

SYLLABUS 2024-2025

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) (i) Fitzroy Readers Stories 1-5
(ii) Fitzroy Readers Stories 6-10
Saar Books Publications Pvt. Ltd.
- (2) (i) Fitzroy Word Skills 1 - 5
(ii) Fitzroy Word Skills 6 - 10
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(i) pg 1-16	Capital letters T - Z, Revision of letters Aa - Zz Story no. 1 - A Fat Cat
August	Book 2(i) pg 2-8	'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(i) 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(i) pg 33-48 Book 2(i) pg 9-22	Story no. 3 - Bug on a Rug Sounding and Writing, Sounding words, 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, Colours



bat



cat



rat



pin



tin



lid



sun



jug



cup

Term II

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



pot



dog



log

Months	Book & Page Nos	Content
November	Book 2(i) pg 23-29	Vowel sounds, Making Words, Choosing Words, Word Find, Comprehension of Stories 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(i) pg 65-80 Book 2(i) pg 30-36	Story no. 5 - The Pet Hen 'e' sound words, 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(ii) pg 81-96 Book 2(ii) pg 2-8	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(ii) pg 97-112 Book 2(ii) pg 9-15	Story no. 7 - I Can Run Descending Letters, Special Words, Recognition, Composition, Word Find, Comprehension of Story 7, Drawing from Story 7
	Book 3(ii) pg 34-39	Copy and Write
	Book 1(ii) pg 113-128 Book 1(ii) pg 129-144 Book 2(ii) pg 16-29	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
January	Book 3(ii) pg 40-42	This, That
	Book 1(ii) pg 145-160 Book 2(ii) pg 30-36	Story no. 10 - John and His Fox Capitals, Special Words, Labelling, Listening, Word Find, Comprehension of Story 10, Drawing from Story 10
	Book 3(ii) pg 43, 44	Revision



pen



hen



That is a rat.

- Question answer in the following pages to be done orally:
Pages 7, 14, 21, 28, 35 of book 2(i), Pages 7, 14, 21, 28, 35 of book 2(ii)

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 0 - 3
April-May	Book 1 (i) pg 8 - 15 Book 2 (i) pg 6 - 16	Numbers 4 - 7 Numbers 4 - 10 Match pictures with numbers, Write numbers 1 - 10 ★ ★ <input type="text" value="1"/> ★ <input type="text" value="2"/>
	Book 3 pg 11 - 12, 46-52	Curved Lines, Numbers 4 - 10
July	Book 1 (i) pg 16 - 26	Numbers 8 - 10, Exercises based on numbers 1 - 10 <input type="text" value="3"/> ★★★★★☆☆
	Book 2 (i) pg 17 - 40	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="text" value="2"/> ● ● <input type="text" value="5"/> ✓ <input type="text" value="9"/> Count and write the number ● ● ● =3 Draw according to the numbers <input type="text" value="1"/> ● <input type="text" value="2"/> ● ● Count and Colour, Dictation

Months	Book & Page Nos	Content
August	Book 3 pg 13 - 17, 53-68	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, 69 - 71	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, 72 - 74	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, 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 <table><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><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			2
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	Book 3 pg 23 - 25	What Comes Before, After and In Between, Check Your Understanding																								
November	Book 1 (ii) pg 59 - 65	Revision of Numbers 1 - 50, Fill in the Missing Numbers, Numbers 51 - 60																								
	Book 2 (ii) pg 3 - 21	Numbers 1 - 50, Number Names - One, Two, Six, Ten, Numbers 51 - 100 <table><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, 75 - 77	Morning, Afternoon, Evening and Night, Pairing, Two Halves, Shadow Matching, Odd One Out, Number Names, Revision of Numbers 1 - 50																									

Months	Book & Page Nos	Content																					
December	Book 1 (ii) pg 66 - 77 Book 2 (ii) pg 22 - 31	Numbers 61 - 84 Number Names, Count by 10s upto 100, <table><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 78 - 80	Revision of Numbers 1 - 100, What Comes After Greater and Smaller Number, Backward Counting 10 - 1																					
January	Book 1 (ii) pg 78 - 82 Book 2 (ii) pg 32 - 39	Numbers 85 - 94 Count and Write, Addition																					
February	Book 1 (ii) pg 83 - 87	Numbers 95 - 100, Revision of Numbers 1 - 100, Write the Missing Numbers Addition, Subtraction, Dictation																					
	Book 2 (ii) pg 40 - 48																						

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

Term II


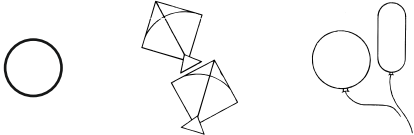

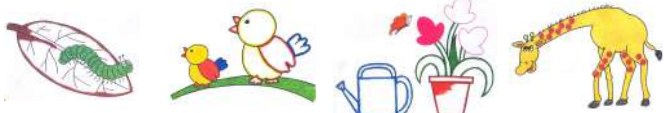
Months	Exercises of Practical Life	Sensorial Apparatus	Mathematics
October to February	<ul style="list-style-type: none"> * Watering the plants * Tying the shoe laces * How to arrange the school bag and carry it properly * How to open and close the door * How to wipe a running nose with a handkerchief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

Prescribed Books



- (1) Art is Fun (Book-A)
Aman Publishing House
- (2) Art and Craft Activity
HPS International Pvt. Ltd.

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 etc.)

Months	Books	Page Nos.	Content
March to September	Art is Fun	1-3	
	Art is Fun	4-6	
	Art is Fun	7-13	
	Art and Craft Activity	2-7, 11, 12, 14, 15, 17-21, 22, 27	

Term II

Months	Books	Page Nos.	Content
October to February	Art and Craft Activity	8-10, 13, 16, 23-26, 28-32	
	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. Variations: 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. Variations: 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. Benefits: 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. Benefits: 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. Variations: 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. Variations: Use small groups.

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

Term I

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

Term II

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

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

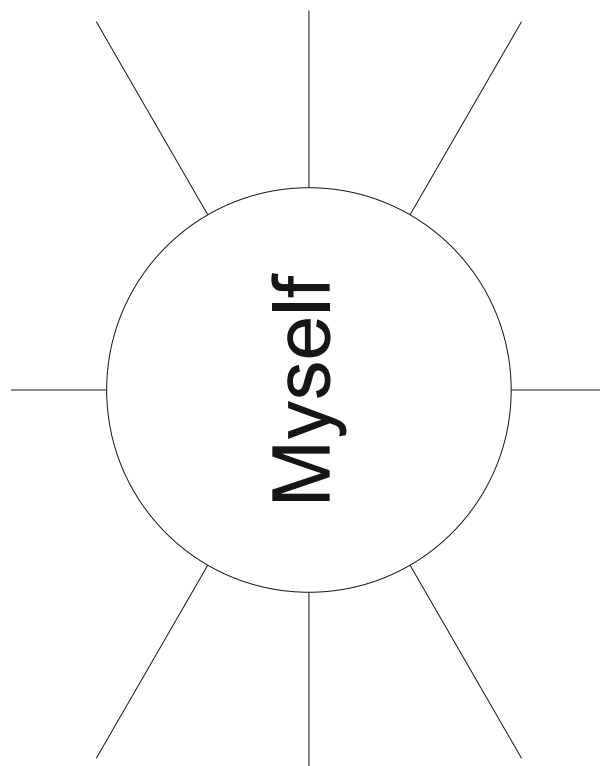
Assembly

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

Indoor

Pasting
Drawing
Colouring
Clay work, etc.

Outdoor

Walking
Running
Playing
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

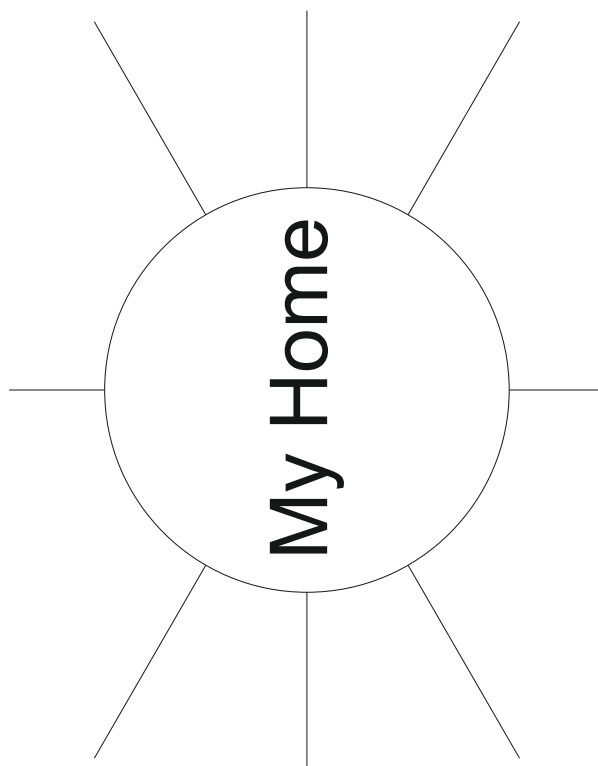
Good habits and basic manners
Keeping oneself clean, helping others, sharing things with others
To thank God for a healthy body that He has given.

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:

Indoor	Outdoor
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

My School

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

Indoor

Colouring

Drawing

Pasting

Clay modelling

Overhead projector

Video

Outdoor

Playing in the

school playground

Water play

Sand play

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

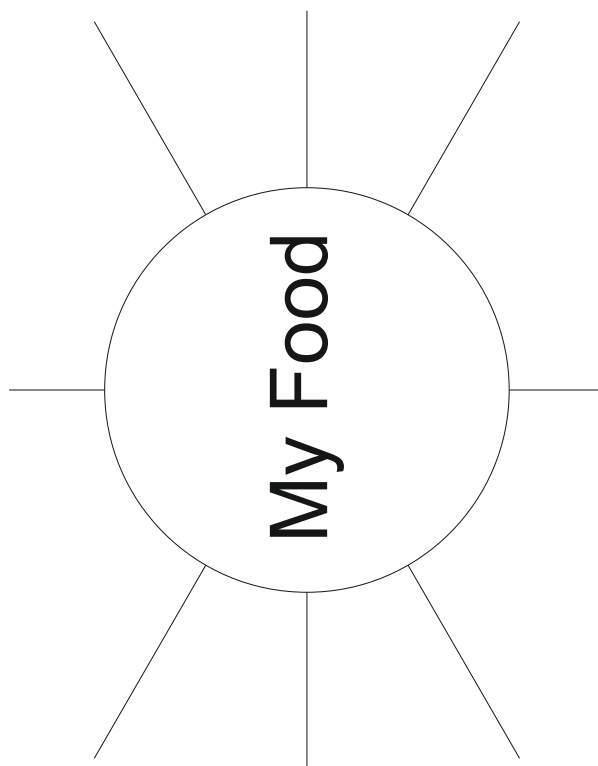
Language Development
Picture reading and recognition of things that we eat
Writing Skills- Letters of the alphabet
Conversation- Different types of food
Different meals
From where we get our food
Rhymes
Stories

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

Number Work (Oral and Written)

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

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

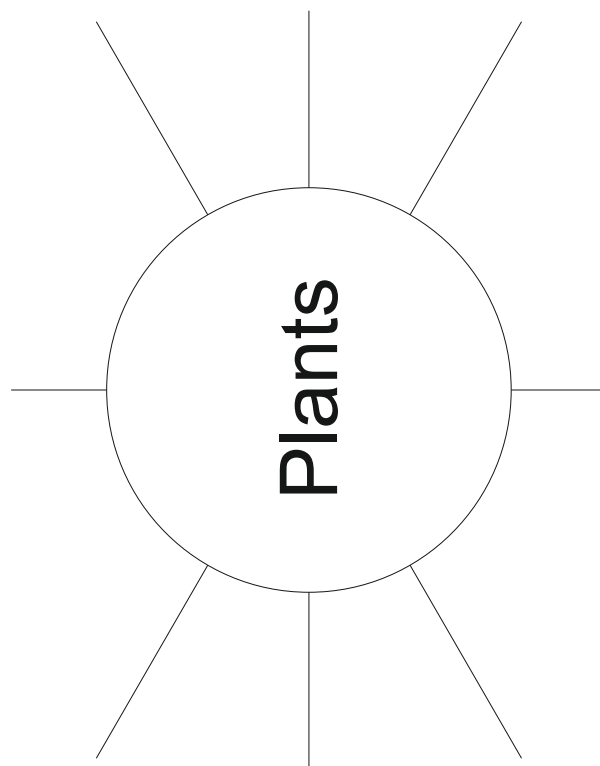
Picture reading and recognition of parts of a plant, writing letters of the alphabet.
Conversation on plants: What do plants need to grow?
Rhymes
Stories

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

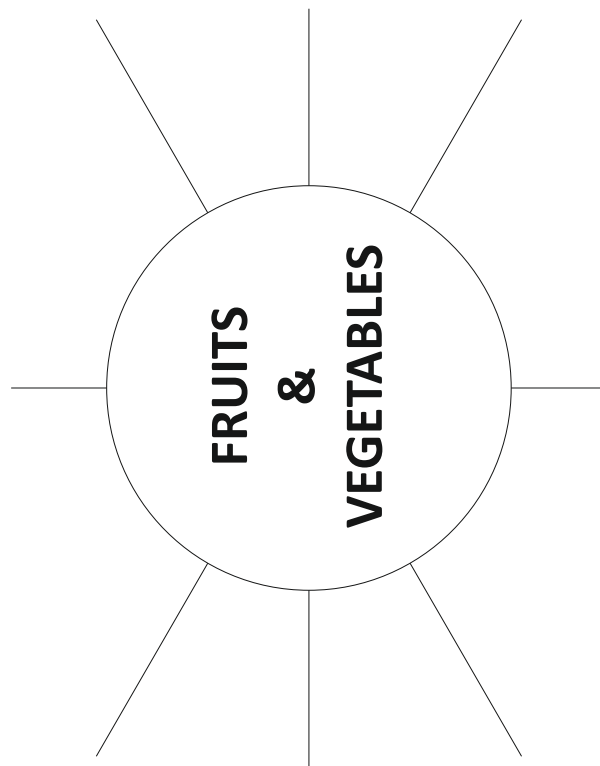
Moral Teaching

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

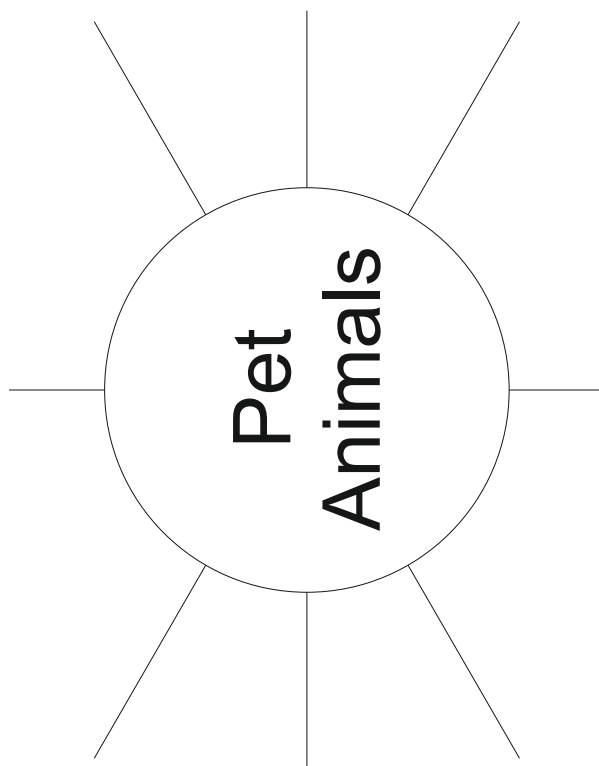
Assembly

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

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

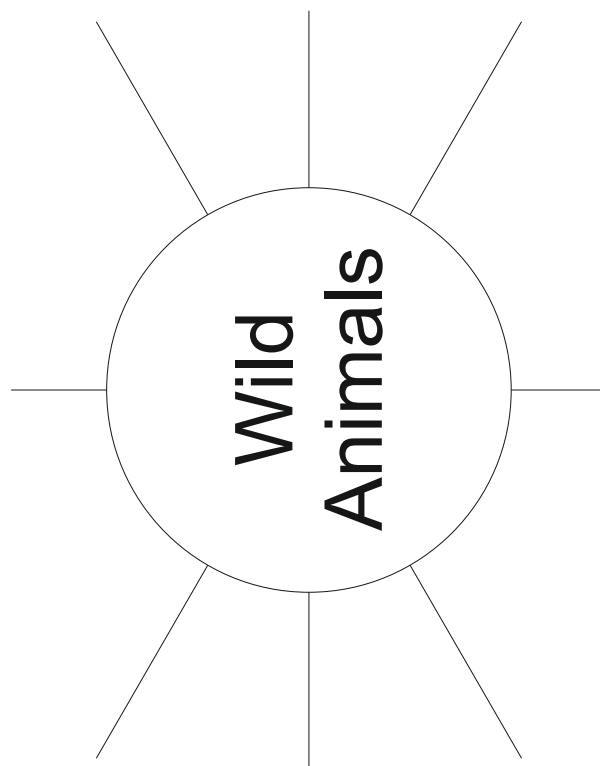
E.V.S.

Colours, sounds

Young ones

Food they eat

Parts of the body of wild animals



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)

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

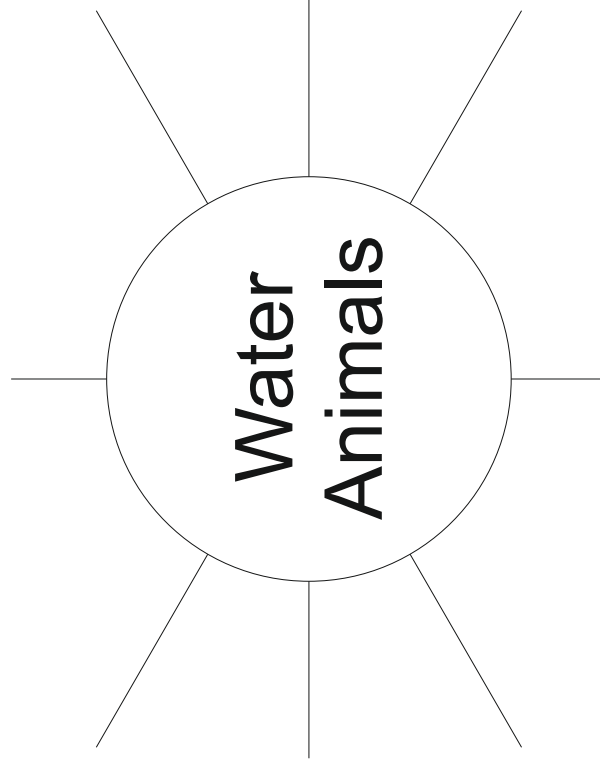
Assembly

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

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

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

Water

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

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

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.

(11) TOPIC WEB CHART: COLOURS AND SHAPES

Assembly

Number Work

Oral Counting and Writing
Rhymes/Stories
Dictation

Moral Teaching

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

Language Development

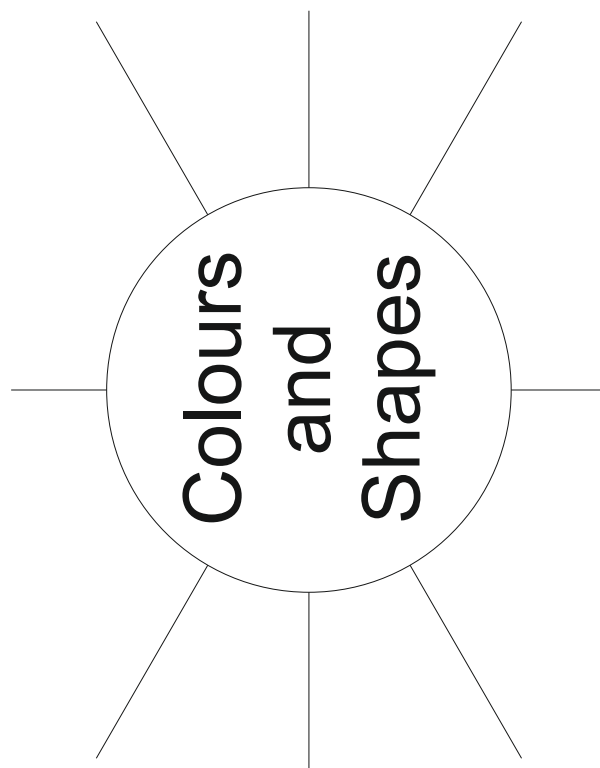
Recognition of colours and shapes
through Mont. apparatus e.g. Basic
Shapes- Colour Tablets Box I
Writing - Letters of the alphabet
Conversation on different colours and
shapes
Rhymes
Stories

Tiffin Time

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

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

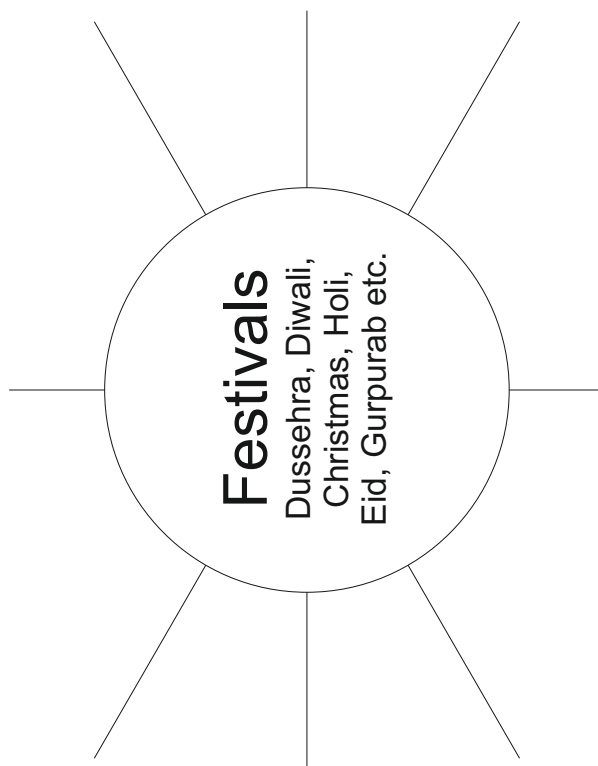
To thank God for giving us lovely things

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

Indoor	Outdoor
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

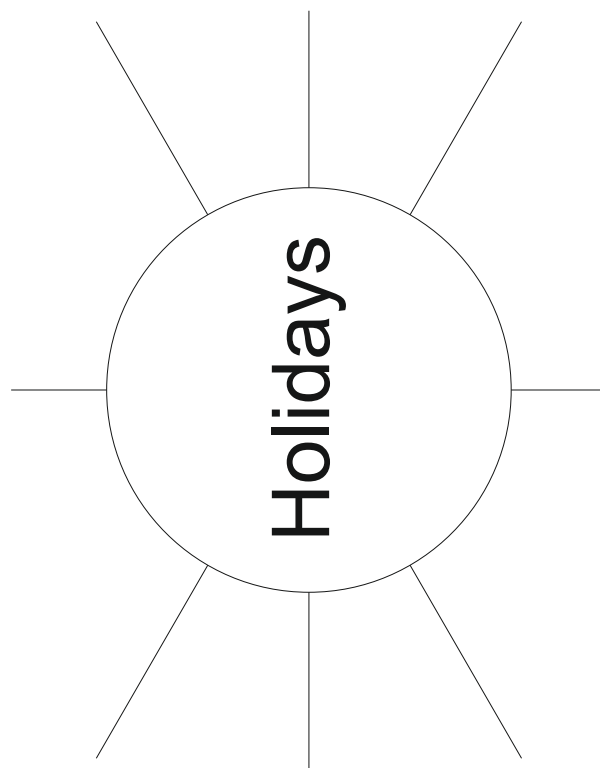
Respect for others

OCTOBER
(13) Topic Web Chart: Holidays
Assembly

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



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

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

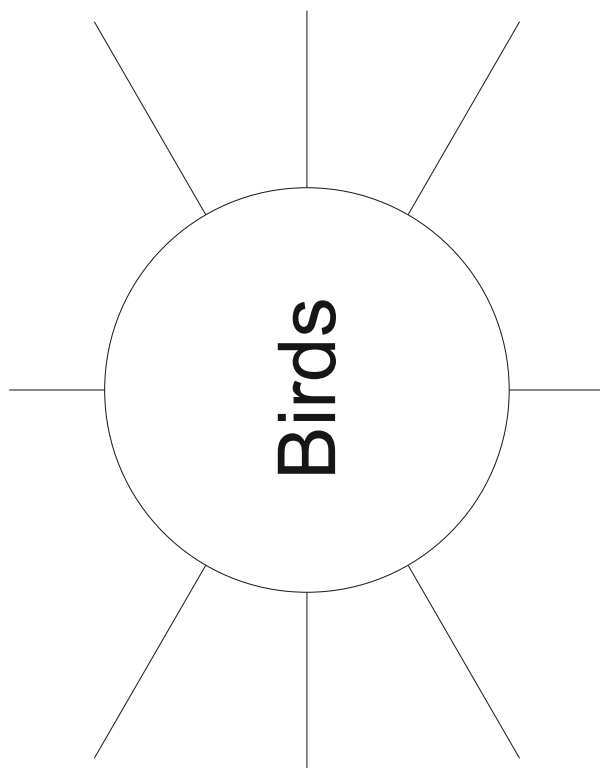
Assembly

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

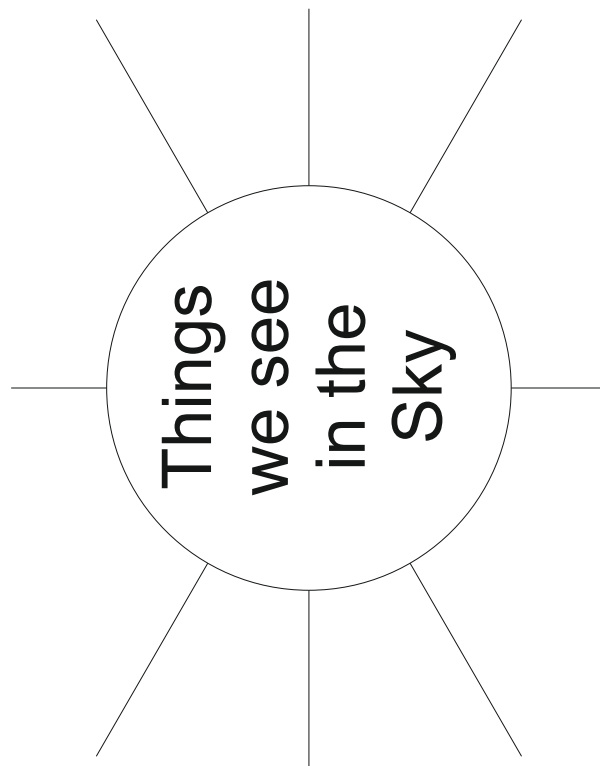
Visit to a zoo, a pet shop
Be kind to birds
Feeding and taking care of the birds

(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

Indoor	Outdoor
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

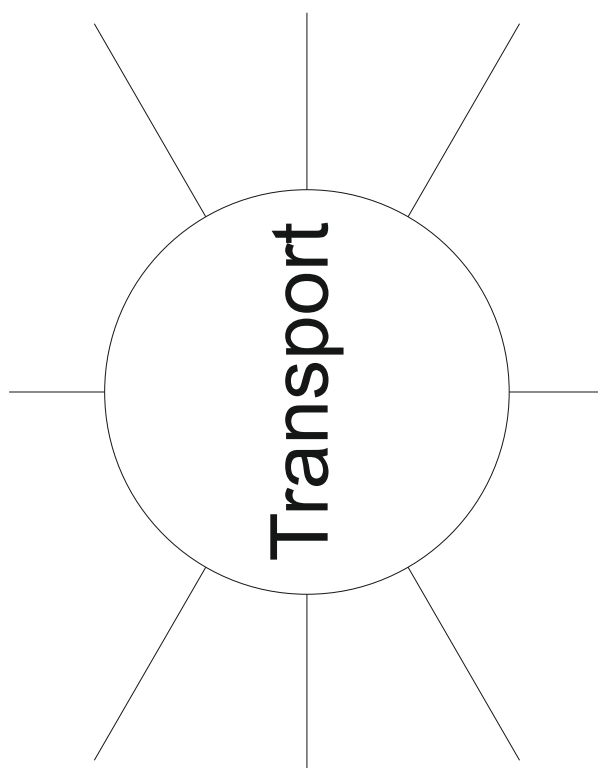
Number Work
Reading and writing in sets
Dictation
Introduce simple addition
Counting the wheels of the
different means of transport

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	Outdoor
Colouring	Playing like a train
Paper tearing	Running
Pasting	Jumping
Matching and sorting	
Acting	
Doll Play	

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

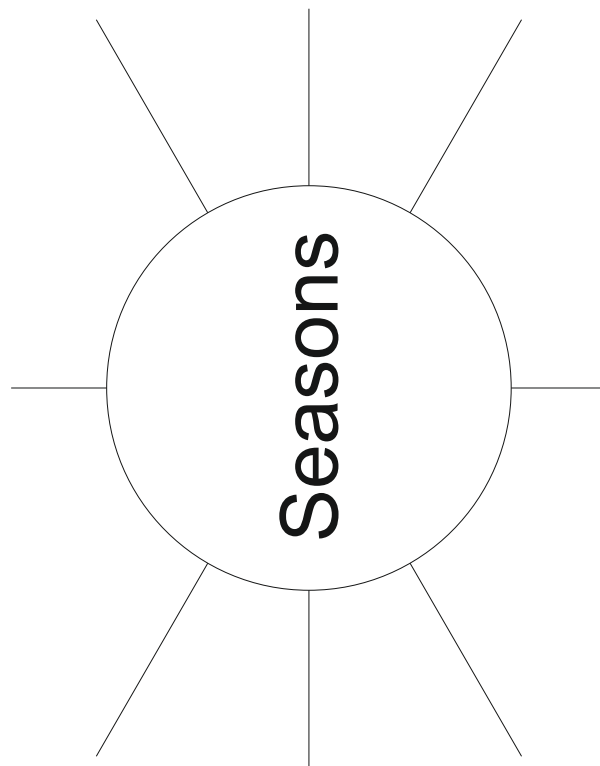
DECEMBER
(17) TOPIC WEB CHART: SEASONS

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

Activities
Indoor
Sticking pictures of things used in different seasons (clothes)
Colouring
Drawing
Outdoor
Games
Nature walk

Tiffin Time
Tasting different fruits according to seasons

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

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

(18) TOPIC WEB CHART: MY NEIGHBOURHOOD

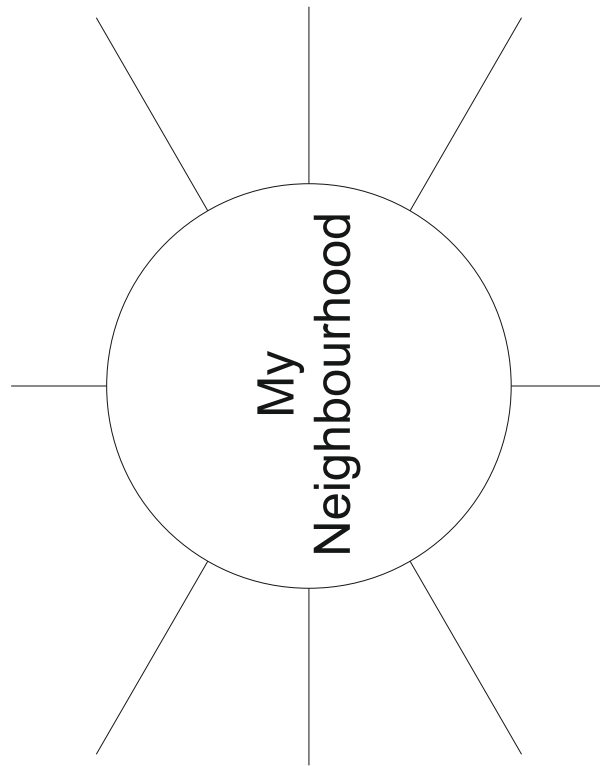
Assembly

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

Outdoor

Visit to a market place
Visit to a post office

Indoor

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

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

(19) TOPIC WEB CHART: PEOPLE WHO HELP US

Assembly

Language Development

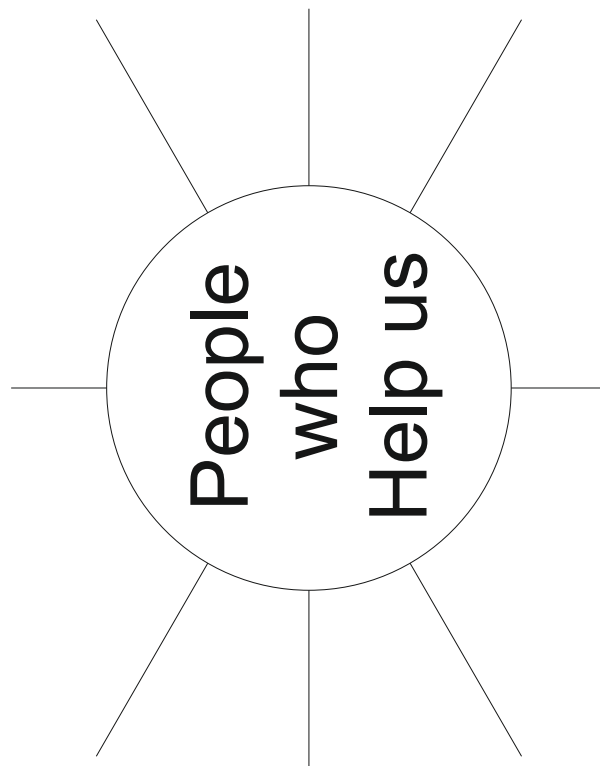
Picture talk on People Who Help Us.
Writing Skills - Three letter words with pictures and sentences
Conversation - Talk about how people help us
Rhymes
Stories

Tiffin time

Sharing things with others

E.V.S.

People who help us
Doctor
Baker
Teacher
Postman
Policeman
Firefighter



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

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

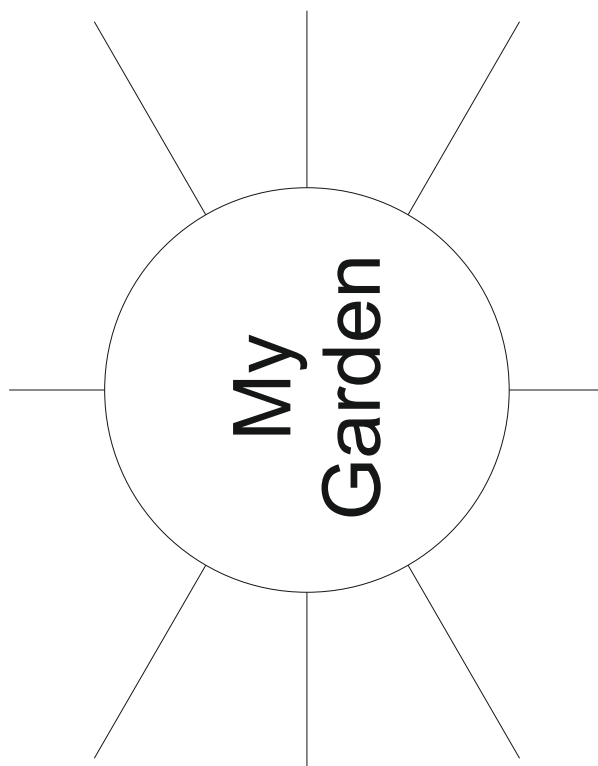
Recognition of things found in the garden through pictures
Writing Skills - Three letter words with pictures and sentences
Conversation on flowers, fruits and vegetables as per season
Rhymes
Stories

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
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