



ACADEMIC SESSION 2026-27

CURRICULUM

SUBJECT – LITERACY ENGLISH

BOOKS: -

- Patterns (lines and curves)
- Phonics (letter sounds)
- Literacy (capital letters)
- Literacy (capital letter activity book)
- Rhymes and stories

GRADE – NURSERY

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
APRIL PATTERNS <ul style="list-style-type: none">• Standing lines (Pg no. 1,2,5&22)• Sleeping lines (Pg no. 3-5&23)• Left slanting lines (Pg no. 6,7,10,12,13&24)• Right slanting lines (Pg no. 8-10,12,13&25)• Zigzag lines (Pg no. 11,13,26,33&34)	The learner will be able to learn <ul style="list-style-type: none">• Letters, number & shape.• Connect the knowledge of patterns with things in their surroundings.	<ul style="list-style-type: none">• Fine motor skills• Creativity• Pattern recognition• Sequencing• Critical thinking• Writing readiness	<ul style="list-style-type: none">• Draw patterns in the air/sand. (multi-Sensory learning)• Trace patterns on worksheets.(Activity based learning)• Create "tall trees" using sticks or paper strips. (play based learning).
LETTERS – Ll, Tt, li PHONICS (Letter sounds) (Pg no. 5, 6,7,8,33,34) LITERACY (Capital letters) (Pg no. 35-38,47-51,81-84,112) LITERACY (Capital letters activity book) (Pg no. 27,28&32)	<ul style="list-style-type: none">• Recognise letters & their phonic sounds• Identify the letters & differentiate between them	<ul style="list-style-type: none">• Hand eye coordination• listening & communication• Letter recognition• Phonics (sound awareness)	<ul style="list-style-type: none">• Pre-writing focus: Standing + short horizontal lines.• Activity: Trace L → match with leaf veins → make leaf prints.• Integration:• E.R: Leaf structure & patterns.• Art: Leaf stamping.

	<ul style="list-style-type: none"> • Develop phonemic awareness (sounds of L, T, I) • Begin writing letters L, T, I 	<ul style="list-style-type: none"> • Fine motor skills (writing letters) • Vocabulary building 	<ul style="list-style-type: none"> • Approach: Sensory + Literacy. • Activity: Trace the letter "T" → build block towers → match the tower height with the letter size. • Integration: • Maths: Measurement concepts. • Art: Decorate towers. • Approach: Multi-sensory. • Activity: Trace the letter "I" in ice trays → watch the ice melt → print the imprint on paper. • Integration: Combines E.R and art + Sensory Exploration approach.
<p>RHYMES, STORIES & PICTURE TALK</p> <ul style="list-style-type: none"> • Rhymes <ul style="list-style-type: none"> ➤ Jack & Jill (Pg no. 1,2) ➤ Baa, baa black sheep (pg no. 3,4) ➤ Johnny Johnny (Pg no. 5,6) • Stories <ul style="list-style-type: none"> ➤ The Lost Monkey (Pg no. 29-32) • Picture Talk <ul style="list-style-type: none"> ➤ Fun in the Sun (Pg no. 50) 	<ul style="list-style-type: none"> • Speak words clearly through repetition. • Learn new meaningful words in a fun way. • Recite in front of others without hesitation. 	<ul style="list-style-type: none"> • Confidence building • Imagination & creativity • Attention & concentration 	<ul style="list-style-type: none"> • Musical rhyme chair (Play based learning)
<p><u>JULY</u></p> <p>PATTERNS</p> <ul style="list-style-type: none"> • Left curves (Pg no. 14,18,&27) • Right curves (Pg no. 15,18&28) • Up curves (Pg no. 16,18&29) • Down curves (Pg no. 17,18&30) • Wavy curves (Pg no. 19-21,31,32,35&36) 	<ul style="list-style-type: none"> • Enhance their fine motor skills & pencil grip. • Improve their attention span & concentration. 	<ul style="list-style-type: none"> • Observation • Concentration • Fine motor skills • Creativity • Pattern recognition • Sequencing • Critical thinking • Writing readiness 	<ul style="list-style-type: none"> • Draw patterns in the air/sand. (multi-Sensory learning) • Trace patterns on worksheets.(Activity based learning) • Create "tall trees" using sticks or paper strips.(play based learning).

<p>LETTERS – Hh, Ee, Ff PHONICS (Letter sounds) (Pg no. 17-20,35&36) LITERACY (Capital letters) (Pg no. 30-33,18-25) LITERACY (Capital letters activity book) (Pg no. 26,25)</p>	<ul style="list-style-type: none"> • Recognise letters & their phonic sounds • Differentiate between letters. 	<ul style="list-style-type: none"> • Observation • Visual motor integration • Confidence building • Hand eye coordination 	<ul style="list-style-type: none"> • The exercise emphasizes forming the letter by drawing vertical and horizontal lines. • Activity: Children trace the letter H with chalk on an outdoor surface and then physically “hop” from one vertical line to the other, linking the writing skill.(kinesthetic + interdisciplinary, meaning learning is hands-on) • Form the letter F using real feathers and then trace over it. • Art: Colour feathers and create patterns.(Sensory experience learning) • Draw the letter “E” in sand and then place small natural objects (twigs, stones) along the lines of the “E”. (Uses an inquiry-based, sensory, and outdoor learning method)

<p>RHYMES, STORIES & PICTURE TALK</p> <ul style="list-style-type: none"> • Rhymes <ul style="list-style-type: none"> ➤ I am little teapot (Pg no. 9&10) • Picture Talk <ul style="list-style-type: none"> ➤ Play time (Pg no. 48) 	<ul style="list-style-type: none"> • Develop pronunciation through sound & imitation. • Use gesture & action along with rhymes & stories 	<ul style="list-style-type: none"> • Vocabulary development • memory skill 	<ul style="list-style-type: none"> • Rhyme role play (Play-way method)
<p><u>AUGUST</u></p> <p>LETTERS – Vv, Ww, Xx, Yy PHONICS (Letter sounds) (Pg no. 41-48) LITERACY (Capital letters) (Pg no. 90-101,103-106) LITERACY (Capital letters activity book) (Pg no. 33,34,35)</p>	<ul style="list-style-type: none"> • Differentiate between capital & small letters. • Develop listening & speaking skills. • Write letters within given lines & spaces. 	<ul style="list-style-type: none"> • Auditory skills • Memory • cognitive skills • Hand eye coordination 	<ul style="list-style-type: none"> • Trace “V” → build a mini volcano with clay & paint “lava”. (STEAM + Hands-on Learning) • Trace “W” → create water waves with blue paint → count wave peaks. (Experiential + Multi-sensory) • Trace “X” → play xylophone keys in sequence. (Multi-sensory + STEAM) • Trace “Y” → make a Y shape with yarn → create pattern art. (Sensory + STEAM + Literacy)
<p>RHYMES, STORIES & PICTURE TALK</p> <ul style="list-style-type: none"> • Rhymes <ul style="list-style-type: none"> ➤ Hickory dickory dock (Pg no. 7&8) ➤ Row, Row, Row your boat (Pg no. 25&26) • Stories <ul style="list-style-type: none"> ➤ The talkative tortoise (Pg no. 33-36) • Picture Talk <ul style="list-style-type: none"> ➤ The Rainy season (Pg no. 49) 	<ul style="list-style-type: none"> • Develop listening skills by paying attention on rhyming words. • Build vocabulary by learning new words from rhyme. 	<ul style="list-style-type: none"> • Listening skills • rhythm & musical skills 	<ul style="list-style-type: none"> • Making of paper boat (art integration). • Clock craft (Art integration).

<p><u>SEPTEMBER</u></p> <p>LETTERS – Zz PHONICS (Letter sounds) (Pg no. 49-50) LITERACY (Capital letters) (Pg no. 107-111) LITERACY (Capital letters activity book) (Pg no.14 ,35)</p>	<ul style="list-style-type: none"> • Build confidence in speaking in front of others • Visual recognition of letters. 	<ul style="list-style-type: none"> • Language & literacy skills. 	<ul style="list-style-type: none"> • Letter puzzle build (Play based learning) • Trace “Z” → decorate as zebra stripes → count stripes. (Multi-sensory + Play-Based)
<p>RHYMES, STORIES & PICTURE TALK</p> <ul style="list-style-type: none"> • Rhymes <ul style="list-style-type: none"> ➤ One, two buckle my shoe (Pg no. 17&18) 	<ul style="list-style-type: none"> • Identify numbers while doing rhyme. 	<ul style="list-style-type: none"> • Listening skills • Concentration • Confidence building 	<ul style="list-style-type: none"> • Use of flash cards & pictures (Visual method)
<p><u>OCTOBER</u></p> <p>LETTERS – Aa,Mm,Nn,Kk PHONICS (Letter sounds) (Pg no. 3,4,11,12,15,16,23&24) LITERACY (Capital letters) (Pg no. 1-4,43-46,52-56) LITERACY (Capital letters activity book) (Pg no. 23,28,29)</p>	<ul style="list-style-type: none"> • Associate sound with objects • Listen & identify beginning sounds with simple words • Recognise & write letters independently. 	<ul style="list-style-type: none"> • Speech development • Hand eye coordination • Listening skills 	<ul style="list-style-type: none"> • Grouping (integration with sorting) • Finger-trace the letter in sand(Activity based learning) • Narrate story related to letters with the help of flash cards(Story based learning) • Form the letters by clay moulding (Experiential learning)
<p>RHYMES, STORIES & PICTURE TALK</p> <ul style="list-style-type: none"> • Rhymes <ul style="list-style-type: none"> ➤ Old MacDonald had a farm (Pg no. 11&12) ➤ Teddy bear (Pg no. 19&20) • Stories <ul style="list-style-type: none"> ➤ The clever fox (Pg no. 37&38) • Picture Talk 	<ul style="list-style-type: none"> • Learn new words & their meanings. • Speak words clearly without hesitation. 	<ul style="list-style-type: none"> • Social awareness • Listening skills • Concentration • Confidence building 	<ul style="list-style-type: none"> • Join the dots & colour teddy bear (Art integration)

<p>➤ At the farm (Pg no. 51)</p>			
<p><u>NOVEMBER</u></p> <p>LETTERS – Cc, Oo, Qq, Gg PHONICS (Letter sounds) (Pg no. 13,14,27-30,51&52) LITERACY (Capital letters) (Pg no. 9-12,26-29,34,60-63,69-72) LITERACY (Capital letters activity book) (Pg no.3,4,7,8, 24,26,30,31)</p>	<ul style="list-style-type: none"> • Show confidence & pronouncing letter sound in class. • Develop reading readiness. • Write letters independently. 	<ul style="list-style-type: none"> • Auditory discrimination • sound symbol connection • concentration • observation 	<ul style="list-style-type: none"> • Make C-shaped creatures (Cat, Crab) using collage materials. (Interdisciplinary + Sensory-Motor) Art Integration • Trace the letter “O” → place planets along orbit circles(Experiential learning) • Trace Q in kinetic sand and narrate a story related to letter Q. (Story-Based Learning) • Use glow-in-the-dark markers to trace the letter G in a dim room. (Multi-sensory + Experiential Learning)
<p>RHYMES, STORIES & PICTURE TALK</p> <ul style="list-style-type: none"> • Rhymes <ul style="list-style-type: none"> ➤ Two little dickies birds (Pg no. 23&24) ➤ Little Miss Muffet (Pg no. 27&28) • Stories <ul style="list-style-type: none"> ➤ They helpful Sparrow (Pg no. 39-42) • Picture Talk <ul style="list-style-type: none"> ➤ In the park (Pg no. 52) 	<ul style="list-style-type: none"> • Learning new vocabulary • Improve finger coordination 	<ul style="list-style-type: none"> • Observation • Concentration • Group participation 	<ul style="list-style-type: none"> • Bird craft (Art integration).

<p><u>DECEMBER</u></p> <p>LETTERS – Ss, Uu, Dd PHONICS (Letter sounds) (Pg no. 1,2,25,26,31&32) LITERACY (Capital letters) (Pg no. 13-16,77-80,86-89,102) LITERACY (Capital letters activity book) (Pg no. 9-12,24,32&33)</p>	<ul style="list-style-type: none"> • Visual recognition of letters • confidence building in speaking in front of others. 	<ul style="list-style-type: none"> • Language & literacy skills 	<ul style="list-style-type: none"> • Trace the letter S → make an S-shaped snake with clay → slide along a path. (Kinesthetic + Experiential learning) • Integration: EVS (Environmental Studies): Snake awareness. • Trace the letter U. Draw an umbrella and count raindrops. (Experiential learning combined with fine-motor skill development) • Integration: EVS (Environmental Studies): Weather awareness. Maths: Counting raindrops (number practice). • Make letter D with play dough → add eyes, wings to form a dragon. (Creative Literacy) • Storytelling: “Dragon’s Letter D Adventure.”
<p>RHYMES, STORIES & PICTURE TALK</p> <ul style="list-style-type: none"> • Rhymes <ul style="list-style-type: none"> ➤ Five little monkeys (Pg no. 21&22) • Stories <ul style="list-style-type: none"> ➤ The Ant & the dove (Pg no. 43-45) • Picture Talk <ul style="list-style-type: none"> ➤ The animal train (Pg no. 46) 	<ul style="list-style-type: none"> • Count backwards from 5 to 1 • Improve finger coordination • learn new vocabulary 	<ul style="list-style-type: none"> • Vocabulary • Memory • Confidence 	<ul style="list-style-type: none"> • Counting clap (play-way method) • hide & seek game (sports integration)

<p><u>JANUARY</u></p> <p>LETTERS – Pp,Bb,Rr,Jj PHONICS (Letter sounds) (Pg no. 9,10,21,22,37-40) LITERACY (Capital letters) (Pg no. 5-8,17,39-42,51,64-68,73-76&85) LITERACY (Capital letters activity book) (Pg no. 1,2,6,23,27,30,31)</p>	<ul style="list-style-type: none"> • Listen, repeat & pronounce letter sound clearly • Develop reading readiness • Write letters independently. 	<ul style="list-style-type: none"> • Memory & recall • phonic awareness • pencil grip • visual discrimination 	<ul style="list-style-type: none"> • Trace P → decorate as planet with colours. (Multi-sensory + Interdisciplinary) Art Integration: Paint & patterns. Multi-sensory + Interdisciplinary. • Draw B in shaving foam; blow bubbles over it to reveal the letter. Maths integration: Count bubbles on letter. B for Ball, Bubble → storytelling. (Experiential + Play-Based + Inquiry Learning.) • Trace R → colour each part → jump along rainbow path. (Multi-sensory + Play-Based) Art Integration: Colour mixing. • Use glow-in-the-dark paint or stickers to trace the letter J in a dim room, or create a “Jewel” craft (J for Jewel) that kids can feel and see. Narrate a story related to letter J (Multi-sensory + Experiential Learning, encouraging kids to feel the J shape and observe the glow)
<p>RHYMES, STORIES & PICTURE TALK</p> <ul style="list-style-type: none"> • Rhymes <ul style="list-style-type: none"> ➤ Pat-a-cake, pat-a-cake (Pg no. 13&14) ➤ The wheels on the bus (Pg no. 15&16) • Picture Talk <ul style="list-style-type: none"> ➤ Birthday party (Pg no. 47) 	<ul style="list-style-type: none"> • Improve finger coordination • Build vocabulary by learning new words from rhyme 	<ul style="list-style-type: none"> • Vocabulary • Listening skills • speech 	<ul style="list-style-type: none"> • Cake picture decoration (Art integration)

<p><u>FEBRUARY</u> LETTERS – Aa-Zz LITERACY (Capital letters) (Pg no. 113-116) LITERACY (Capital letters activity book) (Pg no.15-22&36,)</p>	•	•	•
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SUBJECT – NUMERACY

BOOKS: -

- Numeracy Numbers 1 to 20
- Numeracy Numbers 1 to 20 Activity Book

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
<p>APRIL</p> <p>PRE-NUMBER CONCEPT</p> <ul style="list-style-type: none"> • Big & Small (Numeracy Pg no.1,2) (Activity Book Pg no.1,2) • Near & Far (Numeracy Pg no.3,4) (Activity Book Pg no.3,4) <p>SHAPE – Square (Numeracy Pg no.18,19,20) (Activity Book Pg no.17,18)</p>	<p>The learner will be able to</p> <ul style="list-style-type: none"> • Identify and sort big and small objects correctly. • Differentiate between near and far objects in the classroom. • Recognize and name square shape in daily life objects. • Match objects according to size (big/small). 	<ul style="list-style-type: none"> • Observation • Comparison • Identification • Sorting • Matching • Fine motor skills • Visual discrimination • Listening skills • Communication skills • Participation • Problem solving (basic level) 	<ul style="list-style-type: none"> • Show big and small balls or blocks(Activity based learning) • Picture-based big and small identification(Multi-sensory learning) • Big steps and small steps activity(Experiential learning) • Place toys near and far from children((Montessori method) • “Come near / go far” game(play based learning) • Identify near and far in pictures(Activity based learning) • Show square shaped objects(Collaborative learning) • Trace a Square with crayons or finger(Experiential based learning) • Stand or jump inside a big Square drawn on the floor(Play based learning)

<p>NUMBERS – 1,4,7 (Numeracy Pg no.30-32,42-45,55-57) (Activity Book Pg no.27,42,43,45)</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • Recognize and identify numbers 1, 4 and 7. • Count objects using one-to-one correspondence. • Trace and write numbers 1, 4 and 7 correctly. • Match numbers with the correct quantity of objects. • Arrange objects according to the given number. • Identify numbers 1, 4 and 7 in pictures and surroundings. • Develop number sense through play activities. • Understand the concept of more and less using objects. • Improve fine motor skills through tracing and colouring. • Respond to number instructions during classroom activities 	<ul style="list-style-type: none"> • Observation • Recognition • Identification • Counting • Matching • Sorting • Classification • Visual discrimination • Hand-eye coordination • Fine motor skills 	<ul style="list-style-type: none"> • Concrete object counting using toys, beads, blocks or pencils (Experiential learning, Activity-based learning) • Number card matching with objects (Activity-based learning, Discovery learning) • Air writing of numbers 1, 4 and 7 (Multisensory learning) • Tracing activity using crayons or finger tracing (Activity-based learning, Fine-motor skill development)t • Flash card recognition of numbers (Visual learning, Recognition method) • Clap counting activity (clap 1 time, 4 times, 7 times) (Play-based learning) • Jump counting game (jump according to the number) • Sand tray number tracing (Multisensory learning, Experiential learning)
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<p><u>JULY</u></p> <p>PRE-NUMBER CONCEPT Tall & Short (Numeracy Pg no.5,6) (Activity Book Pg no.5,6)</p> <p>SHAPE – Triangle (Numeracy Pg no.21,22) (Activity Book Pg no.19,20)</p>	<ul style="list-style-type: none"> • Identify tall and short objects in the surroundings. • Compare the height of two objects. • Differentiate between tall and short through observation. • Arrange objects according to height (tall/short). • Participate in classroom comparison activities. Recognize and identify a triangle shape. • Name objects that look like a triangle. • Trace and draw triangle shape. • Differentiate triangle from other shapes. 	<ul style="list-style-type: none"> • Observation • Comparison • Identification • Classification • Communication 	<ul style="list-style-type: none"> • Show tall and short objects (bottle, pencil, stick). (Play-based learning) • Compare two students – who is tall / short.(Experiential learning) • Picture sorting activity (tall vs short).(Activity based learning) • Block tower activity – build tall and short towers. (Discovery learning) • Tall & short worksheet colouring activity. (Collaborative learning)
<p>NUMBER – 2,3,5 (Numeracy Pg no.33-41,45-47&71) (Activity Book Pg no.26-28,42-44)</p>	<ul style="list-style-type: none"> • Recognize & identify number 2,3 & 5 • Children will recognize numbers 2, 3 and 5. • Children will count objects up to 5. • Children will match numbers with objects. 	<ul style="list-style-type: none"> • Observation • Recognition • Classification • Communication • Counting skill • Hand-eye coordination • Logical thinking 	<ul style="list-style-type: none"> • Object Counting: Count 2 balls, 3 blocks, 5 pencils. (Play-way method) • Clap Counting: Clap 2, 3 and 5 times. (Play-based learning) • Number Flash Cards: Identify numbers using flash cards. (Demonstration method) • Number Tracing: Trace numbers in sand, air writing or worksheets.(Activity based learning) • Match the Number Game: Match number cards with objects.(Activity based learning)

<p><u>AUGUST</u></p> <p>PRE-NUMBER CONCEPTS</p> <ul style="list-style-type: none"> • Full & empty (Numeracy Pg no.7,8) (Activity Book Pg no.7,8) 	<ul style="list-style-type: none"> • Identify full & empty Containers correctly. • Understand the idea of capacity (more/less) • Children will identify full and empty containers. • Children will understand the concept of more and less capacity. 	<ul style="list-style-type: none"> • Identification • Exploration • Application • Comparison skill • Concept understanding 	<ul style="list-style-type: none"> • Water Activity: Fill and empty cups with water. (Experimental learning). • Sand Play: Fill buckets with sand and compare full/empty.(Play based learning) • Picture Sorting: Identify pictures of full and empty containers. (Experiential learning) • Classroom Demonstration: Teacher shows full and empty bottles. (Activity-based teaching)
<p>NUMBER – 6,8,9 (Numeracy Pg no.48-54,58-64) (Activity Book Pg no.44-46)</p>	<ul style="list-style-type: none"> • Children will be able to recognize numbers 6, 8 and 9. • Children will count objects up to 9. • Children will match numbers with the correct quantity. 	<ul style="list-style-type: none"> • Observation • Classification • Counting skills • Number recognition • Hand-eye coordination • Logical thinking 	<ul style="list-style-type: none"> • Draw objects (art integration) • Object Counting Activity: Count 6 crayons, 8 beads, blocks. (Experiential learning) • Clap and Count Game: Clap 6, 8 and 9 times.(Play based learning) • Number Card Matching: Match number cards with objects. (Activity-based learning) • Air Writing: Children trace numbers in the air. (Play based learning) • Sand Tracing: Write numbers in sand or flour tray. (Learning through concrete materials)

<p><u>SEPTEMBER</u></p> <p>NUMBER – 10 (Numeracy Pg no.65-70&72) (Activity Book Pg no.29-31&46)</p>	<ul style="list-style-type: none"> • Recognise & Identify number 10. • Children will count objects up to 10. • Children will understand the concept of ten objects together. • 	<ul style="list-style-type: none"> • Recognition • Classification • Counting ability • Number recognition • Observation skills • Memory skills 	<ul style="list-style-type: none"> • Number Hopscotch (Game based learning) • Counting Objects: Count 10 pencils, 10 beads or 10 toys. .(Play based learning) • Jump and Count: Jump 10 times while counting aloud.(Play based learning) • Flash Card Recognition: Identify number 10 from cards. (Demonstration method) • Tracing Activity: Trace number 10 on worksheet or slate.(Activity based learning) • Number Grouping: Make groups of 10 objects. (Experiential learning) •
<p><u>OCTOBER</u></p> <p>PRE-NUMBER CONCEPTS Hot & Cold (Numeracy Pg no.9,10) (Activity Book Pg no.9,10)</p> <p>SHAPE – Rectangle (Numeracy Pg no.24-26) (Activity Book Pg no.21)</p>	<ul style="list-style-type: none"> • Differentiate between hot & cold through touch & observation. • Recognition of temperature difference in daily life. • Children will identify hot and cold objects. • Recognise the rectangular shape. Children will identify objects that look like rectangles. 	<ul style="list-style-type: none"> • Identification • Exploration • Application • Observation skills • Sensory development • Concept understanding • Shape recognition • Fine motor skills 	<ul style="list-style-type: none"> • Sensory game (Play based learning). • Class Discussion: Talk about hot tea, ice cream, sun etc. Pretend drinking hot soup or eating ice cream. (Discussion method) • Rectangle Hunt: Find rectangle objects in classroom (door, book, board).(Learning through real life object) • Stick Activity: Make rectangle with ice-cream sticks.(Activity based learning) • Tracing Activity: Trace rectangle using crayons.(Activity based learning)

			<ul style="list-style-type: none"> • Paper Pasting: Paste rectangular shapes on chart. .(Activity based learning)
<p>NUMBER - 11,12,13 (Numeracy Pg no.73-81) (Activity Book Pg no.47&48)</p>	<ul style="list-style-type: none"> • Recognise & identify no. 11,12 & 13 	<ul style="list-style-type: none"> • Observation • Recognition • Classification 	<ul style="list-style-type: none"> • Concrete objects counting(demonstration method)
<p><u>NOVEMBER</u> PRE-NUMBER CONCEPTS Inside & outside (Numeracy Pg no.11&12) (Activity Book Pg no.11&12)</p>	<ul style="list-style-type: none"> • Identify objects that are inside & outside through observation. • Understand the concept of position & shape. • Child can identify the position of objects relative to a boundary. • Child uses the words "inside" and "outside" correctly in daily conversation. 	<ul style="list-style-type: none"> • Identification • Exploration • Application • Spatial reasoning • Observation 	<ul style="list-style-type: none"> • Hoop game-in & out (Play based learning). • "The Magic Circle": Use a hula hoop or draw a circle on the floor. When you say "Inside!" children jump in; when you say "Outside!" they jump out. (Play based learning). • "Toy Sorting": Give children a basket and a set of toys. Ask them to put specific toys "inside" the basket and keep others "outside."(Activity based learning)
<p>NUMBER – 14,15 (Numeracy Pg no.82-87) (Activity Book Pg no.32-34,48 & 49)</p>	<ul style="list-style-type: none"> • Recognise & identify no. 14 & 15 • The child can visually identify and name the symbols '14' and '15'. • The child can count out exactly 14 or 15 objects from a larger group. 	<ul style="list-style-type: none"> • Observation • Recognition • Classification • Fine Motor Skills 	<ul style="list-style-type: none"> • Concrete object counting (Demonstration method) • Step Counting: Have the child take 14 "giant steps" and 15 "tiny steps" across a room. (Physical Play)

	<ul style="list-style-type: none"> The child understands that 14 comes after 13, and 15 comes after 14. 		<ul style="list-style-type: none"> Trace 14 & 15 using fingers/playdough. (Multisensory approach) Match numbers 14 & 15 with quantity.(Activity based learning)
<p><u>DECEMBER</u></p> <p>PRE-NUMBER CONCEPT Fast & Slow (Numeracy Pg no.13,14) (Activity Book Pg no.13,14)</p> <p>SHAPE – Circle (Numeracy Pg no.15-17) (Activity Book Pg no.15&16)</p>	<ul style="list-style-type: none"> Identify action that a fast & slow. Understand the basic concept of speed. Differentiate between speeds of movement. Categorize animals or vehicles based on their typical speed. Recognise the circular shaped objects. 	<ul style="list-style-type: none"> Identification Recognition Exploration Logical thinking Comparison gross motor co-ordination. 	<ul style="list-style-type: none"> Rabbit & turtle race (Sports integration) Play a drum or music. Children must dance fast when the tempo is high and move in slow motion when it drops.(Play based learning) Tear & paste in sun (Art integration)
<p>NUMBERS - 16,17,18 (Numeracy Pg no.88-96) (Activity Book Pg no.49&50)</p>	<ul style="list-style-type: none"> Recognise & identify number 16,17 & 18 Recognize and write numbers 16, 17 & 18 Count objects up to 18 Develop number sequencing skills 	<ul style="list-style-type: none"> Observation Classification Number recognition Counting & sequencing Fine motor skills (writing numbers) 	<ul style="list-style-type: none"> Count & tell activity (Activity based learning) Count 16, 17 & 18 objects (toys, beads). (Experiential learning) Number Tracing: Trace/write 16,17,18 using sand or worksheets Match number cards with groups of 16/17/18 items.(Activity based learning)
<p><u>JANUARY</u></p> <p>SHAPES – Revision (Numeracy Pg no.23.27&28) (Activity Book Pg no.22-25)</p> <p>NUMBER -19,20</p>	<ul style="list-style-type: none"> Recall all the shapes. Practice writing numbers. Match numbers with objects. Recognize and write numbers 19 & 20 Count objects up to 20 Understand number sequence up to 20 	<ul style="list-style-type: none"> Observation Recognition Classification Counting & sequencing Fine motor skills (writing numbers) 	<ul style="list-style-type: none"> Concrete object counting (Demonstration method) Trace/write 19 & 20 on worksheets or sand. (Multisensory approach) Match number cards with sets of 19/20 items.(Activity based learning)

SUBJECT – EXPLORATION & RESEARCH

BOOKS: -

➤ General Awareness (The World Around Us)

(Numeracy Pg no.99-108)
(Activity Book Pg no.35-41,51&52)

• Memory

• Form groups of 19 & 20 children for counting practice.(Experiential based learning)

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
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<p>APRIL</p> <ul style="list-style-type: none"> • Know me (Pg no. 1-2) <ul style="list-style-type: none"> ○ Girl or boy 	<p>The learner will be able to</p> <ul style="list-style-type: none"> • Will become aware about their gender • Develop social awareness by interacting respectfully with classmates. • Show acceptance and friendliness towards all children. • Improve communication skills through self-introduction activities. • Participate actively in group discussions and role-play activities. 	<ul style="list-style-type: none"> • Observation • Classification • Self-expression • Communication • Respect for others • Acceptance and inclusion • Turn-taking skills • Participation skills 	<ul style="list-style-type: none"> • “My Name Is...” circle time introduction (collaborative learning) • Show family photo and talk (if available) (activity based learning) • Mirror activity – “This is me” (experiential learning)
<ul style="list-style-type: none"> • My body(Pg no. 3-9) <ul style="list-style-type: none"> ○ My face ○ my upper body ○ my lower body 	<ul style="list-style-type: none"> • Identify & name different body parts • Develop a basic understanding of the functions of different body parts • Develop awareness of their body and its movements. • Understand the basic functions of body parts (eyes for seeing, legs for walking, hands for holding). 	<ul style="list-style-type: none"> • Observation • Self-expression • Classification • Creativity • Body awareness • Gross motor skills • Fine Motor Skills • Hand–eye coordination 	<ul style="list-style-type: none"> • Action song: Head, Shoulders, Knees and Toes (Learning through rhyme) • Point-and-say body parts (Multi sensory approach) • Body parts flashcards (Interdisciplinary approach) • Colouring and pasting body parts (Interdisciplinary approach)

	<ul style="list-style-type: none"> • Use correct vocabulary related to body parts in simple sentences. 		
<p><u>Life Skills</u> (Pg no. 80&81)</p> <ul style="list-style-type: none"> ○ Be Polite ,Be Kind 	<ul style="list-style-type: none"> • Identify healthy habits such as washing hands, brushing teeth and bathing regularly. • Develop awareness about keeping the body and surroundings clean. • Recognise healthy food and habits that help us stay fit. • Express simple ideas about staying clean and healthy. 	<ul style="list-style-type: none"> • Self-care skills • Observation • Communication • Social awareness • Responsibility • Healthy habit development • Listening skills 	<ul style="list-style-type: none"> • Teacher demonstrates the correct steps of washing hands and children practise together. (Experiential learning) • Children act out habits like brushing teeth, bathing and combing hair. (Role play method) • Children paste pictures of fruits and vegetables on a healthy food plate chart. (Art-integrated learning)
<p><u>Yoga for Health</u> (Pg no. 89&90)</p> <ul style="list-style-type: none"> ○ Warm Up Time for Little Yogies 	<ul style="list-style-type: none"> • Identify simple yoga practices that help the body feel calm and relaxed. • Develop awareness of slow breathing and peaceful body movements. • Follow simple instructions during relaxation activities. 	<ul style="list-style-type: none"> • Concentration • Body awareness • Emotional regulation • Listening skills • Self-control • Mind–body coordination • Relaxation techniques 	<ul style="list-style-type: none"> • March on the spot: Raise knees high, swing arms. • Jogging: Start slow, then fast. (Playful warm-up) • Jumping jacks: Clap hands while jumping up and down.(Multi-sensory learning) • Catch stars: Reach high, stretch arms up (imagining catching stars). • Twist & turn: Rotate body for fun. (Engage senses) • Stand still: Hands by sides, eyes closed; take three deep breaths. (Transition to yoga)

	<ul style="list-style-type: none"> • Build habits that help reduce tiredness and improve concentration. 		
<ul style="list-style-type: none"> • Colour- Yellow(Pg no. 55-56) 	<ul style="list-style-type: none"> • Associate the colour yellow with common objects like banana, sun and lemon. • Develop the ability to differentiate yellow from other colours. • Express ideas and observations about yellow-coloured objects in daily life. • Develop awareness of colours in the surrounding environment. 	<ul style="list-style-type: none"> • Observation • Recognition • Visual discrimination • Communication • Vocabulary development • Creativity Listening skills 	<ul style="list-style-type: none"> • Children look around the classroom and identify objects that are yellow in colour. (Experiential learning) • Children colour pictures of objects like banana, sun and lemon using yellow crayon. (Art-integrated learning) • Students sort yellow-coloured objects or picture cards from different coloured items. (Activity-based learning)
<p><u>JULY</u></p> <ul style="list-style-type: none"> • My family(Pg no. 10-13) <ul style="list-style-type: none"> ○ Relations 	<ul style="list-style-type: none"> • Identify different family members such as mother, father, brother, sister and grandparents. • Recognise the role and importance of family members in daily life 	<ul style="list-style-type: none"> • Observation • Recognition • Communication • social interaction • emotional development • vocabulary development • listening skills 	<ul style="list-style-type: none"> • Student will create a family tree (art integration) • Children draw and colour pictures of their family members and talk about them in the classroom. (Art integration) • Children Act like different family members such as mother, father or grandparents and describe their roles (Play-way method). • Children bring a family photograph and introduce their family members to class in simple sentences (experiential learning) • Children sit in a circle and share something they like to do with their family members (interactive learning)

	<ul style="list-style-type: none"> Express love, care and respect towards family members. Describe their own family members in simple words. Differentiate between small family and big family. 		
<p><u>Value Stories</u> (Pg no. 84)</p> <p>The Loving Families</p>	<ul style="list-style-type: none"> Identify polite words such as please, sorry and thank you. Develop habits of helping and sharing with others. Show respect and kindness towards friends, teachers and family members. Express polite behaviour in daily interactions. 	<ul style="list-style-type: none"> Social skills Communication Emotional development Empathy and kindness Listening skills Cooperation Respect for others 	<ul style="list-style-type: none"> Storytelling: Read the story and ask kids to share what they love about their family. Family Portrait: Draw or craft a picture of their family, highlighting loving moments. Role-play: Act out family roles (e.g., parent, sibling) showing love and care. Integration: Social Studies: Discuss family structures, roles, and emotions. Approach: Story-Based Learning + Personal Connection, focusing on empathy and relationships.
<ul style="list-style-type: none"> My house(Pg no. 14-20) <ul style="list-style-type: none"> What is the house living room kitchen bedroom bathroom 	<ul style="list-style-type: none"> Recognise different rooms in a house such as bedroom, kitchen, bathroom and living room. Understand the importance of keeping the house clean and organised. 	<ul style="list-style-type: none"> Observation Recognition Communication Social awareness Vocabulary development Listening skills Imagination 	<ul style="list-style-type: none"> Children draw and colour a simple picture of their house and talk about it in the class. (Art-integrated learning) Children make a simple house using blocks or cardboard. (Experiential learning) Teacher shows pictures of different rooms and children identify them. (Activity-based learning) Children talk about the rooms and people living in their house during circle time. (Interactive learning)

	<ul style="list-style-type: none"> • Describe their own house in simple words. • Develop awareness about safety and care inside the house. 		<ul style="list-style-type: none"> • Students complete a simple puzzle showing a picture of a house. (Play-based learning)
<ul style="list-style-type: none"> • Colour – Red (Pg no. 49-50) 	<ul style="list-style-type: none"> • Associate the colour red with common objects like apple, rose and tomato. • Differentiate the colour red from other colours. • Develop awareness of red coloured objects in the surrounding environment. • Express ideas about red coloured things in daily life. 	<ul style="list-style-type: none"> • Observation • Recognition • Visual discrimination • Communication • Vocabulary development • Creativity Listening skills 	<ul style="list-style-type: none"> • Children search for red coloured objects in the classroom and name them. (Experiential learning) • Children colour pictures of objects like apple, rose and strawberry using red crayons. (Art-integrated learning) • Students separate red coloured objects or picture cards from other colours. (Activity-based learning)
<p><u>AUGUST</u></p> <ul style="list-style-type: none"> • Clothes we wear(Pg no. 21-26) <ul style="list-style-type: none"> ○ Different types of clothes ○ parts of body & related clothes 	<ul style="list-style-type: none"> • Identify different types of clothes worn by people. • Recognise clothes worn in different seasons such as summer, winter and rainy season. • Understand the importance of wearing clean and suitable clothes. 	<ul style="list-style-type: none"> • Observation • Recognition • Communication • Vocabulary development • Classification • Social awareness Listening skills 	<ul style="list-style-type: none"> • Children sort picture cards of clothes according to different seasons like summer and winter. (Activity-based learning) • Children wear or pretend to wear different types of clothes and name them. (Play-way method) • Students match pictures of clothes with the correct season. (Game-based learning) • Children draw and colour clothes they like to wear in different seasons. (Art-integrated learning) • Children bring or talk about their favourite dress and explain when they wear it. (Experiential learning)

	<ul style="list-style-type: none"> • Differentiate between clothes for boys and girls in a simple way. • Develop awareness about proper dressing habits. 		
<ul style="list-style-type: none"> • My toys(Pg no. 27&28) <ul style="list-style-type: none"> ○ Types of toys 	<ul style="list-style-type: none"> • Recognise favourite toys and talk about them in simple words. • Understand the importance of sharing and taking care of toys. • Develop awareness about keeping toys clean and organised. • Express ideas and feelings related to their toys. 	<ul style="list-style-type: none"> • Observation • Recognition • Communication • Social interaction • Vocabulary development • Imagination • Listening skills 	<ul style="list-style-type: none"> • Children bring their favourite toy and introduce it to the class in simple sentences. (Experiential learning) • Children pretend to play with different toys and describe how they use them. (Play-way method) • Teacher discusses with children how to keep toys safe, clean and organised. (Interactive learning)
<ul style="list-style-type: none"> • Life Skills (Pg no. 91) Be Caring Be Loving 	<ul style="list-style-type: none"> • Recognise ways to show care and affection to family, friends and animals. • Develop positive attitudes such as helping, sharing and comforting others. • Express love and care through words and actions. 	<ul style="list-style-type: none"> • Emotional development • Empathy and compassion • Communication • Social interaction • Cooperation • Responsibility • Listening skills 	<ul style="list-style-type: none"> • Caring Chain: Kids write or draw ways to show care (e.g., sharing, hugging) and link them into a chain. • Loving Acts: Role-play scenarios showing care (e.g., helping a friend, comforting someone). • Greeting Cards: Make cards for classmates or family members with loving messages. • Integration: Literacy: Discuss words like "care" and "love" in stories. • Social Studies: Talk about caring in communities and families. Approach: Experiential Learning + Collaborative Learning, focusing on empathy and kindness.

	<ul style="list-style-type: none"> • Build awareness about showing kindness and respect in daily life. 		
<p><u>Yoga for Health</u> (Pg no. 89&90)</p> <ul style="list-style-type: none"> ○ Yoga Time for Little Yogis 	<ul style="list-style-type: none"> • Understand the importance of yoga for staying healthy and active. • Develop awareness of breathing and body posture during yoga. • Follow simple instructions while performing yoga poses. • Build interest in practising yoga regularly. 	<ul style="list-style-type: none"> • Physical coordination • Body balance • Flexibility • Concentration • Self-discipline • Motor development • Listening skills 	<ul style="list-style-type: none"> • Prayer Pose: Children stand straight, join their palms together, and close their eyes. (Meditation Focus) • Tree Pose: Children stand on one leg, lock their fingers, keep their arms straight, stand on tiptoes, and stretch. (Balance Training) • Crescent Moon Pose: Children lock their fingers, keep their arms straight, bend from the waist, and repeat on the other side. (Flexibility Stretch) • Triangle Pose: Children keep their arms straight, turn their head up and look at their hand, and repeat on the other side. (Balance Flexibility)
<ul style="list-style-type: none"> • Fruits (Pg no. 63-65) 	<ul style="list-style-type: none"> • Recognise the colours, shapes and taste of common fruits. • Understand the importance of fruits for good health. • Differentiate between different fruits through observation. • Develop awareness about healthy eating habits. 	<ul style="list-style-type: none"> • Observation • Recognition • Communication • Classification • Vocabulary development • Sensory awareness • Listening skills 	<ul style="list-style-type: none"> • Teacher shows a basket of real fruits and children identify and name them one by one. (Experiential learning) • Children taste small pieces of different fruits and talk about their taste like sweet or sour. (Sensory learning) • Children dip cut fruits like apple or orange in paint and make prints on paper. (Art-integrated learning)

<ul style="list-style-type: none"> • Colour – blue (Pg no. 51&52) 	<ul style="list-style-type: none"> • Associate the colour blue with common objects like sky, water and balloon. • Differentiate the colour blue from other colours. • Develop awareness of blue coloured objects in the surrounding environment. • Express ideas about blue coloured things in daily life. 	<ul style="list-style-type: none"> • Observation • Recognition • Visual discrimination • Communication • Vocabulary development • Creativity Listening skills 	<ul style="list-style-type: none"> • Children mix blue colour in water and observe the change while talking about the colour. (Experiential learning) • Children play with blue balloons and identify the colour during the activity. (Play-based learning) • Children paste blue coloured paper pieces or pictures on a chart to make a blue collage. (Art-integrated learning)
<p><u>SEPTEMBER</u></p> <ul style="list-style-type: none"> • My school (Pg no. 29-31) <ul style="list-style-type: none"> ○ School ○ way to school ○ things to carry to school 	<ul style="list-style-type: none"> • Recognise different areas of the school such as classroom, playground and library. • Understand the importance of following school rules and routines. • Develop a sense of belonging and respect for the school environment. • Describe their school in simple words. 	<ul style="list-style-type: none"> • Observation • Recognition • Communication • Social awareness • Vocabulary development • Listening skills • Confidence building 	<ul style="list-style-type: none"> • Teacher takes children around the school to show different places like classroom, playground and office. (Experiential learning) • Teacher shows objects like school bag, book, pencil and children name them. (Activity-based learning) • Teacher discusses simple school rules like keeping the classroom clean and listening to the teacher. (Interactive learning)

<ul style="list-style-type: none"> • My classroom (Pg no. 32-34) <ul style="list-style-type: none"> ○ Classroom ○ things in a classroom ○ keeping classroom clean 	<ul style="list-style-type: none"> • Recognise different objects in the classroom such as table, chair, board and books. • Understand the importance of keeping the classroom clean and organised. • Follow simple classroom rules and routines. • Describe their classroom in simple words. 	<ul style="list-style-type: none"> • Observation • Recognition • Communication • Social awareness • Vocabulary development • Listening skills • Responsibility 	<ul style="list-style-type: none"> • Children help the teacher arrange books, toys and materials in the classroom properly. (Activity-based learning) • Teacher demonstrates classroom rules and children practise them through actions. (Play-based learning) • Children walk around the classroom and talk about different learning corners and objects they see. (Interactive learning)
<p><u>OCTOBER</u></p> <ul style="list-style-type: none"> • Vegetable (Pg no. 66-68) 	<ul style="list-style-type: none"> • Recognise the colours, shapes and sizes of common vegetables. • Understand the importance of vegetables for good health. • Differentiate between different vegetables through observation. • Develop awareness about healthy eating habits. 	<ul style="list-style-type: none"> • Observation • Recognition • Communication • Classification • Vocabulary development • Sensory awareness • Listening skills 	<ul style="list-style-type: none"> • Teacher shows a basket of real vegetables and children identify and name them one by one. (Experiential learning) • Children dip cut vegetables like potato or ladyfinger in paint and make prints on paper. (Art-integrated learning) • Teacher describes a vegetable and children guess its name. (Game-based learning)
<p><u>Life Skill</u> Be Clean, Be Healthy (Pg no. 77-79)</p>	<ul style="list-style-type: none"> • Recognise the roles of family members in supporting and helping each other. • Develop values such as kindness, respect and 	<ul style="list-style-type: none"> • Listening skills • Emotional development • Communication • Social awareness • Empathy • Imagination 	<ul style="list-style-type: none"> • Hand Washing Demonstration: Teacher demonstrates the correct steps of washing hands and children practise together. (Experiential learning) • Healthy Habits Role Play: Children act out habits like brushing teeth, bathing and combing hair. (Role play method)

	<p>cooperation in the family.</p> <ul style="list-style-type: none"> Express feelings about their own family through simple discussions. Build awareness about strong family relationships. 	<ul style="list-style-type: none"> Moral understanding 	<ul style="list-style-type: none"> Healthy Food Plate Activity: Children paste pictures of fruits and vegetables on a healthy food plate chart. (Art-integrated learning)
<ul style="list-style-type: none"> Colour- Green (Pg no.53&54) 	<ul style="list-style-type: none"> Associate the colour green with common objects like leaves, grass and peas. Differentiate the colour green from other colours. Develop awareness of green coloured objects in the surrounding environment. Express ideas about green coloured things in daily life. 	<ul style="list-style-type: none"> Observation Recognition Visual discrimination Communication Vocabulary development Creativity Listening skills 	<ul style="list-style-type: none"> Children collect green leaves from the garden and observe their colour and shapes. (Experiential learning) Children paint pictures of grass, trees or leaves using green colour. (Art-integrated learning) Teacher takes children for a short walk to identify green things like plants and grass. (Experiential learning)
<p><u>NOVEMBER</u></p> <ul style="list-style-type: none"> Birds we see (Pg no. 42-45) <ul style="list-style-type: none"> Birds 	<ul style="list-style-type: none"> Recognise the basic features of birds like wings, feathers and beak. Understand that birds can fly and live in nests. Develop awareness about birds in the surrounding environment. 	<ul style="list-style-type: none"> Observation Recognition Communication Environmental awareness Vocabulary development Listening skills Curiosity 	<ul style="list-style-type: none"> Children observe birds in the school garden or outside the classroom and try to identify them. (Experiential learning) Teacher plays sounds of different birds and children guess the bird name. (Audio-visual learning) Children make simple birds using coloured paper and decorate them. (Art-integrated learning)

	<ul style="list-style-type: none"> Express simple ideas about birds through observation and discussion. 		
<p><u>Value Stories</u> (Pg no. 88)</p> <ul style="list-style-type: none"> Dodo Becomes a Good Child 	<ul style="list-style-type: none"> Recognise the importance of honesty and good behaviour. Develop awareness about making better choices in daily life. Express ideas and feelings about the story through discussion. Identify the main characters and events in the story. 	<ul style="list-style-type: none"> Listening skills Moral understanding Communication Observation Imagination Critical thinking Emotional development 	<ul style="list-style-type: none"> Story Listening and Discussion: Children listen to the story carefully and discuss good behaviour, rules, and how characters show positive or negative actions. (Storytelling Approach) Good Habit Chart Activity: Students place stickers on a chart showing good habits like listening, sharing, and helping others in daily life. (Experiential Learning Approach) Picture Sorting Activity: Children identify pictures of good and bad behaviour and explain why good actions should be followed. (Visual Learning Approach)
<ul style="list-style-type: none"> Flowers (Pg no. 69-70) 	<ul style="list-style-type: none"> Identify and name common flowers such as rose, lotus, sunflower and marigold. Recognise the colours and shapes of different flowers. Understand that flowers grow on plants and have a pleasant smell. Develop awareness about flowers found in the surrounding environment. 	<ul style="list-style-type: none"> Observation Recognition Communication Environmental awareness Vocabulary development Creativity Sensory awareness 	<ul style="list-style-type: none"> Teacher shows real flowers and children observe their colour, shape and smell. (Experiential learning) Children paste paper petals on a chart to create a colourful flower. (Art-integrated learning) Children pretend to be flowers growing in a garden and move gently like flowers in the wind. (Play-based method)

<ul style="list-style-type: none"> • Colour- White (Pg no. 57&58) 	<ul style="list-style-type: none"> • Associate the colour white with common objects like milk, cotton and clouds. • Differentiate the colour white from other colours. • Develop awareness of white coloured objects in the surrounding environment. • Express ideas about white coloured things in daily life. 	<ul style="list-style-type: none"> • Observation • Recognition • Visual discrimination • Communication • Vocabulary development • Creativity • Listening skills 	<ul style="list-style-type: none"> • Children paste cotton on a cloud picture to represent white clouds. (Art-integrated learning) • Children collect white coloured objects from the classroom and show them to the teacher. (Experiential learning)
<p><u>DECEMBER</u></p> <ul style="list-style-type: none"> • Animals in the wild (Pg no. 35-38) Wild animals 	<ul style="list-style-type: none"> • Recognise that wild animals live in forests and jungles. • Understand basic features and sounds of different wild animals. • Develop awareness about animals found in the wild. • Express simple ideas about wild animals through observation and discussion. 	<ul style="list-style-type: none"> • Observation • Recognition • Communication • Environmental awareness • Vocabulary development • Listening skills • Imagination 	<ul style="list-style-type: none"> • Teacher shows pictures of wild animals and children name them. (Activity-based learning) • Children imitate movements of animals like walking like an elephant or roaring like a lion. (Play-based learning) • Children make simple masks of animals like lion or tiger using paper plates. (Art-integrated learning) • Teacher makes animal sounds and children guess the animal. (Game-based learning) • Teacher tells a short story about animals living in the jungle. (Story-based learning)
<p><u>Value Stories</u> (Pg no. 86)</p> <ul style="list-style-type: none"> ○ The Friendly Elephant 	<ul style="list-style-type: none"> • Recognise the importance of being friendly and kind to everyone. 	<ul style="list-style-type: none"> • Listening skills • Communication • Emotional development • Social awareness 	<ul style="list-style-type: none"> • Storytelling session: Read "The Friendly Elephant" and ask kids to share times they helped someone. • Role-play: Kids act as elephants helping friends in different scenarios (e.g., sharing toys, comforting a friend). • Art: Draw the friendly Elephant.

	<ul style="list-style-type: none"> • Identify the main characters and events in the story. • Express ideas and feelings about the story through discussion. • Develop positive attitudes such as cooperation and kindness. 	<ul style="list-style-type: none"> • Empathy • Imagination • Moral understanding 	<ul style="list-style-type: none"> • Integration: Social Studies: Discuss kindness, empathy, and friendship in communities. • Approach: Story-Based Learning + Collaborative Learning, focusing on emotional intelligence and values.
<ul style="list-style-type: none"> • Animals around us (Pg no. 39-41) <ul style="list-style-type: none"> ○ Domestic animals 	<ul style="list-style-type: none"> • Recognise that domestic animals live with people and are useful to us. • Understand simple uses of domestic animals like milk, transport and protection. • Develop awareness about caring for animals. • Express simple ideas about domestic animals through observation and discussion. 	<ul style="list-style-type: none"> • Observation • Recognition • Communication • Environmental awareness • Vocabulary development • Listening skills • Empathy and care 	<ul style="list-style-type: none"> • Teacher shows pictures of domestic animals and children identify and name them. (Activity-based learning) • Children pretend to feed or take care of animals like a dog or cow. (Role play method) • Teacher makes sounds of domestic animals and children guess the animal. (Game-based learning) • Children make simple shapes of animals like dog or cow using clay or play dough. (Experiential learning) • Children match animals with their homes like dog–kennel or horse–stable. (Activity-based learning)
<ul style="list-style-type: none"> • Colour – Brown (Pg no.59&60) 	<ul style="list-style-type: none"> • Associate the colour brown with common objects like chocolate, tree trunk and soil. • Differentiate the colour brown from other colours. • Develop awareness of brown coloured objects 	<ul style="list-style-type: none"> • Observation • Recognition • Visual discrimination • Communication • Vocabulary development • Creativity • Listening skills 	<ul style="list-style-type: none"> • Children observe and touch soil to identify the brown colour found in nature. (Experiential learning) • Children place paper on tree bark and rub brown crayon to see the texture and colour. (Art-integrated learning) • Children collect brown coloured objects like leaves, sticks or chocolate wrappers. (Activity-based learning)

	<p>in the surrounding environment.</p> <ul style="list-style-type: none"> Express ideas about brown coloured things in daily life. 		
<p><u>JANUARY</u></p> <ul style="list-style-type: none"> Insects we see (Pg no. 46-48) <ul style="list-style-type: none"> Insects 	<ul style="list-style-type: none"> Recognise basic features of insects like small body, wings and legs. Understand that insects live in gardens, plants and surroundings. Develop awareness about insects found in nature. Express simple ideas about insects through observation and discussion. 	<ul style="list-style-type: none"> Observation Recognition Communication Environmental awareness Vocabulary development Curiosity Listening skills 	<ul style="list-style-type: none"> Insect Observation Walk Teacher takes children to the garden to observe insects like ants or butterflies. (Experiential learning) Butterfly Craft Activity Children make a colourful butterfly using paper and crayons. (Art-integrated learning) Ant Trail Activity Teacher shows how ants move in a line and children follow the same pattern. (Kinesthetic learning)
<ul style="list-style-type: none"> Vehicles(Pg no. 71-75) <ul style="list-style-type: none"> Mode of transport 	<ul style="list-style-type: none"> Recognise that vehicles help people travel from one place to another. Differentiate between vehicles used on road, water and air. Develop awareness about common vehicles seen around them. Express simple ideas about vehicles through observation and discussion. 	<ul style="list-style-type: none"> Observation Recognition Communication Classification Vocabulary development Listening skills Imagination 	<ul style="list-style-type: none"> Teacher shows toy vehicles and children identify and name them. (Activity-based learning) Teacher makes sounds of vehicles like car horn or train whistle and children guess the vehicle. (Game-based learning) Children create a simple car using paper plates and colour it. (Art-integrated learning)

<p>Colour – Black (Pg no.61&62)</p>	<ul style="list-style-type: none"> • Associate the colour black with common objects like crow, blackboard and tyres. • Differentiate the colour black from other colours. • Develop awareness of black coloured objects in the surrounding environment. • Express ideas about black coloured things in daily life. 	<ul style="list-style-type: none"> • Observation • Recognition • Visual discrimination • Communication • Vocabulary development • Creativity • Listening skills 	<ul style="list-style-type: none"> • Children search for black coloured objects in the classroom and identify them. (Experiential learning) • Black Colour Art Activity Children create simple drawings using black crayon or sketch pen. (Art-integrated learning) Play-based learning: Use games and hands-on activities. • Real-life examples: Show black objects to connect with real life. • Storytelling: Use stories with black animals/objects (e.g., a black cat)
<p><u>Value Stories</u> (Pg no. 86) Croco Learns a Lesson</p>	<ul style="list-style-type: none"> • Recognise the difference between good and bad actions. • Identify the main characters and events in the story. • Develop awareness about following rules and listening to elders. • Express ideas about good behaviour through discussion. 	<ul style="list-style-type: none"> • Listening skills • Moral understanding • Communication • Emotional development • Social awareness • Observation • Imagination 	<ul style="list-style-type: none"> • Children enact the story using simple props, understanding honesty, good behaviour, and consequences of mistakes. (Dramatic Play Approach) • Picture Sequencing Activity: Students arrange story pictures in correct order to understand characters, events, and moral lessons. (Visual Learning Approach) • Feelings Discussion Circle: Students share feelings about characters’ actions and suggest better choices for situations in the story. (Discussion-Based Learning Approach)
<p><u>Yoga for Health</u> (Pg no. 92) ○ Relaxing the Little Yogis</p>	<ul style="list-style-type: none"> • Identify simple yoga movements that help the body become active and flexible. • Develop awareness about breathing and 	<ul style="list-style-type: none"> • Physical coordination • Body balance • Flexibility • Concentration • Listening skills 	<ul style="list-style-type: none"> • Easy Pose Relaxation: Sit in easy pose (Sukhasana). Take three deep breaths. (Breathing Meditation) • Palms Rubbing: Rub your palms together for a few seconds. (Energy Activation)

	<p>body movement during exercises.</p> <ul style="list-style-type: none">• Follow simple instructions while performing warm-up yoga.• Build interest in healthy physical activities.	<ul style="list-style-type: none">• Self-discipline• Motor development	<ul style="list-style-type: none">• Eye Palm Cover: Place your palms over your eyes for 10 seconds. (Sensory Relaxation)• Gentle Eye Opening: Then, very gently open your lovely eyes. (Mindful Awareness)
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SUBJECT – ART & CRAFT

BOOKS: -

- Art & craft learn & apply

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
<p><u>APRIL</u></p> <ul style="list-style-type: none"> • Yellow colour (Pg no. 1) • Lemon: fingerprinting (Pg no. 2) • Mango: trace & colour (Pg no. 11) • Paper fan: origami (Pg no. 34) • Pretty girl: fingerprinting (Pg no. 38) 	<p>The learner will be able to</p> <ul style="list-style-type: none"> • Explorer colour through touch • recognise circular shape • recognise shapes made by prints 	<ul style="list-style-type: none"> • Observation • Research • critical thinking • fine motor skills 	<ul style="list-style-type: none"> • colouring • fingerprinting
<p><u>JULY</u></p> <ul style="list-style-type: none"> • Red triangle (Pg no. 5) • Windmill: fingerprinting (Pg no. 6) • Strawberry (Pg no. 10) • Apple tree: sticker pasting (Pg no. 12) • Find the path: earbud printing (Pg no. 13) • Starfish (Pg no. 21) 	<ul style="list-style-type: none"> • Express creativity through colour choices • Understand that shapes can form objects • develop control over crayons 	<ul style="list-style-type: none"> • Creativity • Research • fine motor skills • critical thinking 	<ul style="list-style-type: none"> • Colouring • Fingerprinting • sticker pasting • earbud printing
<p><u>AUGUST</u></p> <ul style="list-style-type: none"> • Blue Square (Pg no. 3) • gift box: Bindi pasting (Pg no. 4) • Ice cream (Pg no. 18) • Pineapple: thumb printing (Pg no. 9) • Balloon: Paper tearing (Pg no. 39) 	<ul style="list-style-type: none"> • Follow placement instructions • use torn pieces to complete an art activity. • Develop focus & independent working habit 	<ul style="list-style-type: none"> • Creativity • Observation • Organization • fine motor skills • critical thinking 	<ul style="list-style-type: none"> • colouring • bindi pasting • thumb printing • paper tearing
<p><u>SEPTEMBER</u></p> <ul style="list-style-type: none"> • Tasty cake: trace & colour (Pg no. 17) • Elephant: join the numbers (Pg no. 24) 	<ul style="list-style-type: none"> • Strengthens fingers for writing readiness. • Understand how small dots form a picture 	<ul style="list-style-type: none"> • Creativity • Observation • fine motor skills 	<ul style="list-style-type: none"> • Trace & colour

<p><u>OCTOBER</u></p> <ul style="list-style-type: none"> • Green rectangle (Pg no. 7) • Green board: cotton printing (Pg no. 8) • Cactus (Pg no. 19) • Pumpkin (Pg no. 14) • Carrot: paper tearing (Pg no. 15) • Healthy vegetable (Pg no. 16) 	<ul style="list-style-type: none"> • Focus & task completion • improve control & coordination 	<ul style="list-style-type: none"> • creativity • Research • fine motor skills 	<ul style="list-style-type: none"> • Colouring • cotton printing • paper tearing
<p><u>NOVEMBER</u></p> <ul style="list-style-type: none"> • Tooth: cotton pasting (Pg no. 40) • Parrot (Pg no. 27) • Peacock: Thumb printing (Pg no. 28) • Flower: Capsicum printing (Pg no. 20) • Gloves (Palm printing) (Pg no. 32) • Nest: paper tearing (Pg no. 37) 	<ul style="list-style-type: none"> • Understand how prints can create designs • explorer colour through touch 	<ul style="list-style-type: none"> • creativity • research • fine motor skills 	<ul style="list-style-type: none"> • Cotton pasting • Colouring • thumb printing • vegetable printing • palm printing • paper tearing
<p><u>DECEMBER</u></p> <ul style="list-style-type: none"> • Beads: Sticker pasting (Pg no. 33) • Octopus: bindi pasting (Pg no. 23) • Dinosaur (Pg no. 26) • Cup: origami (Pg no. 35) • Christmas stocking (Pg no. 36) 	<ul style="list-style-type: none"> • Understand shapes & symmetry • develop patience & concentration • explorer colour & texture through hand printing 	<ul style="list-style-type: none"> • Research • Observation • Creativity • Imagination • fine motor skills 	<ul style="list-style-type: none"> • Sticker pasting • bindi pasting • colouring • origami
<p><u>JANUARY</u></p> <ul style="list-style-type: none"> • Snail (Pg no. 22) • Butterfly: Earbud printing (Pg no. 25) • Car: trace & colour (Pg no. 29) • Aeroplane: Trace & colour (Pg no. 30) • Colour pencil (Pg no. 31) 	<ul style="list-style-type: none"> • Make simple patterns & pictures • understands of texture through touch • enhance creativity & focus 	<ul style="list-style-type: none"> • Research • Observation • Creativity • Imagination • fine motor skills 	<ul style="list-style-type: none"> • Colouring • earbud printing • trace & colour

विषय - हिंदी

किताब: -

➤ Gyan Ganga

विषय	सीखने का प्रतिफल	विकसित कौशल	शिक्षण पद्धति
अप्रैल 1. स्वर :- अ, आ (Pg no. 6)	<ul style="list-style-type: none">स्वरों की ध्वनि को पहचानना और प्राथमिक उच्चारण भाषाई समझ का विकास 	<ul style="list-style-type: none">भाषाई कौशलसुनने की क्षमताउच्चारण कौशलध्यान एवं एकाग्रता	<ul style="list-style-type: none">चित्रों (जैसे अ-अदरक, आ-आम) के माध्यम से अक्षर परिचय (Art integration)
जुलाई 2. स्वर :- इ, ई, उ, ऊ (Pg no.7-8)	<ul style="list-style-type: none">भाषा ही समझ का विकास समान ध्वनियों की बीच अंतर करना 	<ul style="list-style-type: none">ध्वनि पहचान कौशलचित्र-शब्द संबंध कौशलभाषाई अभिव्यक्तिध्यान एवं एकाग्रता	<ul style="list-style-type: none">सैंड ड्रेसिंग और मिट्टी में अक्षर बनाना (Multi sensory learning)
अगस्त 3. स्वर :- ऋ, ए, ऐ, ओ, औ, अं, अः (Pg no. 9-11)	<ul style="list-style-type: none">सभी स्वरों की पहचान और लेखन स्वरमाला को क्रम में व्यवस्थित करना 	<ul style="list-style-type: none">ध्वनि पहचानस्मरण शक्तिसही उच्चारणध्यान एवं एकाग्रता	<ul style="list-style-type: none">फ़्लैश कार्ड और कविता वाचन (Rhyme method)

<p><u>सितंबर</u> 4. व्यंजन - क, ख, ग, घ, ङ (Pg no.12-25)</p>	<ul style="list-style-type: none"> • बच्चे 'क' वर्ग की पहचान कर सकेंगे • बच्चे ध्वनि आधारित पहचान विकसित करेंगे 	<ul style="list-style-type: none"> • भाषाई कौशल • वर्गीकरण कौशल • स्मरण शक्ति • सही उच्चारण • ध्यान एवं एकाग्रता 	<ul style="list-style-type: none"> • वस्तुओं के साथ मिलान (Experimental learning)
<p><u>अक्टूबर</u> 5. व्यंजन - च, छ, ज, झ, ञ (Pg no. 26-38)</p>	<ul style="list-style-type: none"> • बच्चे 'च' वर्ग धि पहचान कर सकेंगे • बच्चे एक ही वर्ग के व्यंजनों के उच्चारण में समानता समझ सकेंगे 	<ul style="list-style-type: none"> • ध्वनि पहचान • भेद करने की क्षमता • सही उच्चारण • स्मरण शक्ति 	<ul style="list-style-type: none"> • कहानी सुनाना (Story method)
<p><u>नवंबर</u> 6. व्यंजन - ट, ठ, ड, ढ, ण, त, थ, द, ध, न (Pg no. 39-65)</p>	<ul style="list-style-type: none"> • बच्चे 'ट' वर्ग और 'त' वर्ग की पहचान कर सकेंगे • बच्चे दोनों वर्ग में विभेद कर सकेंगे 	<ul style="list-style-type: none"> • श्रवण कौशल • सही उच्चारण • ध्वन्यात्मक जागरूकता • स्मरणशक्ति • ध्यान एवं एकाग्रता 	<ul style="list-style-type: none"> • अक्षर ढूँढो खेल (Game method)
<p><u>दिसंबर</u> 7. व्यंजन - प, फ, ब, भ, म (Pg no. 66-77)</p>	<ul style="list-style-type: none"> • बच्चे 'प' वर्ग की पहचान कर सकेंगे • बच्चे नए व्यंजनों का शुद्ध उच्चारण कर सकेंगे 	<ul style="list-style-type: none"> • उन्नत उच्चारण • श्रवण कौशल • शब्दावली विकास 	<ul style="list-style-type: none"> • चित्र बनाना और रंग भरना (Art integration)

<p>जनवरी</p> <p>8. व्यंजन- य, र, ल, व, श (Pg no. 36-40)</p>	<ul style="list-style-type: none"> • बच्चे 'प' वर्ग की पहचान कर सकेंगे • 'प' वर्ग के अक्षरों से बनने वाले सरल शब्द पहचान सकेंगे 	<ul style="list-style-type: none"> • वाचन कौशल • सूक्ष्म पेशीय कौशल • स्मरणशक्ति • एकाग्रता 	<ul style="list-style-type: none"> • मिट्टी से अक्षर बनाना (activity-based learning)
<p>फरवरी</p> <p>9. व्यंजन – ष, स, ह, क्ष, त्र, ज्ञ, श्र, ड़, ढ़ (Pg no. 41-48)</p>	<ul style="list-style-type: none"> • बच्चे व्यंजन 'ष', 'स', 'ह' की पहचान कर सकेंगे • बच्चे पूरी व्यंजनमाला का पठन कर सकेंगे 	<ul style="list-style-type: none"> • शब्दावली विकास • श्रवण कौशल • स्मरणशक्ति • एकाग्रता एवं ध्यान 	<ul style="list-style-type: none"> • कहानी के माध्यम से व्यंजन पहचान (Story telling method)