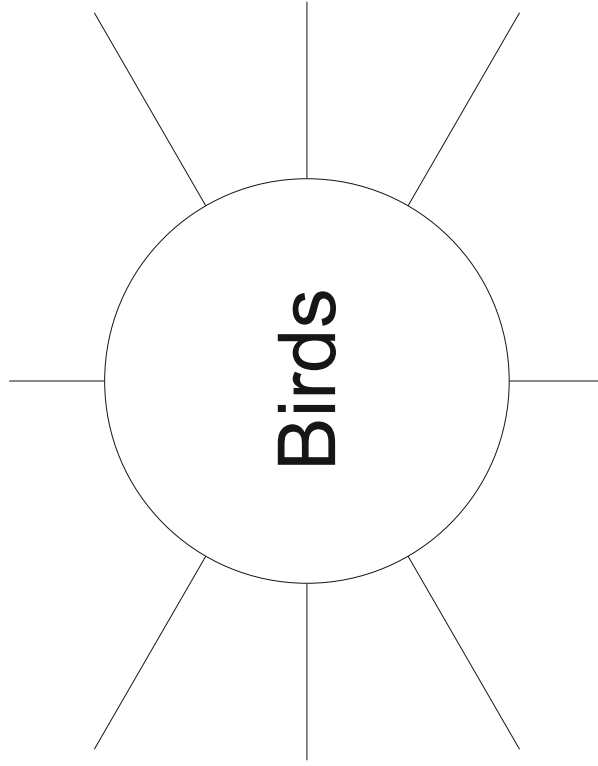
- Recognition of birds from the chart, Picture cards
- Three letter words to be continued
- Writing Skills - Three letter words
- Conversation on big, small birds, birds that live in water, etc.
- Rhymes
- Stories

**Tiffin Time**

- Talk on how and what the birds eat

**E.V.S.**

- Sound of birds
- Colours
- Body parts of a bird
- Food birds eat
- Concept of Big/Small, Hard/Soft, etc.
- Useful birds- crow, hen, duck, etc.



**Activities**

**Indoor**

- Colouring
- Paper Folding
- Finger Printing
- Dramatization

**Outdoor**

- Visit to a Zoo
- Bird Shop
- Water Play
- Dancing like a peacock

## **BASIC SKILLS TO BE DEVELOPED**

**Topic: Birds**

### **Language Development**

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

### **Writing Skill**

Writing three letter words and exercises

### **Number Work**

Counting, recognising and writing numbers in sets  
Dictation and the exercises

### **Creative and Imaginative Expression**

Drawing, colouring, paper folding, finger printing, paper tearing, dramatization, etc.

### **Study Skills**

Touching birds, feeling the soft feathers,  
Classification of things into soft and hard eg. feather is soft and wood is hard  
Matching pictures of water birds, pet birds etc, collection of pictures of birds

### **Experiment**

Light things float, heavy things sink in water

### **Social Skills**

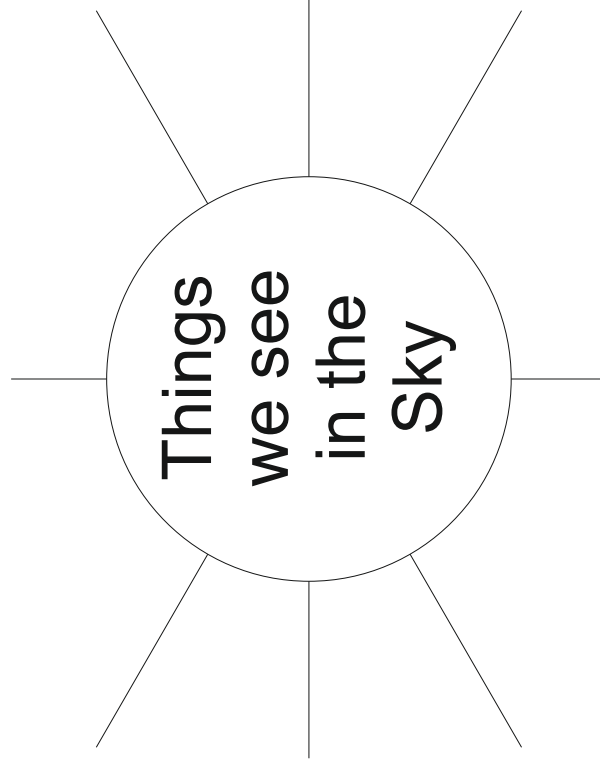
Visit to a zoo, a pet shop  
Be kind to birds  
Feeding and taking care of the birds

**NOVEMBER**  
**(15) TOPIC WEB CHART: THINGS WE SEE IN THE SKY**

**Assembly**

**Number Work**  
Counting (Use Number Chart)  
Number Rhymes  
Counting birds  
Concept of one and many  
Writing numbers in sets  
Dictation

**Moral Teaching**  
To thank God, the Creator, for the lovely things we enjoy



**Language Development**  
Picture reading of things we see in the sky  
Writing Skill- Three letter words  
Conversation on things we see in the sky during day and at night  
Rhymes  
Stories

**Tiffin Time**  
Talk about the rays of the Sun

**E.V.S.**  
Concept of day and night  
Colour of the sky during day and at night  
Concept of one and many  
Names of the objects seen in the sky  
Colours of the rainbow

**Activities**

<b>Indoor</b>	<b>Outdoor</b>
Colouring	Show them the sky
Pasting	Flying a kite
Making a Frieze	
Paper folding (Birds)	

**BASIC SKILLS TO BE DEVELOPED**  
**Topic: Things We See In The Sky**

**Basic Skills**

**Language Development**

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

**Writing Skill**

Writing three letter words and do other exercises based on them.

**Number Work**

Concept of one and many. Writing in sets and the exercises  
Number rhymes

**Creative and Imaginative Expressions**

Colouring, paper folding, pasting,  
flying action like a bird, kite, etc.

**Study Skills**

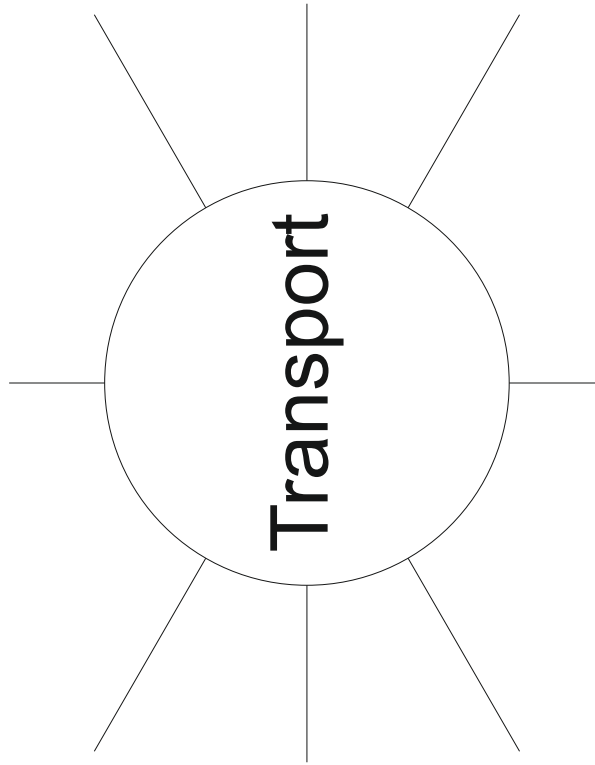
Collection and classification of pictures we see in the sky during day and at night  
Word building with pictures  
Colour of the sky during day and at night  
Classification of things into one and many

**Social Skills**

Prayer to thank God for all that He has given us

**DECEMBER**  
**(16) TOPIC WEB CHART: TRANSPORT**

**Assembly**



**Number Work**

Reading and writing in sets  
Dictation  
Introduce simple addition  
Counting the wheels of the  
different means of transport

**Moral Teaching**

Safety Rules  
Helpfulness

**Language Development**

Recognition of things related to  
transport. Picture Reading  
Writing Skills-Three Letter Words  
Conversation- Talk about different  
kinds of transport,  
How the children come to school?  
Rhymes  
Stories

**Tiffin Time**

Talk about the transport  
we use

**E.V.S.**

Colours, Shapes, Sound  
Different kinds of transport

**Activities**

**Indoor**

Colouring  
Paper tearing  
Pasting  
Matching and sorting  
Acting  
Doll Play

**Outdoor**

Playing like a train  
Running  
Jumping

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: Transport**

#### **Language Development**

Recognition of different means of transport with the help of pictures, charts, flash cards, toys, etc.

#### **Writing skill**

Three letter words and exercises

#### **Number Work**

Write in sets, dictation and exercises  
Introduce simple addition

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

Colouring, paper tearing, pasting, dramatization, playing like a train, sounds of different transports

#### **Study Skills**

Collecting and classifying the pictures of different means of transport  
Classifying Air, Water, Road and Rail Transport, Match the correct letter with the picture

#### **Social Skills**

Visit to a railway station  
Make a train by holding each other  
Orderly movement from one place to another  
Proper use of transport  
Safety rules

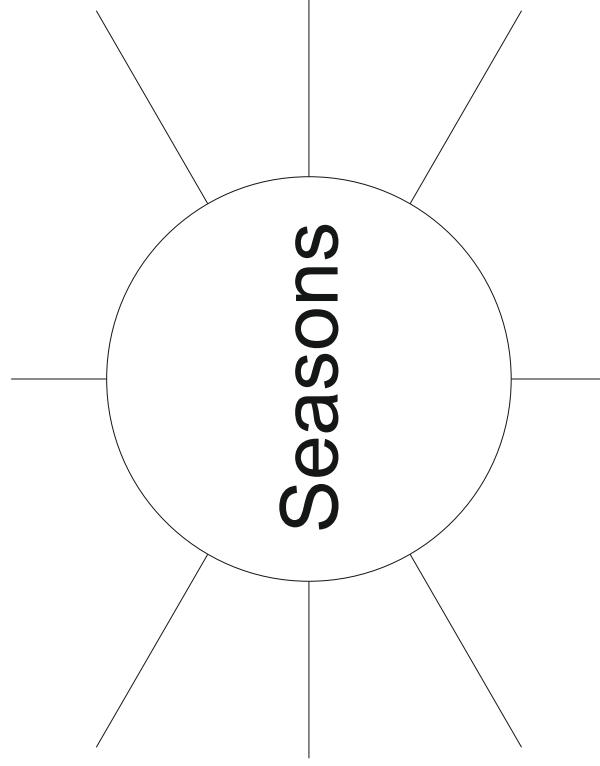
**DECEMBER**  
**(17) TOPIC WEB CHART: SEASONS**

Assembly

**Language Development**  
Picture reading and recognising different seasons, with special reference to the current season, winter.  
Writing letters of the alphabet  
Conversation on seasonal fruits, vegetables and flowers  
Rhymes  
Stories

**Number Work (Oral and Written)**  
Counting objects  
Use Spindle Box  
Dictation  
Writing numbers in sets

**Moral Teaching**  
Talk on God's gifts- Sun, Moon, Stars  
Who made all the beautiful things in the world?



# Seasons

**Tiffin Time**  
Tasting different fruits according to seasons

**E.V.S.**  
Different seasons  
Types of clothes  
Different colours  
Seasonal fruits, vegetables and flowers

**Activities**

<b>Indoor</b>	<b>Outdoor</b>
Sticking pictures of things used in different seasons (clothes)	Games
Colouring	Nature walk
Drawing	

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic- Seasons**

#### **Basic Skills**

##### **Language Development**

Talk on the three seasons- Summer, Monsoon and Winter Season

#### **Writing Skills**

Letters of the alphabet

Reading through pictures, flash cards

#### **Number work**

Oral and Written

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

Drawing, colouring, paper folding

#### **Study Skills**

Collecting and classifying pictures of fruits, vegetables and flowers

Matching clothes worn in different seasons

#### **Social Skills**

Intelligent use of seasonal wear

Respect for the environment

Respect for what God has given us

**JANUARY**  
**(18) TOPIC WEB CHART: MY NEIGHBOURHOOD**

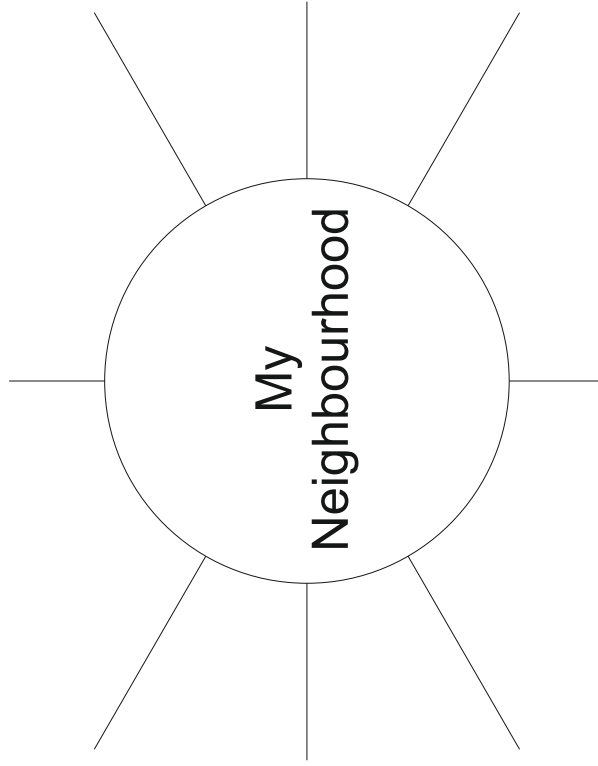
**Assembly**

**Number Work**

Counting and writing numbers 1 to 100  
 Simple addition and subtraction  
 Number names  
 (use small letters only)

**Moral Teaching**

Keep the surroundings clean  
 Learn to speak politely



**Language Development**

Recognition through cutouts, flash cards, etc. things we find in our neighbourhood  
 Writing Skills - Three letter words and exercises  
 Conversation- People who help us, places of worship, where do we buy our things from - grocers, market and malls, etc.  
 Rhymes  
 Stories

**Tiffin Time**

Talk about people who help us

**E.V.S.**

Opposites-tall/short, big/small  
 Places of worship  
 People who help us  
 shopkeeper, doctor, etc.

**Activities**

**Indoor**

Drawing  
 Colouring  
 Singing  
 Dancing  
 Dramatization  
 Making a Post Box  
 with empty boxes

**Outdoor**

Visit to a market place  
 Visit to a post office

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic: My Neighbourhood**

#### **Language Development**

Picture talk on post office, market place, temples, shops, etc.

#### **Writing Skills**

Writing three letter words and other exercises

#### **Number work**

Simple addition and subtraction, number names

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

Drawing, colouring, singing, dancing, dramatization, making a post box  
Children to narrate their experiences about what they saw when they went to a place of worship

#### **Study Skills**

Grouping and classification of things seen in the neighbourhood  
Collection of pictures of places of worship  
Collecting different types of cards - greeting cards, postcard and inland, etc

#### **Social Skills**

Visit to a market place, keep the surroundings clean  
Be courteous to everyone and be polite

JANUARY  
(19) TOPIC WEB CHART: PEOPLE WHO HELP US

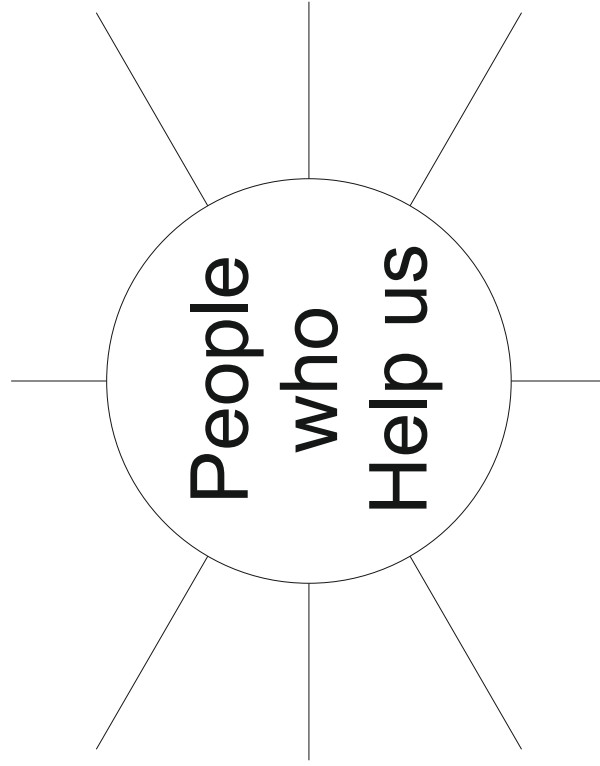
Assembly

**Number Work**

Oral and written numbers 1 to 100  
Simple addition and subtraction  
upto 10  
Dictation

**Moral Teaching**

Stories about people who help us  
Good habits



**Language Development**

Picture talk on People Who Help Us.  
Writing Skills - Three letter words with pictures and sentences  
Conversation - Talk about how people help us  
Rhymes  
Stories

**Tiffin time**

Sharing things with others

**E.V.S.**

People who help us  
Doctor  
Baker  
Teacher  
Postman  
Policeman  
Firefighter

**Activities**

**Indoor**

Colouring  
Pasting  
Clay moulding  
Dramatization  
Making traffic lights  
Doll play

**Outdoor**

Visit to a hospital  
Fire Station  
Police Station

## **BASIC SKILLS TO BE DEVELOPED**

**Topic : People who Help Us**

### **Basic Skill**

#### **Language Development**

Recognition of people who help us using pictures and flash cards

### **Writing Skills**

Writing three letter words and drawing pictures

Dictation and other exercises

### **Number work**

Simple addition and subtraction (upto 10)

Dictation and other exercises

### **Creative and Imaginative Expressions**

Making traffic lights and colouring it, pasting work, clay modelling, dramatization, children to act as doctors, teachers, etc.

Doll play

### **Study skill**

Collection of pictures of people who help us

Classification of different things used by a doctor, postman, teacher, etc.

### **Social Skills**

Visit to a hospital, fire station, etc.

Cleanliness and hygiene

To love the teacher, to be kind and loving to all the helpers, give respect and be polite

**FEBRUARY  
(20) TOPIC WEB CHART: MY GARDEN**

**Assembly**

**Number Work**

Counting the flowers  
Counting butterflies, trees, etc. in a garden  
Writing numbers in sets  
Dictation

**Moral Teaching**

Care of the plants  
Stories on God's creations

**Language Development**

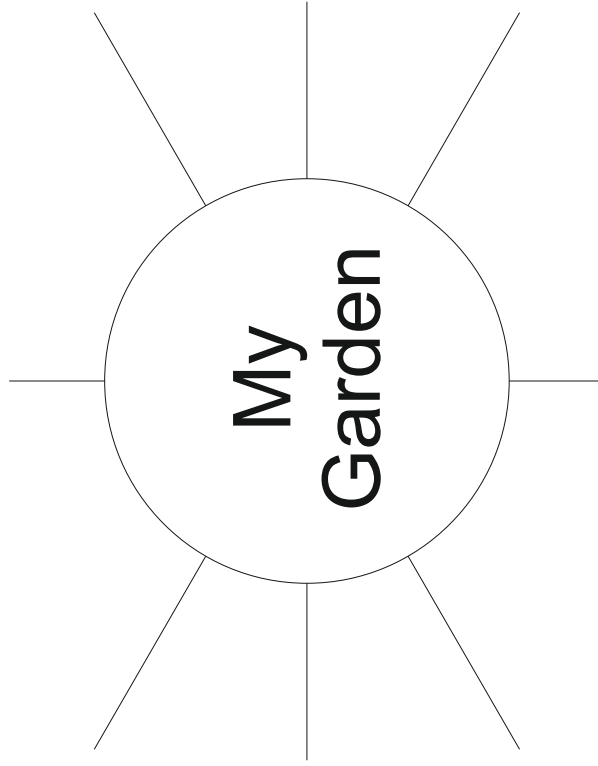
Recognition of things found in the garden through pictures  
Writing Skills - Three letter words with pictures and sentences  
Conversation on flowers, fruits and vegetables as per season  
Rhymes  
Stories

**Tiffin Time**

Talk about all that we get from a garden

**E.V.S.**

Names of plants, fruits, insects, animals, etc. found in a garden  
Colour of leaves, flowers, plants, etc.



**Activities**

**Indoor**

Leaf impression  
Sorting  
Colouring  
Pasting  
Clay Moulding

**Outdoor**

Playing hide and seek  
Visiting a garden

## **BASIC SKILLS TO BE DEVELOPED**

### **Topic : My Garden**

#### **Language Development**

Recognition of things found in the garden using charts, flash cards and visit to a garden

#### **Writing Skills**

Three letter words with pictures and other exercises

#### **Number work**

Writing numbers in sets, dictation and other exercises

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

Drawing, colouring, pasting, clay modelling, leaf impression, etc.

#### **Study Skills**

Collection of pictures of various trees, fruits, vegetables, garden, animals, etc.  
Sorting and matching activity  
Classifying living and non living things found in the garden

#### **Social Skills**

Visit to a garden.  
Care of the garden. Keeping the garden clean.

## Recommended Style of Writing

1. Numbers from 1 - 10
2. Capital letters
3. 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
---	---	---	---	---

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
---	---	---	---	---



