



This Syllabus belongs to :

Name: _____

Class & Sec : _____ Branch: _____

Dear Students

Congratulations on the start of the next phase of your life's journey towards personal excellence and success. We wish you all the best in your journey.

“The important thing is not so much that every child should be taught, as that every child should be given the wish to learn”

The syllabi that you are holding right now aspires to do so through its unique weave of subjects and lessons, details of C.W. Assignment to help you plan out your day to day schedule well in advance ,avoid panic in the last moment and do well in your class.

Just a few suggestions to make your schooling enjoyable.

Carry only the required books and notebooks for the day to lighten your bag and burden. The time table has been designed so that you are not required to carry all the books through out the week.

Choose a nice, comfortable bright colour school bag for you with broad loops to ease the burden on your young shoulders.

Be up to date vis-à-vis your notebook completion, corrections, assignment submissions, diary entries, learning at home, revisions and signatures.

And yes, be regular to school and on time.

Happy Learning !



Sunbeam School

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

BOOK LIST for KG – I (2026-27)

Parents are free to buy books from any shop of their choice in the city.

Please ensure that you buy the New Editions only.

SUBJECTS	NAME OF THE BOOKS	PUBLISHERS
English	a) The Phonic Reader – A Sound Way to Read	Amity University Press
	b) Connecting Dots – Pattern Writing - A	Marina Publications
	c) Magic of Phonics with CD(for new admissions only)	Eternal Publication
Hindi	Busy Bees Hindi Shabd Gyan Book-2	Acevision Publisher Pvt. Ltd.
Maths	The Starter Set – 2	Madhubun
	My Second Book of Numbers	ISBN-978-81-259-3451-6
Ev.S. & G.K.	Starter Set General Awareness LKG skillbook	Madhubun
Drawing & Craft	My Colourful World Book-B	V-Connect Education
	An integrated multi-skill art & craft course	
Rhymes	Pretty Petals – B (with CD)	Eternal Publication
Learner's Comate	Term I and Term-II (Combined for all subjects)	Marina Publications
Computational Thinking	Computational Thinking	Marina Publications

STATIONERY LIST (KG – I)

1. Learning made easy - English B - Book I & II (Eternal Publication)
2. Learning made easy - Numbers B - Book I & II (Eternal Publication)
3. Drawing notebooks (4) (2 for Drawing & 2 for Craft)
4. Learning made easy - Akshar - Book A (Eternal Publications)
5. Getting Ready for KG – II (Practice work)
6. Camel Artica plastic crayons - hexagonal crayons (a set of 24 assorted colours) - 2 Sets [One set to be deposited in the school]
7. Safe Moulding Dough-Kit 50gms x 6 shades (to be deposited in the school)
8. Naveen Youva Scissors-1 (to be deposited in the school)
9. Thick Round Brush No. 8, 10 – (to be deposited in the school)
10. Fevicol Squeezy Bottle – 2 medium sized (to be deposited in the school)
11. Poster Colours - Camlin 12 Colours (2 sets) (1 set to be deposited in the school & 1 set to be used at home)
12. Hexagonal Pencils, Eraser, Plastic Rulers, Sharpener. (to be deposited in the school)
13. Chalk Slate 3 in 1 (11 inches x 9.5 inches) - (KPL Learning Kit)
14. Number Line - 0 to 20 (12 inches x 2.5 inches) (KPL Learning Kits)

Please Note :

1. Stainless Steel Rulers are not allowed in school. Only Plastic Rulers are to be used.
2. We discourage covering notebooks to save paper. If needed, all notebooks should be covered only with used paper as we are an eco-conscious school and realize the importance of recycling. Plastic covers are strictly prohibited.
3. The text books should be covered only with used paper or bound so that they don't tear during the session.
4. All text books and notebooks should be properly labelled with name, class and section.
5. Parents are requested to buy the books at the earliest before the stock is sold.
6. Since we believe that the child should carry a few books to school so as to avoid burden on the young shoulders, please see that the child brings books according to the time table.

The Sunbeam School
VISION

Ongoing consolidation, growth and collaboration within and across institutions that are instrumental in holistic growth of students, in a conducive environment, that promotes excellence and the students further move on to refine the social fabric.



Sunbeam
Group of Educational Institutions

A WORD TO THE PARENTS

Dear Parents,

Welcome to an amazing year of learning!

We extend our heartfelt gratitude to you for giving us the opportunity to educate your child. We are thankful for the trust and faith shown by you in Sunbeam Group of Educational Institutions.

We will leave no stone unturned in our mission to develop a positive brain compatible environment. We will work together as a team to encourage and motivate all students to reach their fullest potential.

At Sunbeam, we strive to use various teaching and learning strategies for which we have structured our syllabus accordingly.

The Precept includes a detailed month wise description of the content to be formally taught in various scholastic subjects during the year. It will also enable you to examine closely the non-scholastic areas that have been given due importance in the Precept. You will also find a comprehensive list of website references, assessment pattern and Holiday homework.

In the given PRECEPT, we have made an attempt to synchronise learning with children's inherent talents and aptitude so that learning becomes easy and enjoyable for the children. The syllabus is designed keeping in mind the individual differences existing in children owing largely to the Multiple Intelligence found in them. We aim at developing aesthetic sense, cultivating life skills and providing lifelong guidelines. The theories of Blooms Taxonomy, Multiple Intelligence along with Collaborative learning find a dominant place in this Precept.

We work towards the holistic growth of our students. We also work to protect the self-esteem of each individual and to make every member of the 'Sunbeam Family' feel special. Our staff and students become lifelong learners and responsible citizens striving to reach new heights in order to make the world a better place to live in.

To increase the degree of educational success, it is important that teachers, parents and administrators communicate openly and frequently concerning the progress of students.

Your words of encouragement, a hug when the day has been rough, your interest in your children's work and your presence in the school are vital !

Parents count! Come to school, meet us, talk to us, join the CPTD and volunteer your time and energy for the benefit of your child. Your involvement will show your children that you value their education.

Let's work together!

**Educationally yours,
Sunbeam Group of Educational Institutions.**

Salient Features of Sunbeam

In addition to the core curriculum, Sunbeam Schools add further dimension to the precept with a set of age appropriate innovative and immersive set of programs for enhancing academic, cultural and co-scholastic progress.

Artificial Intelligence (AI) : The school is redefining education by transitioning from traditional teaching methods to a dynamic, new-age learning ecosystem powered by Artificial Intelligence (AI). It recognizes that education today must extend beyond textbooks and rote learning to prepare learners for a rapidly evolving, technology-driven world.

By integrating AI into everyday classroom practices, the teaching–learning process has become more personalized, interactive, and data-driven. Instruction is no longer one-size-fits-all. AI-enabled tools support educators in identifying learning patterns, monitoring progress, and addressing learning gaps through targeted interventions and meaningful feedback.

AI platforms facilitate adaptive assessments, real-time analytics, and immersive instructional strategies. Complex concepts are enriched through simulations, visualizations, and technology-supported experiential learning methodologies.

Beyond implementation, the school also emphasizes responsible and ethical engagement with AI, fostering awareness of issues such as bias, privacy, accountability, and digital responsibility.

The school is shaping a future-ready learning environment aligned with global standards.

Brushing (Oral Hygiene) : Brushing is introduced to help children develop basic personal hygiene habits in an age-appropriate manner. Through guided, hands-on experiences, children learn correct brushing techniques and understand the importance of keeping their teeth clean. This promotes daily self-care practices while encouraging gentle, mindful use of water and resources.

Chetna : Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometimes on their own, or by seeking help from the right person at the right time.

Entrepreneurship and Financial Literacy : As our core philosophy, it's important for Sunbeam students to take what they learn in class and apply it to their daily and future lives. Hence several opportunities are provided in the Precept to expose students to areas such as entrepreneurship, innovation, problem-solving, and critical thinking.

Entrepreneurship syllabus teaches students about money, investing, business strategies, loans, and creating budgets. At the same time, students can learn critical life skills such as problem-solving, brainstorming ideas, taking risks, facing failure, and getting up again, setting goals, working together, and feeling comfortable to work individually.

Also, with the many unknowns in the future job market, the activities will ensure students think about opportunities they can build for themselves for the future.

Hygiene through Handkerchief : We believe in making hygiene part of daily life. To encourage children to practice cleanliness, we have introduced the idea of a 'Adding Handkerchief' as part of their uniform. This handkerchief, tucked neatly into their pocket, helps children wipe their nose, mouth, or hands after eating or sneezing, teaching them the importance of maintaining cleanliness. Parents are requested to ensure their child carries a handkerchief daily, fostering healthy habits that will last a lifetime.

Information for Internet Usage : Parents to take note that we will continue to use blended form of learning so all links, updates, texts, research materials will be provided by the school in the G Suite (Google Classroom). It will take approx 20 minutes of internet time for your ward to go through and benefit.

Please be conscious about the net usage beyond the mentioned allotted time since beyond that your ward may be using the internet for non-productive/addictive things, not in the best of his/her interest, intelligently/emotionally.

JodoGyan : The words "jodo" which means "to connect" and "gyan" which means "knowledge." The goal of the Jodo Gyan activities is to help students for better understand and connecting with math concepts. It has innovative activities to develop the understanding of Maths concept. Jodo Gyan is an integral part of Math curriculum.

Khan Academy Kids : Khan Academy Kids is an online educational resource for English & Maths. The impact of Khan Academy on students has been significant and far-reaching.

It has made it possible for students to learn at their own pace. Self-paced learning model allows students to progress through material as quickly or as slowly as they need, which can be especially beneficial for students who may be struggling with a particular concept.

This has had a significant impact on students by improving access to education, providing self-paced learning opportunities, and offering a personalized learning experience. These benefits help students develop a love for learning and lay the foundation for good academic and to take charge of their own learning.

Lullaby : Music is hard-wired in our brains at an early age. Lullabies are perhaps the best genre of music for young minds. They stimulate language and cognitive development and strengthen the emotional bond between a parent and the child.

The links of the interesting lullabies will be sent twice a month for ready parental reference.

Portfolio and E-Portfolio : A portfolio is a useful collection of purposely chosen work depicting a selection of performances that are collected over time and represents the learner's effort, progress, growth and accomplishment in key areas. Keeping this in mind, CBSE has introduced portfolio as an integral part of curriculum where students create their own digital portfolio for checking their own progress. Sunbeam encourage students to build a strong portfolio in order to help them in seeking admission/internship in the future.

Quality Circle Time (QCT) : Quality Circle Time (QCT) is a creative way of allowing students to talk on a wide range of issues in a safe inclusive environment. It helps them to develop self-esteem and ultimately improves academics. In this way in the school, we create non-threatening, collaborative and participatory learning environment.

Sanskrit Shlok : Children's intellects are sharpened through chanting of the Sanskrit shlok. It helps brain to stay sharp and focused. Recitation increases systematic breathing and supplies additional oxygen to the brain to stay active and flexible by learning new languages through shlokas.

Sunbeam ki Traffic Paathshala -Traffic Safety Awareness Drive : Traffic rules and safety signs help to mitigate the risk and reduce the possibilities of accidents happening on road. To make children aware regarding traffic safety a ppt/video will be shown and discussed with the students during 'My City Week' in the 2nd Term.

The Party Etiquette Club : The 'Party Etiquette Club' is a club especially designed to teach children Party Etiquettes and manners and also groom them to blend into any party and not be out of place.

The Party Etiquette club functions over 6 sessions, once in each term. The highlight of the club is the last session where we actually organize a demo party in a Restaurant to help children experience the scene and demonstrate all that he /she has learnt. This club is to inculcate Party Etiquettes and confidence to conduct themselves in a party, among kids.

Using Bloom's Taxonomy to Enhance Learning ! Bloom's taxonomy is a series of cognitive skills and learning objectives arranged in a hierarchical model. Originally, Bloom's taxonomy was designed as a way of gauging competence by placing students' knowledge on one of 6 levels which are often represented visually in the form of a pyramid.

Each step of the pyramid from bottom to top represents a move from a lower order thinking skill (LOTS) to a higher order one (HOTS); from straightforward concrete cognition to a more abstract, conceptual understanding.

This taxonomy of educational objectives gets its name from its creator, Benjamin Bloom. Bloom was an American educational psychologist who is best remembered for his significant contributions to the theory of mastery learning.

All our teachers are well versed in transcending from LOTS to HOTS while transacting curriculum through activities and questioning. Our assessment papers also have a good balance of HOTS and LOTS questions.

Virtual Escape Room : To make blended form of learning more interesting and engaging and to bring the element of gamification. We are including Virtual Escape Room as an Individual Assessment Tool in Asynchronous mode. Escape rooms are innovative learning tools that bridge the physical & digital learning environment. The purpose of this experience is are

- 1) To encourage students for solving puzzles, enhancing coding skills, develop critical thinking by finding clues to complete an objective.
- 2) Helpful for revising the concepts of every chapter.

Links of Escape Room in English, Maths, and Ev.S. will be shared on the G suite (Google Classroom) at the end of every month. Please help your ward in case he/she faces any problem in solving the levels (questions) or child may directly seek the assistance from the teacher in school.

Washroom Etiquettes : Toilet training in the initial years is taken up seriously in school. Training on usage of washrooms and maintaining proper personal hygiene is done regularly. Slides on washrooms and toilet habits are shown regularly to students.

Weekly Reading Program : The Weekly Reading Program encourages children to develop an interest in books through regular shared reading at home. By engaging with age-appropriate storybooks, children are introduced to language, pictures, and simple narratives in an enjoyable manner. The programme supports parent-child bonding and helps build positive reading habits. Reading is reinforced as a joyful and meaningful experience.

Yoga : The word "Yoga" comes from the Sanskrit word "Yuj" that means to unite. The practices of yoga bring about a perfect balance between mind and body. Yoga helps in enhancing focus, concentration and memory. Keeping this in mind, Yoga is an integral part of the curriculum.

Sustainable Development Goals : Sunbeam Schools understand the critical role that schools and students must play in addressing critical global challenges and achieving the Sustainable Development Goals by 2030. We understand our responsibility to equip our students with the knowledge to understand the global challenges facing the world and the skills to overcome them.

Day-to-day practices to achieve Sustainability : In our journey towards a safer and more sustainable planet, both schools and families play crucial roles. By integrating simple day-to-day practices, we can collectively contribute to the Sustainable Development Goals (SDGs) and foster a sustainable school community. By adopting these simple practices, we can create a ripple effect that leads to a more sustainable and healthier planet for future generations. Together, we can make a significant difference.

Here are some practical steps:

Water Conservation: 1. Turn off taps while brushing teeth, shaving or soaping hands. 2. Take shorter showers (5-10 minutes). 3. Fix leaky faucets, taps, and pipes promptly. 4. Use water-efficient appliances. 5. Supply water in glasses instead of bottles.	Energy Efficiency: 1. Switch off lights, fans, ACs etc. and electronics when not in use. 2. Use LED bulbs. 3. Adjust thermostat settings to save energy. 4. Unplug chargers and devices on standby. 5. Regulate the AC temperature to 25° Celsius
Waste Reduction: 1. Carry reusable bags for shopping. 2. Refuse single-use plastics (straws, cutlery, etc.). 3. Segregate waste into wet and dry wastes for disposing them 4. Compost food waste. 5. Recycle paper, plastic, glass, and metal.	Food Sustainability: 1. Plan meals to reduce food waste. 2. Buy local, seasonal produce. 3. Use reusable containers for takeout. 4. Avoid single-use water bottles/paper glasses etc.
Transportation: 1. Use public transport for long trips 2. Practice walking or bi-cycling for short trips. 3. Carpool or share rides. 4. Maintain vehicle efficiency (regular tune-ups, proper tire pressure etc.). 5. Consider electric or hybrid vehicles.	Home and Garden: 1. Use eco-friendly cleaning products. 2. Plant trees, herbs, or vegetables. 3. Reduce paper usage, go for digital documents, bills). 4. Repurpose or up-cycle old items. 5. Use reusable materials for wiping hands/face etc.
Lifestyle Changes: 1. Avoid fast fashion, animal-based textiles and impulse buying 2. Reduce air travel or offset carbon emissions. 3. Support renewable energy projects. 4. Choose organic & sustainable products as far as possible. 5. Boycott products that endanger wildlife.	Daily Habits: 1. Bring reusable coffee cups or water bottles. 2. Avoid using disposable utensils. 3. Use rags instead of paper towels/tissues. 4. Drive less, Drive green. 5. Use resources wisely to minimize carbon footprint.

Sunbeam and the National Education Policy (NEP) 2020

Dear Parents,

Greetings at the start of the academic new session.

The National Education Policy promises to revolutionize Indian Education but at Sunbeam, what gives us immense pleasure is that it reiterates our commitment to holistic child development, something which Sunbeam has always believed in and has incorporated ways and means to provide the same down the years. The NEP validates our progressive vision.

A quick look to connect provisions of the NEP to what Sunbeam has already been doing.

- Sunbeam Schools are Innovative education centers with good infrastructure support and well-equipped classrooms and laboratories.
- Sunbeam had incorporated technology in education from many years back. Today we are extremely well equipped for a blended learning environment offering the best of the online and offline worlds to our students.
- While everyone is talking about ECCE, Sunbeam always has had a very strong ECCE precept which is well researched and dynamic, incorporating best practices of Kindergarten from across the world, focusing on Foundational Literacy and Numeracy and communication skill building helping young learners build a strong mind set during growing years.
- The Sunbeam Precept provides opportunities for holistic learning to students along with enriching their minds with 21st century skills like analytical & critical thinking power and experiential learning experiences. Sunbeam has never believed in rigid learning separation between various fields like arts & science, curricular & extra-curricular activities. Everything that a student does is counted! The vision is to ensure students become all-rounders rather than acquiring just the academic knowledge.
- Our delivery system comprises of multiple modes of learning: Formal & Informal
- We have Experienced faculty members and a well-designed & formalized Teachers Training and development plan.
- All our schools have Trained counselors (both Behavioral and Career)
- The Sunbeam precept has in it, life-enrichment courses for overall development of individuals. We also have Skill Development Courses with internship opportunities for students.
- In class XI students at Sunbeam have choice-based options so that students can choose subjects of their interest and pursue the same.
- Across classes we track student progress based on learning levels. Assessments at Sunbeam plays a key role in helping teachers scrutinize & evaluate the skills & knowledge of students. Our assessments are competency-based assessment that evaluates-

● Analytical power

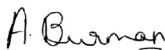
● Critical thinking

● Decision-making

● Creativity

● Conceptual clarity

Sunbeam is committed toward nation building by shaping up youngsters to the requirements of tomorrow. We are happy other schools too now will follow the path that we have been treading so far.



Amrita Burman
Director

Weight of Bags

Dear Parents,
We are happy that the NEP 2020 talks at length about lighter school bags.
As a school, Sunbeam has always been conscious of the weight of the bag that a child carries every day to school. We have designed our time table in such a way that we kind of adhere to the NCERT stipulated bag weight as mentioned below. Similarly we have QCT books/copies also designed to lighten bags.

Body weight and weight of school bag
The suggestive table for class-wise range for ratio for school bag as 10 per cent of the body weight is given below.
Class wise range of average body weight of children–

S.No.	Class	Average Body Weight Range (in Kg)	Bag Weight Range (Recommended)
1	KG Section	10-16	No bag
2	Class I	16-22	1.6-2.2
3	Class II	16-22	1.6-2.2
4	Class III	17-25	1.7-2.5
5	Class IV	17-25	1.7-2.5
6	Class V	17-25	1.7-2.5
7	Class VI	20-30	2-3
8	Class VII	20-30	2-3
9	Class VIII	25-40	2.5-4
10	Class IX	25-45	2.5-4.5
11	Class X	25-45	2.5-4.5
12	Class XI	35-50	3.5-5
13	Class XII	35-50	3.5-5

Please pack your ward's bag as per the time table given. If even after that, you feel the bag is still heavy, please do get in touch with us. Your feedback is solicited to help us lessen the weight of the bag and keep children happy and healthy.

Regards
Sunbeam School

INDEX			
I - TERM			
Sl. No.		Particulars	Page No.
1		Understanding KG-I Kids	12 to 16
2		Websites for Reference	17
3		Assessment Pattern	18
4		Value Based Learning	19
5		Alphabet Story	20 to 22
6		Formation of letters (lower case)	23
7		Number Story	24
8		Foreword	25 to 26
9		Introduction to Scissor Skills	27
10		De-addiction of Gadget	28
11		My Pride - 'India'	29
12		Syllabus I Term	30 to 51
	I	April & May	30 to 35
	II	June & July	35 to 40
	III	August	41 to 46
	IV	September	46 to 51
II - TERM			
Sl. No.		Particulars	Page No.
13		Syllabus II Term	52 to 78
	V	October	52 to 56
	VI	November	57 to 62
	VII	December	62 to 67
	VIII	January	67 to 72
	IX	February	72 to 78
	X	March	78
14		Music	78
15		Song Lyrics	79
16		Furtados Music is Fun	80
17		Torrins Music	81
18		Circle Time, Bye Bye Circle	81
19		Lullaby	82
20		Value Education	82
21		Library & Toy Library	82
22		Drill	83
23		Pottery	83
24		Physical Education	84
25		Yoga	85
26		Karate	85
27		Dance	85
28		Agile Kids Dance	86
29		Quality Circle Time (QCT)	87 to 100
30		Chetna	101 to 102
31		Stories (April - February)	103 to 108

UNDERSTANDING KG-I Kids

You'll be amazed by how much your child flourishes in kindergarten. There will be focus throughout this year on mastering letters, sounds and words. You will watch with delight as he/she takes his/her first step towards reading and writing correctly with more confident strokes. Watch his/her vocabulary explode. At this stage, kids become more forthright and demanding. Tolerating each other in class becomes an issue. Children are taught to try out new skills without the fear of mistakes. KG-I is a time of growth, experimentation and a budding understanding of the world and their place within it. They learn by experiencing the world around them. They explore and examine. They cannot do things perfectly but everyday they learn something new. All this does not happen all at once, yet as they progress they get closer and closer to speaking clearly, creating stories, recognizing letters and words, counting real things, adding and subtracting and dividing their sweets evenly among their friends.

LEARNING IN KG I INCLUDES.....

Creativity, adaptability, critical reasoning, and collaboration are highly valued skills. When it comes to fostering those skills in our classroom ***Theme Based Teaching*** is an extremely effective approach. We weave topics into language, Maths, Environmental Science, Music, Art and Physical Education. For example, students doing an art work might be asked to incorporate Maths through the use of certain shapes and patterns. They also learn Maths through stories and songs. This type of integrated approach strengthens student learning and achievement in all areas.

English

The curriculum provides ample opportunities to nurture the four essential skills of language- listening, speaking, reading and writing. A variety of activities and games makes English learning a fun filled experience for KG-I kids.

Listening & Speaking

Good listening skills foster better speaking skills among children. - As the child has already developed the basic speaking skills in Nursery, he learns to speak simple sentences in English. Regular drilling in English helps them to expand their vocabulary and their interest

in English through Poems, Rhymes; Energizers, Stories Telling, Phonemic Awareness, Circle Time, Different Class Competitions, Rhymes, Read Aloud, Conversation Corner, Objects on which children speak in the class.

Reading- Reading is a regular feature where emphasis is more on picture reading and reading simple stories. Every day they learn skills that will help them become readers. Regular phonic drill helps them to identify letters of the alphabet and their sounds. They also learn about letters and sounds that go together to form three letter words. Frequent visits to the Reading Corner and School Library help them become aware of books and print. Children read simple stories based on three letter words with the help of phonics by the end of the year. A special week 'Reading Mahotsav' is dedicated to inculcate reading habits amongst children.

Writing-In KG I, various activities related to development of fine and gross motor skills are done in class like **dough work, tear and paste, lacing up** and many more. They develop the skills of recalling, visual discrimination, correct patterns and making connections. They learn to write the alphabet in both capital and lowercase letter. They draw pictures related to the alphabet. By the end of the year, they learn to write three-letter words based on phonics.

Hindi

विभिन्न विषय वस्तु एवं क्रिया कलाओं के माध्यम से बच्चों में भाषा कौशल को विकसित किया जाता है। हम कविताओं एवं कहानियों के माध्यम से बच्चों में हिन्दी के प्रति रुचि उत्पन्न करते हैं और हिन्दी का ज्ञान करवाते हैं। इससे वे स्वरों को समझते हैं तथा लिखने का प्रयास करते हैं। अन्ततः वर्ष के अन्त तक वे 'अ से अः' तक लिखना सीखते हैं।

Maths

The curriculum gives strong emphasis for developing skills like connection building, reasoning, and problem solving and creating.

- a) **Number Sense & Logical Skills-** recognize and count numbers up to 50 and write number names up to 10, before/after and single-digit addition and subtraction
- b) **Visual and Spatial Skills-** *Creative Corner, identifying* shapes, size, space, position and *sorting objects* like buttons, cubes, beads and spindles.

- c) **Measurement and Estimation-** Patterns of numbers, shapes, images that repeat in a logical way; through concepts like empty/full, one/many; understanding of calendar(days and months of year) and time.
- d) **Critical Thinking and Analytical Skills-** Comparing and Contrasting using concrete visual props like buttons, cubes and counting beads; ordering and sequencing; reverse counting and Maths about Me Assignment.

Environmental Science

The curriculum provides ample opportunities to the children to make sense of the world around them. They develop the skills of predicting, observing, investigating and problem solving through Theme based topics, Simple Science Experiments, Nature Walk, Project Work, Assignments on different topics and Learning Aids.

Aesthetic Development

Drawing, colouring and craft work is well defined in the curriculum to develop fine ,motor skills, hand-eye coordination. They actually begin to draw and write beyond just scribbling.

Health and Personal Hygiene

This is taught through training by staff, movies, stories and activities. Washroom habits and taking care of one's body and hygiene of body parts(Chetna) has been taken up quite seriously in the school.

Socializing

Considering that developing important social skills is necessary at this stage we have included etiquettes and manners to be taught regularly. Activities that will teach them to share and cooperate, to work together, to participate in group activities and follow simple directions and to communicate simple wants and needs have been included in the curriculum.

YOU CAN HELP YOUR CHILD LEARN BETTER

As a parent, you are your child's first and most important teacher. When parents and families are involved in their children's school, the children do better and have better feelings about going to school. There are many ways that parents can support their children's learning at home throughout the school year.

DEVELOP BONDING WITH YOUR CHILD

- Show interest in what happens at school and talk about what your child is learning.
- Be your child's friend and make a conscious effort to become a part of his/her world.
- As a parent, you need to know what he/she thinks and feels about the experiences he/she is going through in school.
- Give children a chance to make simple choices.
- Encourage your child to learn from his mistakes and to keep trying even if he finds something difficult.
- Praise your child for his/her effort and progress which will boost his/her confidence and self-esteem.

SPEND QUALITY TIME

- Keep a relationship with your child that is open, respectable and positive. This will make them comfortable to share their views and feelings with you.
- It's also important for you to show your child that you're interested in what he/she has to say which motivates him/her to learn.
- It also stimulates language development.

GET INFORMED AND BE AN ADVOCATE FOR YOUR CHILD

- Provide them a supportive environment at home.
- Take them on educational trips which include traveling on a family trip, going on a picnic and so on. Get the most out of these trips by asking them to answer your simple questions.
- Encourage your child to see and recognize the letters of the alphabet from an English newspaper so that they get familiarized with the same. Create an English speaking environment at home.
- Encourage active learning like playing sports, spending time with friends, participating in school play or visiting a bookstore.
- Monitor your child's television, video game and Internet use. You can make television time beneficial by watching cartoons /educational channels together as a family. News is also a good programme to watch with them, as this teaches them about the issues and conflicts happening today.

- Encourage your child to be responsible and work independently.
- Read bed time stories to them. Teach your child to love reading. We ask our parents to encourage their kids to read every day at home; spending just 20 minutes a day. Reading can have a huge impact on your child's reading ability and comprehension skills. Reading is the foundation in all subject areas, students who read perform well in school.
- Establish a regular eating and bedtime routine.
- Develop study habits. At this stage, you should set a routine of reading, writing or doing any learning activity at a particular time during the day.
- Make sure that your child gets homework done. Help your child prepare for informal assessments.

TRUST THE TEACHING

We are continuously learning from eminent educators, adopting innovative researches and practices from around the globe so that the school can provide the best learning environments. We are there for you all the time. The goal of school as a miniature society is the same as yours- to nurture the genius in your child.

GET INVOLVED WITH YOUR CHILD'S SCHOOL

- Demonstrate a positive attitude about education to your children.
- Attend parent-teacher meeting and keep in touch with your child's teacher to ascertain which areas your child might need additional help from you.
- Learn what the school offers. Read the notice/information the school sends home. Remember to keep track of events throughout the school year.
- Volunteer at your child's school. There are many ways you can contribute. You can volunteer in your child's class, in the school library or in any other school events.
- There may be an ambiguity at times about your child's learning or behavior, ask the teacher or Principal about it and seek their advice.
- As a parent, it's important to take a close interest in your child's school, read the newsletters, keep checking the school website for any updated information and make efficient use of the SunbeamApp.

Websites for Reference

For better and holistic development, children should be encouraged to browse through child friendly websites. Given below are few websites which will assist the child in his process of learning.

<https://www.starfall.com/h/>

<https://www.abcya.com>

<https://www.funbrain.com/jr>

<https://www.sesamestreet.org>

<https://supersimple.com>

<https://www.storylineonline.net>

www.pitara.com

<https://www.khanacademy.org/kids>

www.learninggamesforkids.com

www.nursery-rhymes-children.com

kids.nationalgeographic.com

education.com/games/preschool/ela/

Jolly Phonics:<https://www.youtube.com/watch?v=916GpHu6Hg>

Computers & Kids

1. **Using Computers, fine-tunes your fine-motor skills.** Pushing keys and manipulating a mouse gives your fingers the same type of valuable workout they get from finger painting or doodling.
2. **Using Computer teaches you cause and effect.** When you click on a character or icon (or perhaps choose the right letter or colour) and— voila! — Something happens.
3. **But Limit Computer Time because :**
 - You need to interact with other people to develop empathy, build social skills...and have face-to-face fun! Go, develop your people skills
 - Computers do not provide you experiential learning. Go and explore the world outside !
 - The Sensory effects — loud sounds, bold colors, flashing lights, and endless action can at times make you cranky. Go and read a book !
 - Sure, computers are mentally stimulating, but you kids need to get moving. Go, and play !

Assessment Pattern

In the early pre-school years, the most valuable lesson to teach the child is to simply enjoy learning. The essence of Pre-Primary education is, to produce “Learning Readiness” which accelerates and smoothens academic learning in the later stages and not to impose unnecessary burden of Formal Assessment on the child. Examinations hamper the spontaneity of a child and even marring his natural mental development.

Thus, to achieve the optimum level of performance in a child, the school has adopted the Holistic Progress Card (as recognized by NEP), a comprehensive assessment system that aims to provide a more holistic view of your child's progress and growth. The Holistic Progress Card (HPC) is designed to align with the principles of the National Education Policy (NEP and NCF-FS) and promote a well-rounded development approach.

The implementation of the Holistic Progress Card (HPC) will provide a comprehensive understanding of your child's development and progress.

We will be observing the progress of every child on a daily basis based on the competencies that we aim to develop through different topics in different subjects throughout the year. The HPC will include the following which will be sent to parents.

- Monthly Holistic Progress Report.
- Holistic Progress Card - once in a term along with the Report Card to share the progress of your child in different competencies that we aim to look at.
- E-portfolio at the end of each term in the Google Classroom.
- Parents Rubrics (a compiled report of the parents observation of their child) at the end of the session.

Note :

1. Holistic Progress Report will be given to the students for the months of April & May, June & July, August, November, December and January.
2. Simple dictations and class tests will be taken regularly, but the child's performance in these tests will in no way affect his / her continuous observation. (MCQ pattern will be followed). Notice will be given one week in advance.
3. Monthly classwork assignments are also given to the children to give them regular practice of the covered courses in the month.
4. It is important that the child attends classes regularly for continuous and proper assessment.

VALUE BASED LEARNING

Since the school aims at all-round development it takes into consideration physical, social, emotional, mental and spiritual development. Therefore, realizing the importance of inculcating values from a tender age, the following values will be emphasized in the course of the year.

Hidden Values in the alphabet

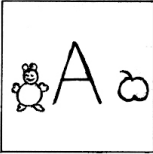
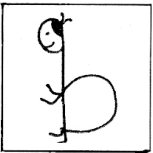
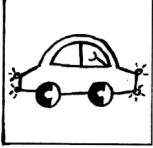
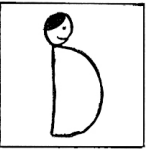
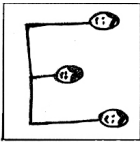
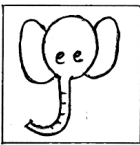
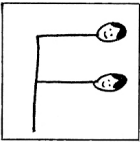
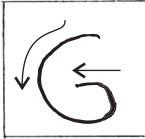
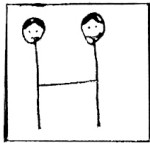
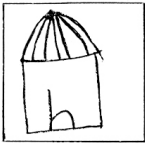
Aa	active in all we do
Bb	brave in every situation
Cc	caring towards all
Dd	discipline leads to success
Ee	effort in all we do
Ff	faithful in deeds
Gg	gentle to animals
Hh	honesty in all dealings
I i	intelligence in every action
Jj	justice to be delivered to all
Kk	kindness to all living beings
Ll	liberal in thought
Mm	modesty - the key to humanity
Nn	neatness in all our work
Oo	obedient to all
Pp	polite to everyone
Qq	quick in action
Rr	respectful to elders
Ss	sincere in every task
Tt	truthful in every situation
Uu	understanding of everyone's action
Vv	value education - the key to good character
Ww	worthy of being loved
Xx	xclusive (exclusive) be proud to be yourself
Yy	youthful in nature
Zz	zeal to excel

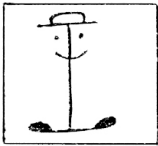
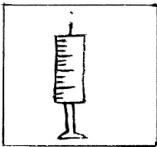
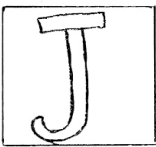
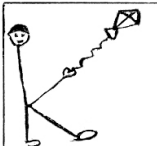
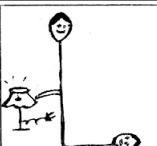
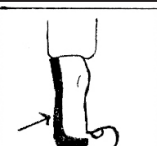
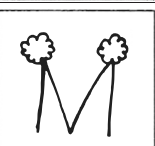
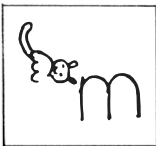
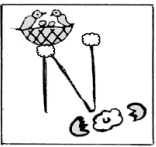
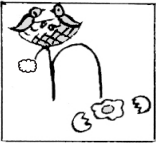
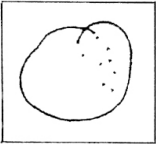
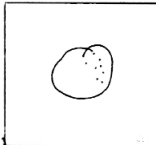
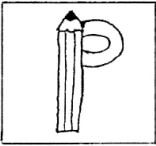
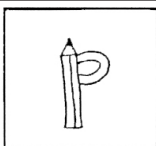
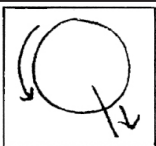
MAGIC WORDS : In keeping with the social development of the child, it becomes mandatory for the school and home to develop social etiquettes in children.

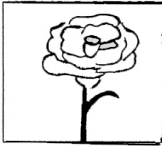
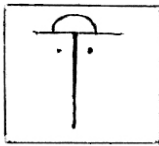
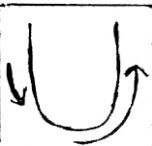
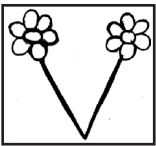
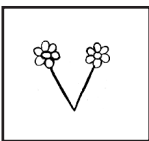
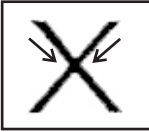
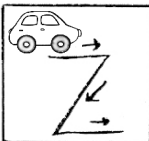
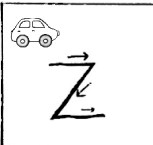
Thank you, Please , Sorry, Excuse me, Welcome, Pardon are a few Magic Words that children will be encouraged to use regularly in their daily conversation.

Alphabet story

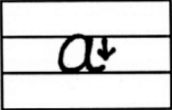
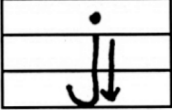
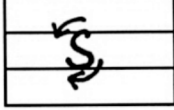
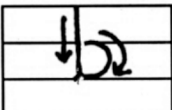
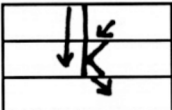
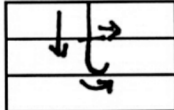
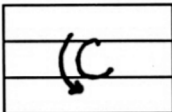
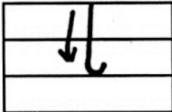
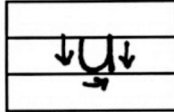
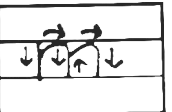
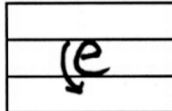
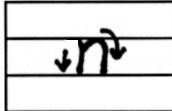
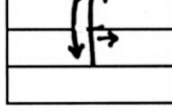
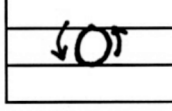
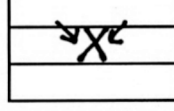
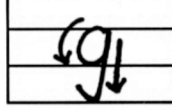
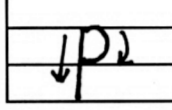
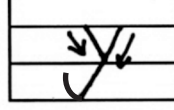
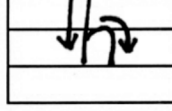
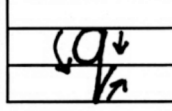
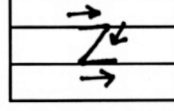
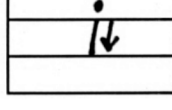
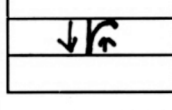
Since children learn best through stories, it is desirable that their first learning is related to stories. Given below are alphabets and numbers with stories which will be used by teachers to teach all the letters and numbers to the children.

A		Mountain with a bridge
a		Half the apple
B		A boy with a face & tummy
b		Boy with a bag
C		½ the wheel of papa's car
c		½ the wheel of baby's car
D		I boy with a big tummy
d		Drum & stick
E		I pole-Papa bed, baby bed, mama bed
e		elephant's eye
F		I pole-Papa bed, mama bed
f		Fire man 'f'
G		Go to river Ganga and take a bath
g		Girl with a plait
H		Two friends shaking hands
h		'h' house

I		I man with cap & shoes
i		injection
J		Hockey stick and I sleeping line on top
j		Hockey stick and ball
K		Papa flying kite with I leg out
k		Baby flying kite with I leg out
L		Standing papa sleeping baby papa is standing to switch off the lamp
l		leg
M		Two trees shaking hands
m		Monkey is jumping
N		There are 2 trees & on one tree, there is a nest & I egg fell down
n		There is I tree & on one tree, there is a nest & I egg fell down
O		Mamma Orange
o		Baby Orange
P		Papa Pencil
p		Baby Pencil
Q		Ride the bicycle round & round then go in & come out
q		A queen with a crown

R		I boy with his face & I leg out
r		'r' rose
S		Papa snake
s		Baby snake
T		I man with his cap but no shoes
t		Torch and its switch
U		Papa's car comes down, turns & again goes up
u		Handle of umbrella
V		Two flowers in a big vase
v		Two flowers in a small vase
W		Papa cat goes down up down up
w		Kitten goes down up down up
X		Big cross X
x		Small criss cross X
y		Big yacht
y		Small yacht
Z		Big car goes zip zap zoom
z		Small car goes zip zap zoom

Formation of letters (lower case)

	round down turn		down turn dot		round turn round
	down round		down come go		down turn cut
	round		down turn		down turn up down
	down round		down up turn down up turn down		down up
	out round		down up turn down		down up down up
	turn down cut		round and round		down criss down cross
	round down turn		down round		slant down cross turn
	down out down		round down up		top slant out
	down dot		down up turn		

NUMBER STORY

- 1 = I stick man
- 2 = ducky wucky 2
- 3 = curly wurly 3
- 4 = I boy sitting on a chair
- 5 = I policeman, with a big tummy and
a gun in hand
- 6 = Motu Lala 6
- 7 = Gun - gun 7
- 8 = Jalebi-jalebi 8
- 9 = Fan - fan
- 10 = Bat & ball 10

FOREWORD

Please Note :

1. A regular Parent - Teacher interaction is necessary for the progress of the child. Therefore, parents can meet teachers on second Saturdays and last working day of the month.
2. The teacher may do any subject not mentioned in the time table on a particular day to suit her own convenience, but prior information will be given to the parents.
3. Children must submit the assignments given in Learner's Comate on the submission date.
4. An **activity time table** is given to the children in the last week of every month (for next month). This is designed keeping in mind the all-round physical, mental and social development of a child. Parents are expected to co-operate for the effective progress and growth of their child.
5. Colouring sheets are provided in the Learner's Comate for every festival. Children are expected to colour it whenever it is given as home work.
6. It is important that children bring books and notebooks according to time table.
7. A **class work assignment** will be done at the end of every month assessing the process of learning in the children, a report of which is sent to the parents in the almanac.
8. A menu of the month is provided to children every month keeping in mind the importance of balanced diet for healthy living. It is just a suggestion from our side and not a compulsion. Parents can send what the children like to eat.
9. The sheets of **Science Experiment** which are based on **STEM** are given in Learner's Comate. These experiments will be done after they are performed/shown in the class.
10. Regular practice of orals at home is mandatory.
11. Children will be asked to draw any thing of their choice using their imagination for '**Imaginative Drawing**'. Teacher is strictly forbidden to give any guidance or suggestions regarding the drawing and colouring of imaginary drawing / art work of the child. The drawings of the children will be discussed by the teacher and she will also check the child's grip on pencil.
12. **Grip Sheet** will be done every month (given in Learner's Comate) and a separate sheet on grip will be done in September and February. This is to assess and guide the child's grip over the writing medium.
13. Children should practice rhymes with action regularly along with the CD provided. This will enhance their gross and fine motor skills.
14. **Value Education** - The values given in Learner's Comate under Value Education will be discussed in class and children will attempt the exercises for H.W.
15. **Early Engineering** based on **STEM** activity will be done in class once in each term. Children will create objects with simple materials provided by the teacher thus giving them lots of opportunities to build, explore and invent.

16. By engaging the senses through **Sensory Pre-Writing Activities** in class, teacher will help children to build connections in the brain and encourage development of language and motor skills.
17. **Bedtime Stories** will help children sleep well and develop language and creative thinking skills. The links of interesting bedtime stories will be sent once in a week for ready parental reference.
18. Value based stories with dialogue will be narrated in the mother tongue in **Value Education / Meditation Period** to teach children values and to develop empathy amongst children.
19. **Listening Skills Development** - In order to enhance listening skills in children, few lines will be read out by the teacher and a few questions will be asked for comprehension.
20. Activities & worksheets based on **Computational Thinking** will be done which will enhance their 21st century skills like problems solving, critical thinking, collaboration, etc. These sheets will be compiled in a booklet.
21. **Conversation Corner** sheets are given in the Learner's Comate. These sheets will be done in class after visiting the Conversation Corner.
22. **Show and Tell** will be done in class once in each term. Children are expected to bring the specified object from home and speak three to four lines about it.
23. **Dance for fun** is conducted in the classroom as an energizer when children's attention is waning. Signature steps on popular numbers are taught to kids which enable them to present themselves confidently in social gatherings. It also helps in physical growth and in developing gross motor skills. It is a great source of joy and happiness for the little ones.
24. The term **TLM** which is used in the syllabus is the abbreviation of **Teaching Learning Materials**.
25. '**Getting Ready for KG-II**' will be used for practice in class.
26. Parents will be invited twice during the academic year. The first session will focus on phonics instruction while the second will focus on blending. This will help parents to have an overview of how these skills are taught in class.
27. Students must bring their aprons daily to school as they will wear it while eating tiffin / doing activities.

Asynchronous Tasks

Topic wise Asynchronous tasks in various modes (audio/video/ texts/interactive quizzes, pre class engagement activities, etc.) will be shared in the Google classroom.

Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

Introduction to Scissor Skills

Topic: Introduction to Scissor Skills

Purpose of Introducing Scissors

Scissors are introduced in Kindergarten to strengthen **fine-motor muscles**, **develop the tripod grip (critical for writing)**, **develop hand–eye coordination**, and **prepare children for early writing and creative activities**. Cutting tasks help children **build control, independence, and confidence**.

Learning Outcomes :

By the end of the term, children will be able to :

- Hold child-safe scissors correctly using the tripod grip.
- Cut along straight lines, curves, and simple shapes.
- Use scissors independently during art and class activities following all safety rules.

Correct Way to Hold Scissors (The Tripod Grip)

- Use blunt-tip, child-safe scissors only (prescribed in the stationery list: Navneet Youva Scissors).
- Thumb goes in the small hole (top).
- Two or three fingers (index and middle fingers) go in the large hole (bottom).
- The Thumb stays upward while cutting (“Thumbs Up Position”). This ensures a proper open-and-shut motion.
- Supporting hand holds the paper firmly and guides the direction.
- Child remains seated properly, with elbows close to the body.

Role of Parents :

Parents are encouraged to :

- Offer supervised cutting practice using old magazines, playdough, or straws.
- Support fine-motor development through tearing, threading, squeezing, and clay play.
- Reinforce the same safety rules followed at school.
- Appreciate the child's efforts to build confidence

De-addiction of Gadgets

Excessive use of gadgets such as mobile phones, tablets and computers can cause physical and mental damage to the children. Harmful effects of digital addiction to be discussed by the teachers in 'morning meeting'.

1. Do not use mobile phones and gadgets at this age. It will affect your eyes.
2. Gadgets will affect your physical & mental development. In place of playing games on mobile, play indoor or outdoor games.
3. Excessive use of gadgets make you unhealthy.
4. In place of using gadgets read books. It will develop your reading skills.
5. Don't waste time with gadgets, make friends and become social.
6. If you get addicted to playing on mobile you will not get necessary amount of sleep, which will affect your health.
7. In place of watching cartoons on mobile ask your parents/grandparents to tell you stories.
8. If you have free time, help your mother in household work in place of using gadgets.
9. Constant engagement with gadgets causes neck and back pain and has negative effect on your physical development.
10. Addiction to gadgets will also affect your studies.

My Pride - 'India'

Children of pre-school are capable of absorbing a lot of information. Few informations are given here to make them aware about their country. These informations are to be given by the teachers during 'Morning Meeting'. Two questions will be done per month.

1. What is the name of our country?	India
2. What do we call it in Hindi?	Bharat
3. What is the capital of India?	New Delhi
4. What is the currency of India?	Rupee
5. Which is the National flower of India?	Lotus
6. Which is the National fruit of India?	Mango
7. Which is the National animal of India?	Tiger
8. Which is the National bird of India?	Peacock
9. Which is the National tree of India?	Banyan
10. What is the National emblem of India ?	Lion Capital of Ashoka
11. Which is the National flag of India?	Tricolour
12. How many colours do we have in our National Flag?	Three -Saffron, White & Green
13. What is the National Anthem of India?	Jana,Gana,Mana
14. Which is the longest river in India?	Ganga/Ganges
15. Which is the largest city in India?	Mumbai
16. Which is the largest state in India?	Rajasthan
17. Which is the smallest state in India?	Goa
18. Who is the father of the nation?	Mohandas Karamchand Gandhi Mahatma Gandhi/Bapu
19. Who is the Prime Minister of India?	
20. Who is the President of India?	

HALF YEARLY		
APRIL + MAY		W.D. 24+09 = 33 days
Colour	Pink (Revision of Red colour)	Doha & Shlok- Shlok No. 1 (Learner's Comate I-Term-Pg. No. 3)
Theme	Myself	
Thought	Cleanliness	
Tongue Twister	I scream, you scream for an ice-cream	
Seasonal Fruits	Water melon, Musk melon, Wood apple	
Seasonal Vegetables	Cucumber, Bitter Gourd, Bottle Gourd Activity : To familiarize the children with the colour and taste, real fruits and vegetables will be shown to them along with their pictures. Fruits and vegetables that grow below the ground will be put beneath the soil and those that grow on trees can be hung on a tree (eg: wooden model) to make children aware as to where they grow.	
Theme Lines : I am ____ (Name) of KG-I . I am ____ years old. I live in _____. I like to draw, colour, dance, sing & play (any one)		
Note : Regular revision of theme lines in school and at home is important.		
ENGLISH Orals	1. Discussion on the weather of the day. Ex. Today is a rainy day. (will be done daily) 2. Aa to Zz with phonic sound	
Phonic Drill		
Aa as in apple Ee as in egg Ii as in igloo Mm as in mango Qq as in queen Uu as in umpire Yy as in yacht	Bb as in ball Ff as in fish Jj as in jug Nn as in net Rr as in rabbit Vv as in violin Zz as in zebra	Cc as in cat Gg as in goat Kk as in kite Oo as in ox Ss as in snake Ww as in watch
		Dd as in doll Hh as in hen Ll as in lion Pp as in pen Tt as in tap Xx as in box
Sensory Pre-Writing Written	Salt Tray Drawing Activity Learning Made Easy (Eng-B) BK-I 1. Revision of A to Z pg. 1-2 2. Aa to Hh Upper Case and Lower Case letters drawing of corresponding pictures - Pgs. 3 - 23 3. All exercises given in Learning Made Easy (Eng-B) BK -1 related to Aa to Hh will be done.	
The corresponding patterns and letters will be done first in Connecting Dots Pattern Writing-A followed by written work in Learning Made Easy (Eng-B) BK-I (to be followed in every month)		

Pattern Writing	C.W. Pgs. 1, 3, 6, 9, 11, 14, 17, 19 (Top), 20 (Top), 21, 22 (Top), 23 (Dict) H.W.Pgs. 2,4,5,7,8,10,12,13,15,16,18,19 (Bottom),20 (Bottom),22 (Bottom) 4. Dictation - Aa to Hh (end of the month) Connecting Dots Pattern Writing -A C.W. - Pgs. 4, 5, 6, 7, 9, 11,13, 14, 15, 16, 17, 18, 19 H.W. - Pgs. 8, 10, 12, 20, 21 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the letters covered for the month)						
Opposites (Orals) Khan Academy Kids Activities in Letters Kindergarten TLM	<table border="1"><tr><td>big - small</td><td>sit - stand</td><td>one - many</td></tr><tr><td>fat - thin/lean</td><td>up - down</td><td></td></tr></table> Revision of letters from A-Z (LME) ♦ Upper case Letters-A-H (Practice 2) Letters-Aa-Hh (LME) - Letters-Kindergarten : ♦ Letters-Beginning letter sounds-(Basic) b, c, d, f, g, h Alphabet bags, blocks, flash cards, stencil and picture book, opposite flash cards, letters stick & pocket chart	big - small	sit - stand	one - many	fat - thin/lean	up - down	
big - small	sit - stand	one - many					
fat - thin/lean	up - down						
Listening Skills Development (to be done orally)	To enhance listening skills in children, few lines will be read out by the teacher and a few questions will be asked for comprehension. 1. Sam, the Cat, and the Rat 2. Our Library						
RHYMES	Pretty Petals-B 1. Thank You God						

Learner's Comate	1. H.W.Assignment no. 1 & 2 2. Festival and Seasons Assignment- Easter & Summer (H.W.) 3. Value Education & Safety Rules Assignment - Myself (C.W. & H.W.) 4. Conversation Corner Sheets- Easter & Coconut – A fruit that gives food, water, and oil (C.W.)
C.W Assignment	Monthly C.W. Assignment of English and Maths will be taken at end of the month once the syllabus is covered for the month of April & May
Ev.S. & G.K.	Starter Set – LKG Skillbook 1. My World of Colours C.W. Pgs. 10, 11, 13 H.W. Pg. 12 2. About Me C.W. Pgs. 15, 17 H.W. Pgs. 14, 16 3. I Love My Body C.W. Pgs. 18, 20, 22, 23 H.W. Pgs. 19, 21 4. Computer C.W. Pg. 92 (bottom) H.W. Pg. 92 (top) Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the topics covered for the month) Orals <i>Questions related to body parts will be asked. eg :</i> Q.1 How many fingers do you have? Ans. I have ten fingers. Q.2 Name five colours. Ans. Red, Green, White, Blue, Black *Original answers will be appreciated. Q.3 Recognition of colours of different objects - (a) What is the colour of grass ? Ans. The grass is green in colour. (b) What is the colour of an apple ? Ans. Apple is red in colour. TLM Colour pockets, Chart of body parts
LANGUAGE DEVELOPMENT	1. Vocabulary Building (two words per week to be taken up by teacher) feel, bring, submit, watch, break, sharpen, carry, rub 2. Sentence Construction : Myself : (Related to parts of the body, clothes I wear, different things of my choice) Few questions related to the theme are as follows.
Orals	

	Q.1 Are you a girl or a boy ? Ans. I am a girl / boy. Q.2 What is your name ? Ans. My name is _____. Q.3 How old are you ? Ans. I am _____ years old. Q.4 Which is your favourite game ? Ans. My favourite game is _____. Q.5 What do you love to eat ? Ans. I love to eat _____. 3. Simple Etiquettes - Good morning, Bye bye, Have a nice day, Hello
COMPUTER SCIENCE Practicals	e-content for all the subjects will be done wherever required ◆ Do's and Dont's of Computer Lab ◆ Introduction of Computer and its Parts. ◆ How to Switch on the Computer.
COMPUTATIONAL THINKING	Decomposition Activity - Shape Activity (Aakar Pariwar/ Rangometry)- (Twice) 1.Class work Assignment – 1 & 2 2.Home work Assignment - 1 Details of Activity- Shape Activity – ◆ Teacher will display figures on the green board with the help of Aakar Pariwar/ Rangometry (figures given in assignment) ◆ Children will be asked to recognize figure. (For ex. Toffee)  ◆ After that teacher will remove one shape and ask children to identify the shape. ◆ Similarly she will remove all the shapes one by one and ask to identify all the shapes.  ◆ All the figures of assignment to be done (teacher can also create few other figures). ◆ After completing this activity teacher will ask children to do assignment.
DRAWING (Copy work)	Free hand drawing - Draw and Colour (C.W and H.W) 1. my ball  2. my facial expressions   (happy & sad) 3. Imaginative drawing (children's pencil grip will be corrected)(C.W)
COLOURING & CRAFT	My Colourful World Primer-B C.W - Pgs. 7, 8, 29 H.W. Pg. 11 1. Big and Small - Crayon Shave Pasting Pg. 11 (H.W.) 2. Little Mermaid - Sequins Pasting Pg. 29 3. Thematic sticking (Craft Copy)

	4. Stick one object of pink colour (Craft copy) 5 Demo by the teacher - Step-I. Pink coloured bag to be shown (with Pink objects) Step-II. Mixing of Red and White water / poster colours in the glass (more quantity of White + less quantity of Red)	
STORY TIME	1 The Enormous Turnip (given on pg. 103 of the syllabus) 2. Mauli learns cleanliness (value - cleanliness)	
PARALLEL CURRICULUM ENRICHMENT MODULE	1.Baisakhi Celebrations 2. Flower Rangoli (with plastic flowers) 3. Paper Crumpling (Boat - Class Project) 4. Water Play 5. Sandwich Eating cut in $\triangle$ and $\bigcirc$ Shapes 6. Birthday Celebrations (April, May, June) 7. Trip around the School 8.Grip Sheet-1 (Learner's Comate) 9. Seasonal Fruits and Vegetables 10. Toilet Training - Washroom Etiquette CD to be shown 11. ill effects of Chocolates, sugar and Candies (PPT to be shown) 12. Puppet Show (Hand Puppets to be used) 13. Visit to Washroom 14. Value based story - Shoe and the Ant	
Holiday Home Work	1. Learning Made Easy (Eng-B) Book-I Pg. 24 2. Connecting Dots Pattern Writing-A Pgs. 47, 48 3. My Second Book of Numbers Pgs. 2,3,4,5 4. Learning Made Easy (Number B) Book-I Pgs.18-21 5. My Colourful World Primer - B Popsicle Stick Frame Pg. 24 Pattern Making Pg. 33	
JUNE & JULY		
W.D. 04+27 = 31 days		
Colour	Sky Blue (revision of Blue colour)	Doha & Shlok- Shlok No. 2 (Learner's Comate I-Term-Pg. No. 3)
Theme	My Family	
Thought	Love and friendship	
Tongue Twister	Red lorry yellow lorry	
Seasonal Fruits	Mango, Litchi	
Seasonal Vegetables	Jack fruit, Mint leaves, Pumpkin, Pointed gourd Activity : Activity on fruits and vegetables will be done as given for the month of April.	

Theme Lines : I am ____ (Name) of KG-I. I am ____ years old. I live in a small / big family. There are ____ members in my family. My father is a ____ (profession). My mother is a ____ (profession). I love my family.

Note : Regular revision of theme lines in school and at home is important.

ENGLISH																			
Orals	1. Discussion on the weather of the day. Ex. Today is a rainy day. (will be done daily) 2. Aa to Zz with phonic sound. Salt Tray Drawing Activity																		
Sensory Pre-Writing																			
Written	Learning Made Easy (Eng-B) BK-I I i to R r in Upper case and Lower case and drawing of corresponding pictures. Pgs. 25-48 1. All exercises given in Learning Made Easy (Eng-B) BK-I related to Ii to Rr will be done. C.W. Pgs. 25, 28, 31, 33, 36, 39, 41, 44 (Top), 45 (Top), 46, 47 (Top), 48 (Dictation) H.W. Pgs. 26, 27, 29, 30, 32, 34, 35, 37, 38, 40, 42, 43, 44 (Bottom), 45 (Bottom), 47 (Bottom) 2. Dictation - li to Rr (end of the month)																		
Pattern Writing	Connecting Dots Pattern Writing -A C.W- Pgs. 22, 23, 25,26,27,28,29,31,32 H.W- Pgs.24, 30, 33 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the letters covered for the month)																		
Opposites (Orals)	<table><tr><td>give</td><td>-</td><td>take</td><td>near</td><td>-</td><td>far</td><td>yes</td><td>-</td><td>no</td></tr><tr><td>catch</td><td>-</td><td>throw</td><td>on</td><td>-</td><td>under</td><td></td><td></td><td></td></tr></table>	give	-	take	near	-	far	yes	-	no	catch	-	throw	on	-	under			
give	-	take	near	-	far	yes	-	no											
catch	-	throw	on	-	under														
Khan Academy Kids Activities in Letters Kindergarten TLM	♦ Letters - li - Rr (LME) Upper case letters I - R (Practice 2) Letters-Beginning letter sounds-(Basic) j, k, l, m, n, p, q, r Alphabet bags, blocks, flash cards, stencil and picture book, opposite flash cards, stick letters and pocket chart																		
Listening Skills Development (to be done orally)	To enhance listening skills in children, few lines will be read out by the teacher and a few questions will be asked for comprehension. 1. Pete the pig																		

LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building (two words per week to be taken up by teacher) once, twice, sprinkle, apply, spread, cover, visit, quick 2. Sentence Construction My family : (Related to parents, siblings and grandparents) Few questions related to the theme are as follows Q.1 How many members are there in your family? Name them. Ans. There are ____members in my family. They are my mother, father, Q.2. Who teaches you at home ? Ans. My mother / father teaches me at home. Q.3. Who plays with you at home ? Ans. My _____plays with me at home. Q.4. Do you love your parents ? Ans. Yes, I love and obey my parents. 3. Simple Etiquettes : May I go to the washroom /wash my hands ? May I come in ? Sorry. Thank you.
COMPUTER SCIENCE Practicals	e-content for all the subjects will be done wherever required ♦ Game Mario : Handling of keyboard ♦ Introduction to Tux Type- How to open, close & operate the Tux Type ♦ Hitting of letters in Tux Type (upper case)
COMPUTATIONAL THINKING	Pattern Activity – Make pattern with Stringing Beads – Two colours (Once) 1. Class work assignment – 3 & 4 2. Home work Assignment – 2 3. Introduction to ROBOT MOUSE – Free Play Details of Activity - Make pattern with Stringing Beads (Two colours) – ♦ This is an individual activity. ♦ Teacher will provide beads of two different colours and string to each child. ♦ Teacher will make a mala of two colours and show the pattern to the children. ♦ Children will follow the pattern and make their own mala. Introduction to Robot Mouse Free Play – ♦ Children will sit in a circle. ♦ Teacher will introduce mouse (colby). ♦ She will explain colour and function of each button. ♦ She will press one button at a time and show the function. ♦ Teacher will set the mouse on the floor and let the child try moving the mouse forward. ♦ Teacher will ask the child to explore the other directional arrows, one at a time.

	♦ She will tell the children to press and hold the yellow button (clear button) before starting the next game to clear all the previous commands. Every child should get chance to play with the mouse. ♦ When children will get familiar with all the actions of robot mouse, teacher will introduce Arrow Cards.
DRAWING (Copy work)	Free hand drawing-Draw and Colour (C.W and H.W) 1. hut  2.my family  3. Imaginative drawing (children's pencil grip will be corrected)-To be done on a separate sheet (to be assessed by the School Counsellor) (C.W)
COLOURING & CRAFT	My Colourful World Primer - B C.W- Pgs. 10, 13, 17, 21 H.W. Pg. 9 1. In the Jungle Pg. 21 2. Busy Ants - Paper Crumpling Pg. 13 3. Thematic sticking (Craft Copy) 4. Stick one object of Sky Blue Colour (Craft Copy) 5. Demo by the teacher - Step-I. Sky Blue coloured bag to be shown (with Sky Blue coloured objects) Step-II. Mixing of Blue and White water / poster colours in the glass (more quantity of White + less quantity of Blue)
STORY TIME	1. Pied Piper of Hamelin (given on pg. 103 of the syllabus) (Post story activity - sequencing story cards) 2. The Three Friends (value - love and friendship)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Professional's Visit 2. Colouring Competition 3. Ball Pool 4. Kitchen Corner-Sevai 5. Quiz 6. Visit to Washroom 7. Grip Sheet-2 (Learner's Comate) 8. Brushing Activity 9. Seasonal Fruits and Vegetables 10. Stick the cut outs of different rooms, household appliances and furniture (class project) - Asynchronous - Video (Pre class activity) 11. Pretend Play – To Market - Developing Entrepreneurship Skills and also Skill- Logical & Communication 12. Shape walk (children to observe different shapes as they take a round of a given venue) 13. Explore veggies with senses 14. PPT of Emergency Situation (Fire, Terror and Earthquake Drill) 15. Mobile Etiquettes - PPT of Good and Bad effect of mobile to be shown Asynchronous (Slides/ Videos) (Pre class activity) 16. Value based story - Polythene and the Cow

AUGUST		W.D. 25 days
Colour	Lemon Yellow (revision of Yellow colour)	Doha & Shlok- Doha No. 1 (Learner's Comate I-Term-Pg. No. 3)
Theme	My School	
Thought	Sharing	
Tongue Twister	Daddy draws doors	
Seasonal Fruits	Pomegranate, Pear, Banana	
Seasonal Vegetables	Lady's finger, Ridge Gourd, Chilli Activity : Activity on fruits and vegetables will be done as given for the month of April.	
Theme Lines : The name of my school is Sunbeam School____ (branch). It has many classrooms, an active learning lab and a library. We also learn dance, music and Karate-Do in school. We have good teachers in the school. I love my school. Note : Regular revision of theme lines in school and at home is important.		
ENGLISH		
Orals	1. Discussion on the weather of the day. Ex. Today is a rainy day. (will be done daily) 2. A a to Z z with phonic sound.	
Sensory	1. Sand Tray Drawing Activity	
Pre-Writing	2. Pushing Beads into Playdough	
Written	Learning Made Easy (Eng-B) BK-I Ss to Zz in Upper Case and Lower Case and drawing corresponding pictures. Introduction of Vowels - Aa, Ee, Ii, Oo, Uu (pgs. 49 - 78) 1. All exercises given in Learning Made Easy (Eng-B) BK-I related to Ss to Zz will be done. C.W. Pgs. 49, 52, 54, 57, 60, 62, 65, 67, 69, 71, 73 (Dictation), 74, 75, 76 H.W. Pgs. 50, 51, 53, 55, 56, 58, 59, 61, 63, 64, 66, 68, 70, 72, 77, 78 2. Dictation -Aa to Zz (end of the month)	
Pattern Writing	Connecting Dots Pattern Writing -A C.W- Pgs. 34, 35, 36, 37, 38, 39, 40, 43, 45, 46 H.W- Pgs. 41, 42, 44 The Phonic Reader - A Reading -C.W - Pgs. 4,5,6 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the letters covered for the month)	

Jodo Gyan Activities	L.M.E. (No. B) BK-I C.W. Pgs. 42, 45, 46, 49, 51 (Dictation), 52, 59 (Top), 62 (Top) H.W. Pgs. 43, 44, 47, 48, 50, 53, 54 59 (Bottom), 62 (Bottom), 67 2. Dictation - Numbers 0 to 50 (end of the month) My Second Book of Numbers C.W. - Pgs. 24, 25, 28, 29, 31, 59 H.W. - Pgs. 30, 32, 33, 35, 36 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the concepts covered for the month) 1. Counting - 0 to 50 Before, After ♦ Aaj humari class mein kitne bachhe ? (Number Patti -Daily) ♦ Jumping on the spot (Dot Dice) ♦ Ammu ki chitthi - Chit activity (Stringing Beads) ♦ Ammu ke liye kisi ek rang ki mala - colour specific (Stringing Beads) ♦ Ammu ke liye do rang ki mala- of given numbers with two different colours (Stringing Beads) ♦ Train making with dot dice –in two groups for counting and comparison (Jodo Blocks) ♦ Preparation for sathi dhundo with animals (Matching - Matching) 2. Reverse Counting ♦ Step Taking (Forward and Backward) 3. Shapes ♦ Guided free play (Aakar Parivar) ♦ Cap Story (Aakar Parivar) ♦ Revisit and working with shapes Shapes- Building shapes (Main), Recognize shapes (Main) ♦ Count and write (LME) Count to 10 (Main Practice-1) Khan Academy Kids Activities in Maths Kindergarten TLM Stencils of shapes, Number chart , Different objects for count and write like balls, pencils etc, number cards, work cards, stick shapes and pocket chart Jodo Gyan TLM- Stringing Beads, Aakar Parivar, Jodo Blocks, Matching-Matching, Dot Dice
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	Q.1. What is the name of your school ? Ans. The name of my school is Sunbeam _____ Q.2. In which class do you study? Ans. I study in KG-I Q.3. What is the name of your Principal / Head Mistress ? Ans. My Principal's / Head Mistress's name is _____. Q.4 What is the name of your class teacher? Ans. My class teacher's name is _____. Q.5 Give the names of your classmates. Ans. 1 _____ 2. _____ Q.6 How should you come to school ? Ans. We should come neatly dressed to school. 3. Simple Etiquettes Please, Excuse me, May I sit down		
COMPUTER SCIENCE Practical	e-content for all the subjects will be done wherever required ♦ Introduction of Tux Maths ♦ Hitting of numbers (1 to 10) ♦ Hitting of letters of the alphabet (lower case)		
COMPUTATIONAL THINKING	Pattern 1. ROBOT MOUSE – Free Play - Twice 2. Class work Assignment – 5 & 6 3. Home Work Assignment – 3		
DRAWING (Copy work)	Free hand drawing - Draw and Colour (C.W and H.W) 1. pencil  2. school bag  3. Imaginative drawing (children's pencil grip will be corrected).(C.W)		
COLOURING & CRAFT	My Colourful World Primer - B <table> <tr> <td>C.W- Pgs. 16, 18, 28 and 49</td><td>H.W. Pg. 19</td></tr> </table> 1. Fingerprint Pineapple Pg. 16 2. Fireflies in a Jar - Thumb Printing Pg. 28 3. Butterfly Puppets-DIY Pg. 49 4. Thematic Sticking (Craft Copy) 5. Stick one object of Lemon Yellow Colour (Craft Copy) 6. Rakhi Making (Craft Copy)	C.W- Pgs. 16, 18, 28 and 49	H.W. Pg. 19
C.W- Pgs. 16, 18, 28 and 49	H.W. Pg. 19		

	7. Demo by the teacher - Step-I- Lemon Yellow coloured bag to be shown (with Lemon Yellow coloured objects) Step-II- Mixing of Lemon Yellow and White water / poster colours in the glass (more quantity of Yellow + less quantity of White)	
STORY TIME	1. Tom Thumb (finger puppets to be used in the class) (given on pg. 104 of the syllabus) 2. Fish in the Pond (value - sharing)	
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Birthday Celebrations (July, August, September) 2. Puppet Show (stick puppets) 3. Sand Play and Kinesthetic Sand Play 4. Rhyme Competition - Theme (Patriotic) 5. Colouring of National Flag (Class Project) 6. Quiz 7. Grip Sheet-3 (Learner's Comate) 8. Seasonal Fruits and Vegetables 9. Creepy Crawlies (Assignment in Learner's Comate) 10. Value based story - Shoe and the Dog 11. Sawan Celebrations	
SEPTEMBER		
		W.D. 24 days
Colour	Sea Green (revision of Green colour)	Doha & Shlok-Revision
Theme	Our green friends - Plants	
Thought	Helping Others	
Tongue Twister	An ape hates grape cakes.	
Dry Fruits	Almonds, Raisins, Cashewnuts <i>* Real dry fruits will be shown in class.</i>	
Note : A grip sheet will be done for the assessment of grip over the writing medium. Theme Lines : Plants are seen around us, they are big and small. Plants have many parts - like roots, stem, leaves, seeds, flowers and fruits. Plants need sunlight, air, water and soil to grow. We must take care of plants. Note : Regular revision of theme lines in school and at home is important.		

ENGLISH Orals Written Opposites TLM	Note for parents : Since children are in the initial stage of learning ‘sounds’ of the letters of the alphabet, parents are requested to give more emphasis to the sounds in the three letter words rather than the meaning of the words. Meaning of the words are explained by the teachers but meaning of few words may be difficult for the children to understand. Hence, the focus in KG-I for 3 letter words should be on sounds of vowels & consonants. 1. Discussion on the weather of the day. Ex. Today is a rainy day. (will be done daily) 2. Reading (a) Aa to Zz with phonic sound. (b) Three letter words with sound ‘a’ Learning Made Easy (Eng-B) BK-II Three letter words with vowel ‘a’ Pgs. 1-15 <table border="0"> <tr> <td>ad - dad, lad, pad, sad</td> <td>ag - bag, rag, wag, tag</td> </tr> <tr> <td>am - dam, ham, jam, ram</td> <td>an - fan, man, pan, van</td> </tr> <tr> <td>ap - cap, lap, map, tap</td> <td>at - bat, cat, fat, mat</td> </tr> </table> 1. All exercises given in Learning Made Easy (Eng-B) BK-II related to vowel ‘a’ will be done. C.W. Pgs. 1, 3, 5, 7, 9, 11, 13, 15 (Dictation) H.W. Pgs. 2, 4, 6, 8, 10, 12, 14 2. Dictation - Three letter words of ‘a’ sound The Phonic Reader-A Pgs. 8 to 16 Reading Pgs. 8,9,10,11,12,13 Pg. 9 sight words to be done thoroughly C.W. Pg. 15 H.W. Pgs. 14 and 16 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the sounds covered for the month) Revision Magnetic board, flash cards, flip book, work cards, stick words and pocket chart	ad - dad, lad, pad, sad	ag - bag, rag, wag, tag	am - dam, ham, jam, ram	an - fan, man, pan, van	ap - cap, lap, map, tap	at - bat, cat, fat, mat
ad - dad, lad, pad, sad	ag - bag, rag, wag, tag						
am - dam, ham, jam, ram	an - fan, man, pan, van						
ap - cap, lap, map, tap	at - bat, cat, fat, mat						
Listening Skills Development (to be done orally)	To enhance listening skills in children, few lines will be read out by the teacher and a few questions will be asked for comprehension. 1. Miss Lucy and her bag						

RHYMES	Pretty Petals-B
	1. Mango Pg. 18 2. Grapes Pg. 19 3. आहा, टमाटर बड़ा मजेदार (fine motor dev.) Pg. 39 4. गर्मी के फल Pg. 40 5. Tea-pot (traditional rhyme) Pg. 28
Audio Session	
HINDI	Busy Bees Shabd Gyan Book-2
	Pg. 8 (Bottom) 9 (Top) for reading.
Orals	अ से अ: तक
Written -	अं, अः, ऋ तथा अ से अ: तक (on slate)
	Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos
TLM	Akshar flash cards, stencils, magnetic board, varnmala chart, stick swar and pocket chart
MATHS	* Revisiting & working with the shapes
Orals	Counting 0 to 50 Revision
Sensory	Button Number Tracing
Pre-Writing	
Written	Learning Made Easy (No-B) BK-I 1. Number Line 2. After and Before Concept 3. All exercises given in Learning Made Easy (No-B) BK-I related to 0 to 50 and revision of all concepts will be done. L.M.E. (No. B) BK-I C.W. Pgs. 55, 57, 60, 63, 65, 68, 69, 70, 73, 75, 76 H.W. Pgs. 56, 58, 61, 64, 66, 71, 72, 74, 77, 78 My Second Book of Numbers C.W - Pgs. 26, 27(top), 37, 38, 46, 48, 50 (top) H.W - Pgs. 45, 47, 50 (bottom) Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the concepts covered for the month)
Jodo Gyan Activities	1. Counting 0 to 50 (Revision) ♦ Aaj humari class mein kitne bachhe ? (Number Patti -Daily)

Khan Academy Kids Activities in Maths Kindergarten TLM	♦ Chit activity (Stringing Beads) ♦ Make and Count (Jodo Blocks) ♦ Jumping on the Spot (Dot Dice / Combined Dice) ♦ Sher Ke Muh Mein Laddoo (Dot Dice / Combined Dice) ♦ Saathi Dhundho with Animals (Matching - Matching) ♦ Madku-I ♦ Concept of more and less (WB) Compare Numbers-More or less(main, practice 1) ♦ Complete the pattern (WB) Patterns(practice 2) Number chart, stick shapes and pocket chart Jodo Gyan TLM - Stringing Beads, Jodo Blocks, Dot Dice, Combined Dice, Matching-Matching									
Learner’s Comate	1. H.W. Assignment No. - 7 and 8 2. Festival & Seasons Assignment- Different religions, Janmashtami 3. Value Education & Safety Rules Assignment-Our Green Friends- Plants (C.W.&H.W.) 5. Conversation Corner - Hibiscus – A bright flower with a long pollen tube (C.W.)									
C.W Assignment	Monthly C.W Assignment of English and Maths will be taken at end of the month on the syllabus covered for the September.									
Ev.S. & G.K. Orals	Starter Set – LKG Skillbook <table><tr><td>1. I Love Fruits, Vegetables</td><td>C.W. Pgs. 48, 50</td><td>H.W. Pgs. 49, 51</td></tr><tr><td>2. Healthy & Unhealthy Food</td><td>C.W. Pg. 53</td><td>H.W. Pg. 52</td></tr><tr><td>3. Parts of Plants</td><td>C.W. Pgs. 65, 66, 68</td><td>H.W. Pg. 67</td></tr></table> Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the topics covered for the month) Q.1. Name two fruits which have many seeds. Ans. (i) Watermelon (ii) Papaya Q.2. Name two healthy food items. Ans. (i) Rice (ii) Pulses	1. I Love Fruits, Vegetables	C.W. Pgs. 48, 50	H.W. Pgs. 49, 51	2. Healthy & Unhealthy Food	C.W. Pg. 53	H.W. Pg. 52	3. Parts of Plants	C.W. Pgs. 65, 66, 68	H.W. Pg. 67
1. I Love Fruits, Vegetables	C.W. Pgs. 48, 50	H.W. Pgs. 49, 51								
2. Healthy & Unhealthy Food	C.W. Pg. 53	H.W. Pg. 52								
3. Parts of Plants	C.W. Pgs. 65, 66, 68	H.W. Pg. 67								

TLM	Q.3. Name the parts of the plant. Ans. Roots, Stem, Branches, Leaves, Flowers, Fruits Q.4. Name five flowers. Ans. Rose, Lotus, Lily, Tulip, Marigold Q.5. Name two green vegetables. Ans. (i) Cabbage (ii) Pea Q.6. What do plants give us ? Ans. They give us fruits, vegetables etc. * Original answers will be appreciated. Real plants, Real fruits, vegetables and flowers, chart of flowers, fruits and vegetables, e-content of Living and non living things, plants and flowers, fruits and vegetables
Science Experiment based on STEM	We also get colours from the plants. (Learner's Comate)
LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building (two words per week) pretty, choice, turn on/off, away, huge, sick 2. Sentence Construction Food Habits : (Related to healthy food habits, food from plants and animals). Few questions related to the topic are as follows : Q.1 What do you eat for breakfast / lunch / dinner ? Ans. I eat Q.2 Name some food items that give energy. Ans. Milk, dal, meat, egg and cheese. Q.3 How should we eat our food ? Ans. We should chew our food properly. Q.4 Name some food item that we should not have. Ans. Cold drinks, fast food like maggi, chips, etc. 3. Simple Etiquettes- Revision
COMPUTER SCIENCE Practicals	e-content for all the subjects will be done wherever required ♦ Revision

COMPUTATIONAL THINKING	Abstraction 1. ROBOT MOUSE – Card no. 1 - Twice 2. Class work Assignment – 7 & 8 3. Home Work Assignment – 4
DRAWING (Copy work)	Free hand drawing- Draw and Colour (C.W and H.W) 1. tree  2. flower  3. Imaginative drawing (children's pencil grip will be corrected) (C.W)
COLOURING & CRAFT	My Colourful World Primer - B C.W - Pgs. 14 and 45 1. Lady finger Stamping Pg. 14 2. Warli Art Pg. 45 3. Thematic sticking (Craft Copy) 4. Stick one object of Sea Green Colour (Craft Copy) 5. Demo by the teacher - Step-I- Sea Green coloured bag to be shown (with Sea Green coloured objects) Step-II - Mixing of Green and Blue water / poster colours in the glass (more quantity of Green + less quantity of Blue).
STORY TIME	1. The Three Little Pigs (given on pgs. 105 of the syllabus) 2. Be helpful (value - helping others)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Grandparents' Kitchen Magic (Non Thermal Cooking) 2. Doha / Shlok Competition 3. Quiz 4. Grip Sheet (Separate Sheet) 5. Dry Fruits Activity 6. Solid Shape Activity - Dip and Print (Class Project) 7. Visit to washroom 8. Toy Week

II TERM		
OCTOBER		W.D. 18 days
Colour	Mauve (revision of Purple colour)	Doha & Shlok- Shlok No. 1 (Learner's Comate II-Term-Pg. No. 3)
Theme	Festivals	
Thought	Respect Everyone	
Tongue Twister	Six sharp smart sharks	
Seasonal Fruits	Coconut and Custard Apple	
Seasonal Vegetables	Spinach, Brinjal, Beans, Garlic Revision of all fruits and vegetables (H.Y.) will be done. Activity : Activity on fruits and vegetables will be done as given for the month of April.	
Theme Lines : Festivals bring family and friends together. We wish each other and exchange sweets and gifts. We wear new clothes. Important festivals of India are Holi, Diwali, Eid, Gurupurab and Christmas. Note : Regular revision of theme lines in school and at home is important.		
ENGLISH		
Orals	1. Discussion on the weather of the day. 2. Sentence starters My, The (these words will be given on the greenboard daily to enable the children to frame sentences orally on their own). 3. Reading (a) Aa to Zz with phonic sound. (b) Reading of 3 letters words of 'a' sound - Revision (c) Reading of three letter words with sound 'I'	
Written	Learning Made Easy (Eng-B) BK-II Three letter words with vowel 'i' Pgs. 16 to 33 ib - bib, nib, rib, fib id - hid, kid, lid, rid ig - big, dig, fig, pig in - bin, fin, pin, tin, ip - dip, hip, lip, zip it - bit, hit, kit, pit 1. All exercises given in Learning Made Easy (Eng-B) BK-II related to vowel 'i' will be done. 2. Revision of 3 letters words of 'a' sound to be done in Getting Ready for KG-II Reading Pg. 16 C.W. Pgs. 17, 19, 21, 23, 25, 27, 29, 33 (Dictation) H.W. Pgs. 18, 20, 22, 24, 26, 28, 30	

NOVEMBER :		W.D. 24 days
Colour	Beige (revision of Brown colour)	Doha & Shlok- Shlok No. 1 (Learner's Comate II-Term-Pg. No. 3)
Theme	Transport	
Thought	Etiquettes	
Tongue Twister	ऊँट की पीठ ऊँची पूँछ नीची	
Seasonal Fruits	Apple, Pine apple, Lemon	
Seasonal	Radish, Tomato, Coriander leaves	
Vegetables	Activity : Activity on fruits and vegetables will be done as given for the month of April.	
Theme Lines : We use vehicles to go from one place to another. This is called transport. There are three types of transport. Aeroplanes and helicopters are types of air transport. Cars and buses are types of land transport. Boats and ships are types of water transport. Note : Regular revision of theme lines in school and at home is important.		
ENGLISH	1. Discussion on the weather of the day.	
	2. Sentence starters My, The, You	
Oral	3. Picture Composition Five simple pictures will be used in class to enable children to make simple sentences.	
	4. Reading (a) Aa to Zz with phonic sounds. (b) Reading of 3 letters words of 'i' sound- revision (c) Reading of three letter words with 'o' sound	
Written	Learning Made Easy (Eng-B) BK-II Three letter words with vowel 'o'. Pgs. 34 - 49 ob - cob, job, mob, sob od - cod, God, pod, rod og - dog, hog, jog, log op - cop, hop, mop, top ot - dot, hot, lot, pot ox - box, fox, ox, pox	
	1. All exercises given in Learning Made Easy (Eng-B) BK-II related to vowel 'o' will be done. 2. Revision of 3 letters words of 'i' sound to be done in Getting Ready for KG-II Reading Pg. 34 C.W. Pgs. 35, 37, 39, 41, 43, 45, 47, 49, (Dictation) H.W. Pgs. 36, 38, 40, 42, 44, 46, 48 2. Dictation - Three letter words of 'i' and 'o' sound The Phonic Reader-A	

Opposites (Oral) TLM	Pgs. 26 to 33 Reading - Pgs. 26, 27, 28, 29, 30 C.W- Pg. 31 H.W- Pgs. 32 and 33 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room(based on all the sounds covered for the month) Clean - Dirty, First - Last, Old - New Magnetic board, flash cards, flip book, opposite flash cards, work cards, stick words and pocket chart
Listening Skills Development (to be done orally)	To enhance listening skills in children, few lines will be read out by the teacher and a few questions will be asked for comprehension. 1. I like to Swim 2. Our Harry
RHYMES	Pretty Petals - B 1. Flying Pg. 23 2. Out on the road Pg. 23 3. Engine Engine, Number Nine Pg. 24 4. Traffic Lights (fine motor dev.) Pg. 32 5. रेल Pg. 42 6. हईया-ओ- हईया (gross motor dev.) Pg. 48 7. Cobbler - Cobbler (traditional rhyme) Pg. 25 8. Mary had a little lamb (traditional rhyme) Pg. 26
HINDI Orals Written	Busy Bees Shabd Gyan Book-2 Pgs. 3. to 5 for reading अ से अ: तक Learning Made Easy Akshar-A उ, ऊ तक Pgs. 12-21 1. Learning Made Easy Akshar-A के अ से ऊ तक के सभी अभ्यास कार्य कराने हैं। C.W. Pgs. 12, 14, 16 (Top), 17 (Top), 18, 19, 21 (श्रुतलेख) H.W. Pgs. 13, 15, 16 (Bottom), 17 (Bottom), 20 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos 2. श्रुतलेख – अ से ऊ तक।
TLM	Akshar flash cards, stencils, magnetic board, Varnamala chart, work cards, stick swar and pocket chart
MATHS (Orals)	* Revision of shape - Oval (in Learner's Comate) 1. 0-50 (number counting)

C.W Assignment	Monthly C.W Assignment of English, Hindi and Maths will be taken at end of the month once the syllabus is covered for the month of November.
Ev.S. & G.K. Orals	Starter Set – LKG Skillbook 1. My Neighbourhood C.W. : Pgs. 40 & 41 (discussion) H.W. : Pgs.40&41 (Colouring Activity) 2. Work People Do C.W. : Pgs. 43, 44, 46 H.W. : Pgs. 42, 45, 47 3. Vehicles-Land, Water, Air C.W. : Pgs. 70, 71, 72, 73 H.W. : Pgs. 74, 75 4. Traffic light C.W. : Pgs. 76 (top) discussion, 77 H.W. : Pg. 76 (bottom) Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the topics covered for the month) Q.1. Name few people who help us. Ans. Postman, farmer, doctor, policeman, gardener etc. Q.2. Awareness of different professionals and the work they do. eg. Who looks after the sick ? Ans. A doctor looks after the sick. Q.3 Name two vehicles that move on road. Ans. (i) Car (ii) Bus Q.4 Name two water transport. Ans. (i) Boat (ii) Ship Q.5. Name two air transport. Ans. (i) Aeroplane (ii) Helicopter TLM Flash cards (profession), e-content of Our Helpers and Means of Transport
Science Experiment based on STEM	Air cannot be seen but can be felt (Learner's Comate)
Early Engineering Activity based on STEM	Animal House
LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building (two words per week to be taken up by teacher) nod, push , pull , rules , tiny 2. Sentence Construction My Country : (Related to my country, my city and my address). Few questions related to the topic are as follows. Q.1. Where do you stay ? Ans. The child should be able to say his address. Q.2. In which city do you live. Ans. I live in _____.

	Q.3. Name two places which you visit in your neighbourhood. Ans. (i) Grocery Store (ii) Bank * Original answers will be appreciated Q.4 Which number will you dial to call an ambulance ? Ans. I will dial 102 to call an ambulance. Ans. Saffron, White, Green 3. Simple Etiquettes- It's my pleasure, I need your help
COMPUTER SCIENCE Practicals	e-content for all the subjects will be done wherever required ♦ Introduction and Activities based on G-compris ♦ Discover the Computer (Keyboard)
COMPUTATIONAL THINKING	Algorithm 1. ROBOT MOUSE – Card no. 3 (Twice) 2. Class work Assignment – 11 & 12 3. Home Work Assignment – 7 & 8
DRAWING (Copy work)	Free hand drawing -Draw and Colour (C.W and H.W) 1. traffic Light  2. boat  3. Imaginative drawing (children's pencil grip will be corrected) - To be done on a separate sheet (to be assessed by the School Counsellor) (C.W)
COLOURING & CRAFT	My Colourful World Primer - B C.W- Pgs. 31, 32, 38, 46, 47 H.W. Pg. 44 1. The Sailing Paper Boat - Tear and Paste Pg. 31 2. Superhero Puppet Pg. 44 (H.W). 3. Finger Monsters - DIY Pg. 46, 47 2. Free hand brush Painting (Craft Copy) 3. Thematic sticking (Craft Copy) 4. Stick one object of Beige Colour (Craft Copy) 5. Demo by the teacher - Step-I- Beige coloured bag to be shown (with Beige coloured objects) Step-II- Mixing of Brown and White water / poster colours in the glass (more quantity of White + less quantity of Brown).
STORY TIME	1. Aladdin And The Magic (given on pg. 106 of the syllabus) 2. The Magic Tree (value - etiquettes)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Children's Day Celebrations 2. Puppet show (hand puppets) 3. Birthday Celebrations (October, November, December) 4. Singing Competition 5. Ball Pool 6. Road Signs 7. Traffic light activity-Asynchronous-Slides / Video (Pre class activity)

	8. Kiddies Kitchenette Time - Jhaal Moori 9. Quiz 10. Grip Sheet-5 (Learner's Comate) 11. Seasonal Fruits and Vegetables 12. Visit to washroom 13. PPT of Emergency Situations (Fire, Terror, Earthquake Drill) 14. Texture Art (Sensory Pre-Writing Activity) (to be done as Children's Day activity). 15. Nature Walk (children will carry a nature box in which they will collect four objects from nature eg. leaves, flowers, soil, stone, etc.) 16. Value based story - Water Tap and the Child 17. Flower Rangoli (with plastic flowers)	
DECEMBER		W.D. 25 days
Colour	Saffron (revision of Orange colour)	Doha & Shlok- Shlok No. 2 (Learner's Comate II-Term-Pg. No. 3)
Theme	Animal World	
Thought	Sympathy	
Tongue Twister	Swan swam over the sea	
Seasonal Fruits	Guava	
Seasonal Vegetables	Cauliflower, Carrot, Cabbage, Spring onions Activity : Activity on fruits and vegetables will be done as given for the month of April.	
Theme Lines : Animals can be found everywhere on earth. We keep some animals in our homes and some in farms. Some animals live in jungle. Some animals are big like - elephant and some are small like mouse. Note : Regular revision of theme lines in school and at home is important.		
ENGLISH		
Oral	1. Discussion on the weather of the day. 2. Sentence Starters - My, The, You, I, We, This 3. Picture Composition Five simple pictures will be used in class to enable children to make simple sentences. 4. Reading of 3 letters words of 'o' sound - revision	
Written	5. Reading Reading of three letter words with sound 'u' Learning Made Easy(Eng-B) BK-II Three letter words with vowel 'u'. Pgs. 50-69 ub - cub, nub, rub, tub ug - bug, jug, mug, rug um - gum, mum, sum, yum un - bun, fun, run, sun up - cup, pup, sup, yup ut - but, cut, hut, nut	

	1. All exercises given in Learning Made Easy (Eng-B) BK-II related to vowel 'u' will be done. 2. Revision of 3 letters words of 'o' sound in 'Getting Ready for KG-II' Reading Pg. 50 C.W. Pgs. 51, 53, 55, 57, 59, 61, 63, 65, 67 (Dictation) H.W. Pgs. 52, 54, 56, 58, 60, 62, 64, 66 3. Name, class and section (L.M.E. Pgs. 31 C.W. & 32 H.W.) 4. Dictation - Three letter words of 'o' and 'u' sound The Phonic Reader-A Pgs. 42 to 48 Reading - Pgs. 42, 43, 44, 45, 46 C.W. - Pg. 47 H.W. - Pg. 48 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the sounds covered for the month)
Opposites (Orals) TLM	Sweet - Sour Heavy - Light Magnetic board, flash cards, flip book, opposite flash cards, work cards, stick words and pocket chart
Listening Skills Development (to be done orally)	To enhance listening skills in children, few lines will be read out by the teacher and a few questions will be asked for comprehension. 1. Balloons 2. Max, the dog
RHYMES	Pretty Petals-B
	1. Christmas Pg. 21 2. I Went to Visit (gross motor dev.) Pg. 27 3. Insy Wincy Spider (fine motor dev.) Pg. 30 4. प्यासा कौआ Pg. 44
Audio Session	5. London Bridge (traditional rhyme) Pg. 29 6. Hickory, Dickory, Dock (traditional rhyme) Pg. 30
HINDI	Busy Bees Shabd Gyan Book-2
	Pgs. 3 to 5, 6 (Bottom) - 8 (Top) for reading अ से अ:
Orals Written	Learning Made Easy Akshar-A ए से औ तक Pgs. 22-33 1. Learning Made Easy Akshar-A के ए से औ तक के सभी अभ्यास कार्य कराने हैं।

	C.W. Pgs. 22, 24, 26, 28 (Top), 29 (Top), 30, 31, 33 (श्रुतलेख) H.W. Pgs. 23, 25, 27, 28 (Bottom), 29 (Bottom), 32 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos 2. श्रुतलेख – अ से औ तक । TLM Varnmala stencils, magnetic board, work cards, swar stick and pocket chart
MATHS Orals Written	* Revision of shape - Star (in Learner's Comate) 1. 0 - 50 (numbers counting). 2. Number names 0 - 10 Learning Made Easy (No-B) BK-II Pgs. 24-34 1. All exercises given in Learning Made Easy (No-B) BK-II related to Number names 0 to 10, Subtraction (Pgs. 24 - 33) will be done. L.M.E. (No. B) BK-II C.W. Pgs. 24, 26, 28, 30, 32, 34 (Dictation) H.W. Pgs. 25, 27, 29, 31, 33 2. Revision of addition (across & down) to be done in Getting Ready for KG-II - 6 sums 3. Dictation - Number names (0 - 10) (end of the month) My Second Book of Numbers C.W - Pg. 82, Flash Card - 2 H.W - Pgs. 83, 84 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the concepts covered for the month) Jodo Gyan Activities 1. Subtraction ♦ Aaj humari class mein kitne bachhe ? (Number Patti - Daily) ♦ Rasgulla activity (Double Dot Dice / Do-Decahedron Dice) ♦ Dibba Khali for '-' symbol (Double Dot Dice / Do-Decahedron Dice) ♦ Guided free play with Make and Count (Jodo Blocks) ♦ Madku-II ♦ Lali ke thali (Aakar Parivar - Square Pieces) ♦ Gudiya ki Mala sahi karna (Stringing Beads) Khan Academy Kids Activities in Maths 1st Grade Maths Kindergarten ♦ Number Names-0-10(LME) Number identity, (spell 1-5-practice-2), (spell 6-10-practice-2) ♦ Subtraction(LME) Subtraction within 5(Main,practice 1) TLM Ball, Number line board Jodo Gyan TLM - Aakar Parivar, Stringing Beads, Double Dot Dice / Do-Decahedron Dice
Learner's Comate	1. H.W. Assignment No. - 12 and 13 2. Festival and Seasons Assignment-Winter and Christmas (H.W.)

	3. Jungle Week (C.W. and H.W.) 4. Value Education & Safety Rules Assignment-Animal World (C.W.& H.W.) 5. Conversation Corner Sheets-Ropeway – A cable transport system in hilly areas & Christmas (C.W.) 6. Almanac Theme Page -Rooted in Tradition (Proud of Where We Come From) (C.W.)																																												
C.W Assignment	Monthly C.W Assignment of English, Hindi and Maths will be taken at end of the month once the syllabus is covered for the month of December.																																												
Ev.S. & G.K. Orals	Starter Set – LKG Skillbook Welcome to the Animal World C.W. : Pgs. 58, 59 (discussion), 60, 61, 62, 63, 64 H.W. : Pgs. 58, 59 (Colouring Activity) Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the topics covered for the month) Q.1. Name two domestic animals. Ans. (i) Camel (ii) Cow Q.2. Name two wild animals. Ans. (i) Lion (ii) Tiger Q.3. Name two insects that bite. Ans. (i) Mosquito (ii) Ant Q.4. Which animals give us milk ? Ans. Cow, buffalo and goat give us milk. Q.5. Name two animals that eat flesh. Ans. (i) Tiger (ii) Lion Q.6. Name two animals that eat grass. Ans. (i) Cow (ii) Goat ORALS ANIMALS <table><tr><th>Animal</th><th>Baby</th><th>Animals</th><th>Sound</th></tr><tr><td>cow</td><td>calf</td><td>cows</td><td>moo/low</td></tr><tr><td>dog</td><td>puppy</td><td>dogs</td><td>bark</td></tr><tr><td>goat</td><td>kid</td><td>goats</td><td>bleat</td></tr><tr><td>hen</td><td>chick</td><td>hens</td><td>cluck</td></tr><tr><td>lion</td><td>cub</td><td>lions</td><td>roar</td></tr><tr><td>cat</td><td>kitten</td><td>cats</td><td>mew</td></tr><tr><td>horse</td><td>foal</td><td>horses</td><td>neigh</td></tr><tr><td>pig</td><td>piglet</td><td>pigs</td><td>oink / grunt</td></tr><tr><td>duck</td><td>duckling</td><td>ducks</td><td>quack</td></tr><tr><td>sheep</td><td>lamb</td><td>sheep</td><td>bleat</td></tr></table>	Animal	Baby	Animals	Sound	cow	calf	cows	moo/low	dog	puppy	dogs	bark	goat	kid	goats	bleat	hen	chick	hens	cluck	lion	cub	lions	roar	cat	kitten	cats	mew	horse	foal	horses	neigh	pig	piglet	pigs	oink / grunt	duck	duckling	ducks	quack	sheep	lamb	sheep	bleat
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TLM	e-content of Animals, Birds and Insects
Science Experiment based on STEM	To develop the concept of heavy and light.(Learner's Comate)
LANGUAGE DEVELOPMENT Orals TLM	1. Vocabulary Building (two words per week to be taken up by teacher) excited , special, safe , decorate , careful , scream 2. Sentence Construction Animal world : (Related to pet animals, zoo etc.) Few questions related to the theme are as follows) Q.1. Do you have a pet ? Ans. Yes / No Q.2 How do you look after your pet ? Ans. We must give food to our pets and give them a bath daily. Q.3 What do you see in a zoo ? Ans. We see animals, birds, Q.4. Should you love or hurt animals ? Ans. We must love and take care of animals. Q.5. What does the sun give us ? Ans. The sun gives us light and heat. Different charts of animals, birds, insects, flip book Simple Etiquettes - Hello ! How are you ? I am fine thank you.
COMPUTER SCIENCE Practicals	e-content for all the subjects will be done wherever required ♦ G-compris - Discover the Computer (Mouse)- Move the mouse ♦ Tux Type - Comet zab - Space cadet - Alphabet
COMPUTATIONAL THINKING	Algorithm 1. ROBOT MOUSE – Card no. 4 (Twice) 2. Class work Assignment – 13 & 14 3. Home Work Assignment – 9 & 10 4. Recipe Game - Lemonade
DRAWING (Copy work)	Free hand drawing - Draw and Colour(C.W and H.W) 1. cat  2. chick  3. Imaginative Drawing (children's pencil grip will be corrected (C.W))

COLOURING & CRAFT	My Colourful World Primer - B	
	C.W - Pgs. 25, 39, 42, 48	H.W. Pg. 43
	1. Lion's Mane with Leaves - Dry Leaves Pasting Pg. 25 2. Happy Bunny - Cut and Paste Pg. 43 (H.W.) 3. Gond Art Pg. 48 4. Thematic Sticking (Craft Copy) 5. Stick one object of Saffron Colour (Craft Copy) 6. Demo by the teacher - Step-I- Saffron coloured bag to be shown (with Saffron coloured objects) Step-II- Mixing of Orange and Yellow water / poster colours in the glass (more quantity of Yellow + less quantity of Orange).	
STORY TIME	1. The Very Hungry Caterpillar (given on pg. 106 of the syllabus) 2. The Little Elephant (value - sympathy)	
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Christmas Celebrations/Puppet Show or Skit 2. Christmas Card Making - Asynchronous - Slides (Pre class activity) 3. Story Telling Competition 4. Paper Strip Cutting (Sensory Pre-Writing Activity) 5. Quiz 6. Grip Sheet-6 (Learner's Comate) 7. Seasonal Fruits and Vegetables 8. Value based story - Flower and the Butterfly 9. Brushing Activity	
Holiday Home Work	My Colourful World Primer-B 1. Shape animals Pgs. 26 & 27 2. Cotton - ball Snowman Pg. 34	
JANUARY		
W.D. 23 days		
Colour	Off-White (revision of White colour)	
Theme	Environment	Doha & Shlok- Doha No. 1 (Learner's Comate II-Term-Pg. No. 3)
Thought	Wastage	
Tongue Twister	Freshly fried flying fish	
Seasonal Fruits	Strawberry, Papaya, Orange, Grapes	
Seasonal Vegetables	Peas, Turnip, Ginger, Capsicum Activity : Activity on fruits and vegetables will be done as given for the month of April.	
Theme Lines : Our environment means what is around us. It includes our house, garden, shops, hills, rivers, oceans and the air we breathe. We should take good care of our environment. Note : Regular revision of theme lines in school and at home is important.		

ENGLISH Oral	1. Discussion on the weather of the day. 2. Sentence Starters My, The, You, I, We, This, That, Please 3. Picture Composition Five simple pictures will be used in class to enable children to make simple sentences. 4. Reading of 3 letters of 'u' sound to be done - revision 5. Reading Reading of three letter words with sound 'e'
Written	Learning Made Easy (Eng-B) BK-II Three letter words with vowel 'e' Pgs. 70 - 83 ed - bed, fed, red, wed eg - egg, keg, leg, peg en - den, hen, pen, ten et - jet, net, pet, vet 1. All exercises given in Learning Made Easy (Eng-B) BK-II related to vowel 'e' will be done. 2. Revision of 'u' sound to be done in Getting Ready for KG-II Reading Pg. 68 C.W. Pgs. 69, 71, 73, 75, 77, 79 & 80, 81 (top), 82 (top), 83 (Dictation) H.W. Pgs. 70, 72, 74, 76, 78, 81 (bottom), 82 (bottom) 3. Revision of name, class & section on (L.M.E. 65 C.W. & 66 H.W.) 4. Dictation - Three letter words of 'e' and 'u' sound 5. Exercises - 5 Simple sentences for board writing (L.M.E. Pgs. 81, 82) e.g. - It is a bag. She is a girl. The Phonic Reader-A Pgs. 18 to 25 Reading - Pgs. 18, 19, 20, 21, 22 Pg. 22 sight words to be done thoroughly C.W. - Pg. 24 H.W. - Pgs. 23 and 25 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the sounds covered for the month)
Opposites Teaching Learning Materials	Revision. Magnetic board, flash cards, flip book, opposite flash cards, work cards, stick words, pocket chart & e-content of Nursery Rhymes
Listening Skills Development (to be done orally)	To enhance listening skills in children, few lines will be read out by the teacher and a few questions will be asked for comprehension. 1. Painting Rocks 2. Winter Fun

RHYMES	Pretty Petals-B 1. Up in the Blue Sky Pg. 7 2. My Hands (fine motor dev.) Pg. 34 3. सर्दी Pg. 45 4. सूरज गोल, चन्दा गोल Pg. 46 Audio Session 5. Little Jack Horner (traditional rhyme) Pg. 34
HINDI Orals Written	Busy Bees Shabd Gyan Book-2 Pgs. 3 to 9 (Top) for reading. अ से अ: Learning Made Easy Akshar-A अं, अः, ऋ, Pgs. 34 - 46 अ से अ: तक लिखो (including ऋ) 1. Learning Made Easy Akshar-A के अं, अः, ऋ के सभी अभ्यास कार्य कराने हैं। C.W. Pgs. 34, 36, 38, 40, 42 (Top), 43, 44, 46 (श्रुतलेख) H.W. Pgs. 35, 37, 39, 41, 42 (Bottom), 45 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos 2. श्रुतलेख – अ से अ: तक (including ऋ)। TLM Varnmala stencils, magnetic board, work cards, pocket chart
MATHS Orals Written Jodo Gyan Activities	* Revision of shape - Crescent (in Learner's Comate) 1. 0 - 50 (number counting) 2. Number names (0-10) 3. Days of the week, months of the year Learning Made Easy (No-B) BK-II Pgs. 35 - 39 1. All exercises given in Learning Made Easy (No-B) BK-II related to Addition with zero and Subtraction with zero (pgs. 35 - 38) will be done. L.M.E. (No. B) BK-II C.W. Pgs. 35, 37, 39 (Dictation) H.W. Pgs. 36, 38 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the concepts covered for the month) 2. Dictation - Numbers (0 - 50) (end of the month) 1. Addition of '0' Subtraction of '0' ♦ Aaj humari class mein kitne bachhe ? (Number Patti -Daily)

TLM	♦ Gudiya ki mala sahi karna (Stringing Beads) ♦ Ammu ke chitthi – chit activity (Stringing Beads) ♦ Mix-Mithai (Aakar Parivar) ♦ Billi ke bachche Ball, Number Chart, Calendar Jodo Gyan TLM - Aakar Parivar, Billi ke bachche, Stringing Beads
Learner's Comate	1. H.W. Assignment No. - 14 and 15 2. Festival and Seasons Assignment- Republic Day (H.W.) 3. Value Education & Safety Rules Assignment - Environment (C.W. & H.W.) 4. Conversation Corner Sheet - Statue of Unity – A famous symbol of freedom (C.W.) 5. Almanac Theme Page - Adaptability to Tech / New Practices (C.W.) 6. Chetna - Private Parts worksheet (C.W.)
C.W Assignment	Monthly C.W Assignment of English, Hindi and Maths will be taken at end of the month once the syllabus is covered for the month of January.
Ev.S. & G.K.	Starter Set – LKG Skillbook 1. Water C.W. Pg. 81 2. Air C.W. Pg. 82 3. Seasons C.W. Pgs. 84, 87 (Bottom), 88, 89 (Bottom) H.W. Pgs. 85, 86, 87 (Top), 89 (Top) Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the topics covered for the month)
Orals	Q.1. Which is your favourite season ? Ans. My favourite season is Q.2. Name two fruits we get in summer Ans. We get mangoes and watermelon in summers. Q.3. What do we use when it rains ? Ans. We use an umbrella or a raincoat when it rains. Q.4 Which type of clothes do we wear in summers and winters? Ans. We wear cotton clothes in summers and woollen clothes in winters. Q.5. Name four seasons. Ans. (i) Winter (ii) Summer (iii) Rainy (iv) Spring
TLM	Seasons chart, e-content of different seasons and clothes we wear
LANGUAGE DEVELOPMENT	1. Vocabulary Building (two words per week to be taken up by teacher) together , fond, surprise , energetic , upset, grow , find , speak

Orals	2. Sentence Construction Environment : (Related to Nature-natural things that we see around us like-sky, sun, moon, stars, mountains, rivers, trees, flowers etc.) Few questions related to the theme are as follows. Q.1. From where do we get water ? Ans. We get water from rain, river, ponds and wells. Q.2. Give any two uses of water ? Ans. We use water for drinking, bathing etc. Q.3. What do we breathe in ? Ans. We breathe in air. Q.4. What makes air polluted ? Ans. Factory smoke makes air polluted. (any original answer will be appreciated) Q.5 Can you see air ? Ans. No, but we can feel it. Q.6 What do you see around you ? (Any original answer will be appreciated) 3. Simple Etiquettes Revision
COMPUTER SCIENCE Practicals	e-content for all the subjects will be done wherever required ♦ Activities based on G-compris- discover the Computer (Mouse) (a) Click the mouse (b) Click on me (Fish)
COMPUTATIONAL THINKING	Algorithm 1. ROBOT MOUSE – Card no. 5 (Twice) 2. Class work Assignment – 15 & 16 3. Home Work Assignment – 11 & 12 4. Recipe Game – Veg Burger
DRAWING (Copy work)	Free hand drawing - Draw and Colour (C.W and H.W) 1. sun, moon & stars  2. Imaginative Drawing (children's pencil grip will be corrected) (C.W)
COLOURING & CRAFT	My Colourful World Primer - B C.W- Pgs. 15, 37 H.W. Pg. 23 1. Paper Clown - Paper Folding Pg. 15 2. Shapes - Cut and Paste Pg. 23 (H.W.) 3. Flying Ladybug - Cut and Paste Pg. 37

	4. Thematic Sticking (Craft Copy) 5. Stick one object of Off-White Colour (Craft Copy) 6. Demo by the teacher - Step-I- Off -White coloured bag to be shown (with Off White coloured objects) Step-II- Mixing of White and Ochre - (shade of Yellow) water / poster colours in the glass (more quantity of White + less quantity of Ochre.	
STORY TIME	1. The Little Pine Tree (given on pg. 107 of the syllabus) 2. Honey the Bee (value - wastage)	
PARALLEL CURRICULUM ENRICHMENT MODULE	1. I want to be – (Individual Activity) - Developing Entrepreneurship Skills also thinking and speaking skills. 2. Lohri Celebrations 3. Handwriting Competition 4. Quiz 5. Grip Sheet-7 (Learner’s Comate) 6. Kite Flying 7. Seasonal Fruits and Vegetables 8. Visit to washroom 9. Republic Day - Unity in Diversity	
FEBRUARY		
		W.D. 21 days
Colour	Light Grey (revision of Black colour)	Doha & Shlok- Revision
Theme	Keep Healthy	
Thought	Truth	
Tongue Twister	Picks kicks sticky bricks	
Dry Fruits	Walnuts, Pistachios, Dates <i>* Real dry fruits will be shown in class.</i>	
Note : A grip sheet will be done for the assessment of grip over the writing medium. Theme Lines : We must follow these golden rules to keep healthy. They are * Brush twice a day * Wash hands before and after meal *Always use a handkerchief or a tissue while sneezing *Sleep atleast for 8 hours a day *Avoid junk food *Exercise daily. Note : Regular revision of theme lines in school and at home is important.		
ENGLISH Orals	1. Discussion on the weather of the day. 2. Sentence Starters My, The, You, I, We, This, That, Please, These, Those 3. Reading Revision	

Written	Learning Made Easy (Eng-B) BK-II Revision (L.M.E. Pgs. 84 to 92) (C.W. & H.W.) The Phonic Reader-A Pgs. 49 to 52 Reading -Pgs. 51 and 52 H.W.- Pgs. 49 and 50 Dictation (a) Three letter words of ‘a’ and ‘i’ sound in Getting Ready for KG-II (within 15 days) (b) Three letters words of ‘e’, ‘o’, ‘u’ in Getting Ready for KG-II (end of the month) Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the sounds covered for the month)																																																																																																																														
<i>* Given below is a list of three letter words based on the phonic sounds of vowels. Reading of these words will be done in the class regularly. Revision of reading those words at home daily is advisable. A similar list is provided in Learning Made Easy (Eng.B) Book-II Reading of words and simple sentences (L.M.E. Pgs. 84 to 92) of three letter words.</i>																																																																																																																															
	Read and spell the words with the Phonic sound “a” <table><tr><td>bad</td><td>dam</td><td>had</td><td>lap</td><td>pan</td><td>sap</td><td>wag</td></tr><tr><td>bag</td><td>dan</td><td>hag</td><td>mad</td><td>pat</td><td>sat</td><td>wax</td></tr><tr><td>ban</td><td>fad</td><td>ham</td><td>man</td><td>rag</td><td>tap</td><td>yak</td></tr><tr><td>bat</td><td>fab</td><td>has</td><td>map</td><td>ram</td><td>tad</td><td>yam</td></tr><tr><td>cab</td><td>fag</td><td>hat</td><td>mat</td><td>ran</td><td>tag</td><td>yap</td></tr><tr><td>cad</td><td>fan</td><td>jab</td><td>nab</td><td>rap</td><td>tan</td><td>zap</td></tr><tr><td>cap</td><td>fat</td><td>jam</td><td>nag</td><td>rat</td><td>tap</td><td>zag</td></tr><tr><td>cat</td><td>gag</td><td>lab</td><td>nap</td><td>sad</td><td>tat</td><td></td></tr><tr><td>dab</td><td>gap</td><td>lad</td><td>pad</td><td>sag</td><td>van</td><td></td></tr><tr><td>dad</td><td>gas</td><td>lag</td><td>pal</td><td>sam</td><td>vat</td><td></td></tr></table> Read and spell the words with the Phonic sound “ I ” <table><tr><td>bib</td><td>dim</td><td>fix</td><td>kit</td><td>pig</td><td>rip</td><td>tim</td><td>zig</td></tr><tr><td>bid</td><td>din</td><td>gig</td><td>lid</td><td>pin</td><td>sin</td><td>tip</td><td></td></tr><tr><td>big</td><td>dip</td><td>hid</td><td>lit</td><td>pip</td><td>sip</td><td>vim</td><td></td></tr><tr><td>bin</td><td>fib</td><td>him</td><td>mix</td><td>pit</td><td>sis</td><td>wig</td><td></td></tr><tr><td>bit</td><td>fig</td><td>hit</td><td>nib</td><td>rid</td><td>sit</td><td>win</td><td></td></tr><tr><td>did</td><td>fin</td><td>jig</td><td>nil</td><td>rig</td><td>six</td><td>wip</td><td></td></tr><tr><td>dig</td><td>fit</td><td>kid</td><td>nip</td><td>rim</td><td>tin</td><td>zip</td><td></td></tr></table>	bad	dam	had	lap	pan	sap	wag	bag	dan	hag	mad	pat	sat	wax	ban	fad	ham	man	rag	tap	yak	bat	fab	has	map	ram	tad	yam	cab	fag	hat	mat	ran	tag	yap	cad	fan	jab	nab	rap	tan	zap	cap	fat	jam	nag	rat	tap	zag	cat	gag	lab	nap	sad	tat		dab	gap	lad	pad	sag	van		dad	gas	lag	pal	sam	vat		bib	dim	fix	kit	pig	rip	tim	zig	bid	din	gig	lid	pin	sin	tip		big	dip	hid	lit	pip	sip	vim		bin	fib	him	mix	pit	sis	wig		bit	fig	hit	nib	rid	sit	win		did	fin	jig	nil	rig	six	wip		dig	fit	kid	nip	rim	tin	zip	
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dig	fit	kid	nip	rim	tin	zip																																																																																																																									

Orals

Read and spell the words with the Phonic sound "o"

bob cot for job mom pot top
bop cox fox jog nod pox tot
box coy gob jot nob rob toy
boy dog got joy non rod
cob don hob lob nor rot
cod dot hod log not sob
cog fob hog lop pod sog
con fog hop lot pom sop
cop fop hot mob pop tom

Read and spell the words with the Phonic sound "u"

bud fun jug mud rub sum
bug gum cub mug rug sun
bun gut cud nun run sup
bus hub cup pup rut tug
dub hug cut pug sub
dud hut lug pun sud

Read and spell the words with the Phonic sound "e"

bed den hep let peg set web yet
beg fen jet men pen ten wet zen
ben get led met pep vet yen
bet hen leg net pet wed yes

At the end of the year, children will be introduced to reading of simple sentences.

Concept of rhyming words to be introduced after doing the reading list.

fig	fin
big	bin
pig	pin
dig	tin
wig	win

hog	lot
dog	hot
jog	pot
log	dot
fog	not

[KG-I /74]

	<table> <tr> <th>hug</th><th>gut</th></tr> <tr> <td>bug</td><td>cut</td></tr> <tr> <td>jug</td><td>but</td></tr> <tr> <td>mug</td><td>hut</td></tr> <tr> <td>rug</td><td>nut</td></tr> </table> <table> <tr> <th>ran</th><th>bat</th></tr> <tr> <td>can</td><td>cat</td></tr> <tr> <td>man</td><td>rat</td></tr> <tr> <td>van</td><td>hat</td></tr> <tr> <td>pan</td><td>fat</td></tr> </table> <table> <tr> <th>pen</th><th>led</th></tr> <tr> <td>den</td><td>bed</td></tr> <tr> <td>hen</td><td>red</td></tr> <tr> <td>ten</td><td>wed</td></tr> <tr> <td>men</td><td>fed</td></tr> </table>	hug	gut	bug	cut	jug	but	mug	hut	rug	nut	ran	bat	can	cat	man	rat	van	hat	pan	fat	pen	led	den	bed	hen	red	ten	wed	men	fed
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pen	led																														
den	bed																														
hen	red																														
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men	fed																														
Khan Academy Kids Activities in Letters Kindergarten	♦ Revision of three letter words(LME) Letters-Middle Sounds- Words with 'a' (Practice-1) Words with 'l' (Practice-1), Words with 'o' (Practice-1) Words with 'u' (Practice-1), Words with 'e' (Practice-1)																														
Listening Skills Development (to be done orally)	To enhance listening skills in children, few lines will be read out by the teacher and a few questions will be asked for comprehension. 1. Mummy & Bubbles																														
RHYMES	Pretty Petals - B 1. Good Habits Pg. 35 2. Good Morning Pg. 36 3. Tooth Brush (fine motor dev.) Pg. 37 4. हँसते तारे Pg. 45 5. Pussy-cat (traditional rhyme) Pg. 37																														
Audio Session																															
HINDI (Orals) Written	अ से अ: तक Learning Made Easy Akshar-A Revision - Pgs. 47 - 56 Learning Made Easy Akshar-A के अ से अ: तक के सभी अभ्यास कार्य कराने हैं। C.W. Pgs. 47, 48, 50, 52, 53, 56 H.W. Pgs. 49, 51, 54, 55 Dictation - अ से अ: Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos TLM Varnmala stencils, magnetic board, work cards, stick swar and pocket chart																														
MATHS (Orals)	* Revision of shapes - Square, Rectangle, Triangle, Circle, Oval, Semi Circle, Star & Crescent (in Learner's Comate) Counting 0 to 50																														

TLM	6. We must throw rubbish or waste in the dustbin. 7. We must close the tap after use. e-content of Good Manners, Stories and Reading chart (English and Hindi)
LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building - Revision 2. Sentence Construction - Revision 3. Etiquettes and Safety Habits: Few questions related to the topic are as follows 1. Three magic words - Thank you, Sorry, Please 2. Social behaviour - Greeting others. 3. Help your mother/ father/ teacher when they are working. 4. Share your things with your brothers/ sisters/ friends. 5. Do not watch T.V. for long hours. 6. Do not go near the fire in the kitchen. 7. Do not touch sharp objects. 8. Do not step out of the house alone. [Building of small conversation between 2-3 children (very simple)]
COMPUTER SCIENCE Practicals	e-content for all the subjects will be done wherever required Revision
COMPUTATIONAL THINKING	Algorithm 1. ROBOT MOUSE – Card no. 6 (Twice) 2. Class work Assignment – 17 & 18 3. Home Work Assignment – 13 & 14
DRAWING COLOURING & CRAFT	Revision and Practice My Colourful World Primer - B C.W. Pg. 12 H.W. Pg. 20 1. Button Hot - air Balloon - Button Pasting Pg. 20 (H.W.) 2. Pom Pom Beehive - Pom Pom Pasting Pg. 12 3. Thematic sticking (Craft Copy) 4. Stick one object of Light Grey colour (Craft Copy) 5. Demo by the teacher - Step-I- Light Grey coloured bag to be shown (with Light Grey coloured objects) Step-II- Mixing of White and Black water / poster colours in the glass (more quantity of White + less quantity of Black).
STORY TIME	1. Goldilocks and the Three Bears (given on pg. 108 of the syllabus) (Post story activity - sequencing story cards) 2. A Demon Pumpkin (value -truth)

PARALLEL CURRICULUM ENRICHMENT MODULE	1. Birthday Celebrations (Jan., Feb., March) 2. ill effects of Chocolates sugar and Candies (PPT to be shown) 3. Grip Sheet (Separate Sheet) 4. Dry Fruits Activity 5. Value based story - Dustbin and Vegetable 6. Finger Printing - Alpana making for Basant Panchami (Class Project)
Note : Global Assignment given in Learner's Comate has to given as H.W. at the end of the session	
MARCH	Revision
W.D. 22 Days	
MUSIC	
'Music gives soul to the universe, wings to the mind, flight to the imagination and charm and gaiety to life and to everything.'	
Note :	
1. To inculcate a sense of rhythm in the children, English songs marked with * will be taught during the morning assembly and in music class and other songs will be taught in the music class. The singing of English songs should be revised at home also as this increases the child's love for the language and improves their speaking skills. 2. The printout of the lyrics of the songs sung in school assembly will be given in the almanac. 3. This music syllabus will be followed for those who are not using FURTADOS/ TORRINS	
Half Yearly	
April & May	1. * Everything I am (to be sung in music class and assembly) 2. Sargam – (to be sung in music class)
June & July	1. * Everything I am (to be sung in music class and assembly) 2. I used to stumble-prayer (almanac) (to be sung in music class) 3. सारे के सारे गामा को लेकर (to be sung in music class)
August	1. Do-Re- Me (to be sung in music class and assembly) 2. Birthday Song (to be sung in music class) 3. हम भी अगर बच्चे होते (to be sung in music class)
September	1. Do-Re- Me (to be sung in music class and assembly) 2. Revision of songs sung in music class
Annual	
October	1. * The Ants go marching one by one (to be sung in music class and assembly) 2. National Anthem (Almanac) (to be sung in music class) 3. बन्दे में था दम (to be sung in music class)
November	1. * The Ants go marching one by one (to be sung in music class and assembly) 2. मेरा जूता है जपानी (to be sung in music class)
December	1. Uma Paloma Blanca (to be sung in music class and assembly) 2. चक्के पे चक्का (to be sung in music class)
January	1. Uma Paloma Blanca (to be sung in music class and assembly) 2. कहता है जोकर (to be sung in music class)
February+March	Hooray! Hooray! It's Holi- Holiday (to be sung in Music Class and Assembly)

SONG LYRICS	
सरगम- सा, रे, ग, म सासा, रेरे, गग, मम सासासा, रेरेरे, गगग, ममम	ऐनक पकड़े लाठी पकड़े चलते थे वो शान से जालिम काँपे थर थर थर थर सुनकर उनका नाम रे कद था उनका छोटा था और सरपट उनकी चाल रे दुबले से पतले से थे वो चलते सीना तान के बन्दे में था दम वन्दे मातरम् वन्दे मातरम्
सा रे के सा रे गा मा को लेकर गाते चले पापा नहीं है धानी सी दीदी, दीदी के साथ हैं सारे सा रे के सा रे गा मा को लेकर गाते चले सा रे के सा रे गा मा को लेकर गाते चले पापा नहीं है धानी सी दीदी, दीदी के साथ हैं सारे सा रे के सा रे गा मा को लेकर गाते चले सा से निकले रोज सवेरा दूर करे अंधियारा रे से रेशमी किरणों ने खूब किया उजियारा सूरज की रोशनी किरणों में सारे गाते चले पापा नहीं है धानी सी दीदी, दीदी के साथ हैं सारे सा रे के सा रे गा मा को लेकर गाते चले	चक्के में चक्का, चक्के पे गाड़ी, गाड़ी में निकली, अपनी सवारी थोड़ा अगाड़ी थोड़ा पिछाड़ी थोड़ा अगाड़ी थोड़ा पिछाड़ी चुन्नू छबीले मुन्नू हठीले मखमल की टोपी छोटू रंगीले लालू बटाटा लाली टमाटा कम बनेंगे गट्टू गठीले पेट में इनकी लम्बी सी दाढ़ी, चक्के में उमर में कच्चे ये छोटे बच्चे हैं भोले भाले हैं सीधे सच्चे ठानेंगे जो भी कर के रहेंगे ये अपनी धुन के हैं पूरे पक्के कोई ना समझे इनको अनाड़ी, चक्के में
I used to stumble (Great K.G. Days) -refer to almanac pg. 42	
हम भी अगर बच्चे होते नाम हमारा होता डबलू-बबलू खाने को मिलते लड्डू और दुनिया कहती हैप्पी बर्थडे टू यू कोई लाता गुड़िया, मोटर, रेल तो कोई लाता फिरकी, लट्टू कोई चाबी का टट्टू, और दुनिया कहती हैप्पी बर्थडे टू यू	कहता है जोकर सारा जमाना आधी हकीकत आधा फसाना चश्मा उठाओ, फिर देखो यारो दुनिया नयी है, चेहरा पुराना कहता है जोकर धक्के पे धक्का, रेल पे रेला है भीड़ इतनी पर दिल अकेला गम जब सताये, सीटी बजाना पर मसखरी से दिल न लगाना कहता है जोकर
National Anthem - refer to almanac pg. 43	
मेरा जूता है जापानी ये पतलून इंगलिशतानी सिर पे लाल टोपी रूसी फिर भी दिल है हिन्दुस्तानी निकल पड़े हैं खुल्ली सड़क पर अपना सीना ताने मंजिल कहाँ कहाँ रुकना है ऊपर वाला जाने बढ़ते जाएँ हम सैलानी जैसे एक दरिया तुफानी सिर पे लाल टोपी रूसी ऊपर नीचे नीचे ऊपर लहर चले जीवन की नादान जो हैं बैठ किनारे पूछे राह वतन की चलना जीवन की कहानी रुकना मौत की निशानी	Birthday Song Happy Birthday to You-2 Happy Birthday Dear (name) Happy Birthday to You. May God bless you -2 May God bless you Dear (name) Happy Birthday to You From good friends and true, From old friends and new, May good luck go with you, And happiness too.

FURTADOS Music is fun (KG-I)

Music is Fun is a comprehensive and structured approach to musical training that develops singing, movement and listening skills along with the introduction to important musical styles and concepts.

Note : This music syllabus will be followed for those who are using **FURTADOS**.

Half Yearly

April & May	Theme- Me – Me is back! Hooray! Sessions - 1 to 4 English Song – Everything I am (to be sung in Music Class & Assembly) Hindi Song – सारे के सारे गामा को लेकर (to be sung in Music Class)
June & July	Theme- Me – Me is back! Hooray! Sessions - 5 to 9 English Song – Everything I am (to be sung in Music Class & Assembly) Hindi Song – सारे के सारे गामा को लेकर (to be sung in Music Class)
August	Theme- Family and Fitness Sessions - 10 to 15 English Song – Do-Re- Me (to be sung in Music Class & Assembly) Hindi Song – हम भी अगर बच्चे होते (to be sung in Music Class)
September	Theme- Family and Fitness Sessions - 16 to 18 English Song – Do-Re- Me (to be sung in Music Class & Assembly) Hindi Song – हम भी अगर बच्चे होते (to be sung in Music Class)

Annual

October	Theme- Whatever the Weather, We're All Here Together! Sessions - 19 to 22 English Song – The Ant go marching one by one (to be sung in Music Class & Assembly) Hindi Song – बन्दे में था दम (to be sung in Music Class)
November	Theme- Whatever the Weather, We're All Here Together! Sessions - 23 to 27 English Song – The Ant go marching one by one (to be sung in Music Class & Assembly) Hindi Song – बन्दे में था दम (to be sung in Music Class)
December	Theme- Me- Me and Tani's Story- Share Sessions - 28 to 31 English Song – Uma Paloma Blanca (to be sung in Music Class & Assembly) Hindi Song – मेरा जूता है जपानी (to be sung in Music Class)
January	Theme- Me- Me and Tani's Story- Share Sessions - 32 to 36 English Song – Uma Paloma Blanca (to be sung in Music Class & Assembly) Hindi Song – मेरा जूता है जपानी (to be sung in Music Class)
February + March	● Hooray! Hooray! It's Holi- Holiday (to be sung in Music Class & Assembly) ● End of Year Show

TORRINS MUSIC SYLLABUS Note : This music syllabus will be followed ONLY for those who are using TORRINS	
<u>Half Yearly</u> April & May PHASE 1: FOUNDATIONS Total Sessions: 10 Focus: Beat development + basic pitch + percussion control Songs: • Shake Tap, Boom! • Saare Ke Saare Gama Ko Leke • March, March Tap the Beat • High, Low, Here We Go! June & July PHASE 2: DYNAMICS & CONFIDENCE Total Sessions: 10 Focus: Loud/soft control + swara reinforcement + group singing + Assessment 1 Songs: • High, Low Here We Go! • Loud and Soft • Bande Me Tha Dum August PHASE 3: COORDINATION & CULTURE Total Sessions: 8 Focus: Action coordination + patriotic awareness + cue discipline Songs: • Jump, Tap, Clap • Aao Bachho Tumhe Dikhayee September PHASE 4: LISTENING CONTROL & FESTIVAL Total Sessions: 8 Focus: Stop/go response + ensemble discipline + energetic control Songs: • Freeze and Dance • Hooray Hooray! It's a Holi Holiday	<u>Annual</u> Month: October PHASE 5: IDENTITY & EXPRESSION Total Sessions: 6 Focus: Emotional expression + melodic reinforcement Song: Everything I Am Month: November PHASE 6: RHYTHM & STORY Total Sessions: 6 Focus: Rhythm revision + structured listening + storytelling Songs: • Rhythm Revision Session • Storytelling with Music Month: December PHASE 7: DISCIPLINE & ANTHEM Total Sessions: 4 Focus: Posture + respectful group singing Songs: National Anthem Month: January PHASE 8: REVISION & ASSESSMENT 2 Total Sessions: 4 Focus: Consolidation + Assessment 2 Songs: • Mixed Revision • National Anthem Months: February & March PHASE 9: CULMINATION Total Sessions: 8 Focus: Revision + rehearsal + culmination presentation Songs: • Mixed Revision • Hooray Hooray! It's a Holi Holiday • Everything I Am
<u>CIRCLE TIME</u> ◆ It is conducted everyday in the morning when children come to school. ◆ Children sit in a circle on mats. ◆ Time taken is not more than 10 minutes. Benefits of Circle Time - It helps children in ◆ releasing stress ◆ developing friendship ◆ shedding inhibitions ◆ calming down Steps to be followed - ◆ Children greet each other ◆ They introduce themselves in one sentence. eg: I am Rohan. I am smart / I love apples. ◆ Any one from the given list will be done. * Rhymes on body parts including 'protected parts. * Yesterday I.... / Aaj Ki Taaza Khabar / Mood Chart / Clapping Game ◆ Gratitude Practice (3 to 4 students per day) * Gratitude clap (optional) ◆ Calming down - Meditation (preferably to be done on music)	<u>BYE BYE CIRCLE</u> ◆ It is conducted everyday before children go back home. ◆ Children sit in a circle on mats. ◆ Time taken is not more than 10 minutes. Benefits of Bye - Bye Circle Time - It helps ◆ children to go back home happily. ◆ in ending the day on a positive note. ◆ in giving a chance to reflect on learning. ◆ in building trust and cooperation. ◆ Before conducting bye - bye circle packing of bags and dance for fun will be done. Steps to be followed - ◆ Recap of lessons done in the day. ◆ Little conversation with the children about going back home. ◆ Neatening up of hair and uniform. ◆ Dispersal Prayer ◆ Wishing teacher ◆ Discussion of next day's Menu

LULLABY

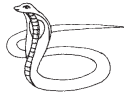
Lullabies are perhaps the best-known genre of music for children and have been traditionally sung by parents. Lullabies are an excellent way to increase vocabulary, imagination in children.

The lullabies of different languages provide children an ability to infer, make connections between common and different words in a language. Most of us in India are multilingual therefore they promote children's ability to remain multilingual.

Audio link of lullabies will be sent thrice in a month to the parents. Teachers will share it in Google Classroom/Whatsapp Group. Please sing these lullabies (parents or any family member) in child's bedtime as daily routine & repeat because children learn & love repetition.

Half Yearly Term		Annual Term	
April & May	- Aaja Ri Aari Nidiya by Lalitya Munshaw - Chanda hai Tum mera suraj hai tu - Khoka Ghumalo Para Juralo Bengali	October	- So Ja So Ja So Ja Tu - Sonpari - Neendardi Re Gujarati
July	- Aaja Nindiya Rani Aaja - Chandaniya Chhup Jana Re - Araro Ariraro -Tamil	November	- Aa le ke chalu tujhko - Aaja Re Aa Re - So jaa re - Rajasthani
August	- So ja mukunda so ja murare - Chandni Re Jhoom - Nikki Nikki Akhiyan - Punjabi	December	- Sun sun nanhe lori ki dhhu - Chaoro Chaoro - Laali Laali Haadu - Kannada
		January	- Aaja Aaja Chand Mama - Soja Soja Ladle - Lai haley jaley- Assamese

VALUE EDUCATION	LIBRARY AND TOY LIBRARY
Realising the importance of inculcating values at an early age, Value Education forms an integral part of the K.G. curriculum. - It will be done regularly through stories, puppet shows and movies. - Worksheets based on values related to the theme of the month are provided in Learner's Comate. - One worksheet per month will be done. - Discussion of the values is done in class and exercises are given for H.W.	Half Yearly Playing with toys for fun, emotional satisfaction, social skills, motor skills and cognitive development
	Annual - Picture Reading - Book Reading - Vocabulary Enrichment - Story Telling - Book handling skills

Drill Syllabus 2026-27							
	Anp	Lht/ Knowledge Partners	Vrn	Bgn	Snt	Sct	Ing
KG	Karate & PEC	Karate & Sticks	Karate & Tambourine	Karate & PEC	Karate & Tambourine	Karate & POMPOM	Karate & Ball
I-V	Cloth Panel	Elastic	Rhythmic drill with stick	Body percussion drill	Rhythmic drill with Hula Hoops	Hula Hoops	Skipping Rope
VI-VIII	Elastic	Body percussion drill	Hula Hoops	Rhythmic Drill with ribbon	Parachute	Basket Ball	Cloth Panel
Support Staff	Hula Hoops	Lazium	Basket Ball	Maypole	Cloth Panel	Parachute	Cones
Note: These drills must be performed on 26th January and have to be practiced in the mass drill period. • Karate classes to be conducted throughout the session and it is necessary for students to perform on Republic Day. • Both male and female support staff must be part of the support staff drill on 26th January.							
POTTERY							
Pottery or moulding of clay has multiple benefits at the junior level which includes strengthening of finger muscles for development of fine motor skills. It is an excellent activity for the stimulation of the senses and helps in easy movement of the hand while making patterns. Spatial perception and hand eye coordination can best be developed through this activity. Besides building self esteem, pottery enhances children's motivation to learn and thereby adding to his / her knowledge.							
Half Yearly				Annual			
1. Basic shape - Cylinder 2. Children will use creativity and explore textures using clay 3. Playdough Shapes (Sensory Pre-Writing Activity) 4. Snake 				1. Tube (joint two ends of the snake shape)  2. Candle  3. Carrot 			
4. Banana 							

Physical Education			
Play provides active & stimulating learning opportunities to children which is organized in different ways in our Precept as per the guidelines of NCF. Physical Education curriculum is organized under 3 heads : Free Play : is completely child initiated and self directed wherein children choose what they would like to play, how would they like to play. Guided Play : Children lead the activity but teacher facilitates the play activity. Structured Play : These are Teacher directed, carefully thought through activities which are fun and playful but with specific rules and guidelines. - As per NCF traditional games have been added.			
Month	Half Yearly Term		
	Guided	Structured	Free Play
April & May	1.Basic movements- Arm circle,jog & knees lift 2. Bubble Catch 3.Catch & Throw-Big & soft ball 4. Balancing Activity-Bunny Hop	Musical Hoola Hoop- Game	Free play in the playground
June & July	1.Twist & Shout 2.Catch & Throw-tennis ball & bean bag 3. Balancing Activity- Frog hop	Unch Neech-Game (Traditional Game)	Free play in the playground
August	1.Rolling Balls 2. Ball Hockey 3. Balancing Activity- Kangaroo Hop	Hopscotch -Game (Traditional Game)	Free play in the playground
Sept.	1.Bowling 2.Hockey Shooting 3. Balancing Activity- Walk on the line	Hopscotch -Game (Traditional Game)	Free play in the playground
	Annual Term		
Oct.	1. Bubble Catch 2. Balancing Activity- Bear walk 3. Spinning Top (Traditional Game) 	Skip the Hoop -Game	Free play in the playground
Nov.	1.Parachute Play 2. Balancing Activity- Balance Walk with obstacles	Obstacle Race (Traditional Game)	Free play in the playground
Dec.	1.Basket & Ball Catch 2. Balancing Activity- Star Jump	Aankh Micholi (Blindfold) - Game (Traditional Game)	Free play in the playground
Jan.	1. In & out of Hoola Hoop 2. Balancing Activity- Duck Walk	Dog and the Bone - Game (Traditional Game)	Free play in the playground
Feb.	1. In & out of Hoola Hoop 2. Animal friends -movement of different animals	Relay Race	Free play in the playground
March	Revision		

YOGA

Monthly Yoga videos will be shared with parents to encourage regular practice at home.

Month	Asanas	Breathing
April	Warm-up, Butterfly Pose & Mountain Pose	Smell the Flower, Blow the Candle
July	Warm-up, revision & Tree Pose	Bee Breath
August	Warm-up, revision & Rabbit Pose	Balloon Breathing
September	Review April, July, August poses	Review breathing
October	Warm-up, revision & Frog	Ocean Breath
November	Warm-up, revision & Warrior I (simple)	Feather Breathing
December	Warm-up, revision & Plank (Knees down)	Hands-on-Belly Breathing
January	Warm-up, revision, Bridge Pose & Cobra Pose	Counting Breath
February	Review April –January poses	Review breathing

KARATE DO

Half Yearly		Annual	
April & May	• About Karate • Wishing style • Warming Up Exercise • Stance -YOI • Stance -HAISHOKO DACHI • Stance - YAMI	October & November	• Revision of April to September • Stance - MUSHUBI DACHI • Hand Strike- KIZAMI SUGI • Hand Strike- YOKO SUGI • Leg strike - MAY GERI • Block - GEDAN UKE
June & July	• Revision of April & May • Stance - HEIKO DACHI • Hand Strike - JODAN SUGI • Leg strike - MAY HIZA GERI	December & January	• Revision of April to November • Leg strike - MAWASHI HIZA GERI • SANBON KUMITE (3 steps Sparring Basic)
August	• Revision of April to July • Stance- ZEN KUSTU-DACHI • Hand Strike -CHUDAN SUGI • Hand Strike -GEDAN SUGI • Block - JODAN UKE		
September	• Revision of April to August • Stance- SHIKO DACHI • Hand Strike - MAWASHI SUGI • Hand Strike - CHAKU SUGI	February & March	Revision

DANCE

Note : This dance syllabus will be followed for those who are **not** using Agile Kids.

Half Yearly		Annual	
April & May	Leg steps, Hand steps, Body movement	October	Leg steps, Hand steps Body movement Folk dance -1
June & July	Aerobics	November	Aerobics
August	Western dance - 1	December + January	Bharatnatyam hand movement of bird (Garuda)
		February	Bharat Natyam hand movement (First - Nattadavu)
		March	Revision

Agile Kids Dance

AgileKids views dance as education through movement. Our curriculum builds physical literacy, creativity, confidence, emotional expression, rhythm, discipline, and social skills in a structured, progressive way. It is designed around eight clear developmental “whys” that support brain growth, coordination, collaboration, mastery, and joyful learning.

Note : This dance syllabus will be followed for those who are using Agile Kids.

April & May	General & Personal space Game/tabata
	School Chale Hum
	It's time to stand up
	Driving in my car
	Stretching Song (to be shot again will dance on 1.5x)
June, July & August	Hokey Pokey
	I like to move it
	Shake your body down
	Thankful
	I dont want to go to bed
September & October	Banana Split / Ready set go
	Tara rumpum
	Itty bitty baby
	I am a Magician
	The yoga stretches
November & December	Jump warmp up
	Goldilocks
	Animal Action 2
	Granny's Farm
	Full body stretch
January, February & March	Music Warm up
	Itti Si Hasi
	Down by the way
	My heart is a muscle
	Time to wind up

Quality Circle Time (QCT)

QCT provides opportunities for children and young ones to learn how to listen, interact, speak, watch and participate. They do this by having regular circle time session and by carrying out enjoyable and age appropriate circle time activities. With the development of these skills come further opportunities to work on positive behaviour and increasing self esteem and understanding.

We are going to start QCT in KG Section. Find the checklist below-

- QCT to be done once in a week (Circle time should not be done on the day of QCT but Bye- Bye circle needs to be done every day).
- QCT Lesson Plan along with guide lines to be provided to the teachers.
- It should be done in the class room in case space or any other constraint different venue can be selected according to space in the class. Area for QCT should be not only any assigned but also put in the time table so that every teacher knows where QCT will be held.
- Children should sit in circle on small chairs.
- Please buy small plastic chairs and stack them in case the QCT is not in the class room itself.
- QCT classes to be taken by those teachers who are QCT trained only.
- Laminated and coloured pictures of five skills to be displayed in the class/venue of QCT and reminded.
- Only English language to be used by the teacher.
- Different words to be used by the teacher if children don't understand.
- Respect everyone's thoughts.
- Teacher should follow the lesson plan of QCT but don't rush to finish (Teacher may skip a lesson plan in case of time constraint but if there is burning issue or there is a tweaking in the lesson plan, it needs to be taken up and dealt.)
- Teacher should always be ready with 'Plan-B'.
- QCT 'term to be used by the teacher.
- Speaking object to be used.
- Teachers and children should raise their hands not voice.
- Teacher should address children by name to promote connectivity.
- Giving negative remarks is strictly forbidden.
- Try to solve problems then and there or bubble time to be given (in case you feel one to one talk is required, mention in Lesson Plan).
- Discuss 3 B's- Bin, Bag and Bring.
- QCT Kit to be used.

■ Academic Heads and Sparks should observe QCT classes. ■ Teacher should be patient. Don't push children to speak. ■ Answer in one word to be accepted. ■ Try to use puppet for children to open up. ■ Adjacent praises to be used by the teacher. ■ Three magic words (sorry, please, thank you) to be used. ■ Teacher should be calm, encouraging, approachable and energetic. ■ Teacher should remind children about correct posture. ■ Golden rule stickers to be given when required. It can be used even beyond QCT classes. ■ Sequence of steps should not be changed. ■ Do not have QCT right after Games/ PEC/ALL if you have to (in case there is no scope for change) then calm the children down. ■ QCT to be started from 1st week in KG I and KG II and from 2nd week in Nursery. ■ Lesson Plan can be repeated if required.	
Quality Circle Time (Term- I)	
Lesson Plan – 1 Month – April	
Theme Competency Objective of the QCT session : Rhyme : Self Management : To develop children's concentration skills	
Meeting Up	1. After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating 2. The teacher then asks the children to hold each other's hands and close their eyes and sit quietly. 3. The teacher tells the students, 'Take a deep breath in and deep breathe out slowly'. The teacher can demonstrate how this is done and guide the children though this or about 5 times. 4. The teacher tells the students, 'Open your eyes slowly, slowly, slowly' lowering her voice as she says it.
Warming up	1. The teacher tells the children, 'we are going to sing a song now. We shall sing 'Twinkle Twinkle Little Star'. 2. The first time, the teacher tells the children to sing the rhyme together in their normal voice, with actions. 3. The teacher tells them to start singing at the count of three and very softly now. 4. The teacher tells them to hum the rhyme and do the action, but use no words. Note :It is important that the teacher is very clear in her instructions. She should also closely observe all the children to ensure each of them have understood the instructions and are following it.

Calming down	The teacher gets the children to sit up straight in their places, in the circle, hold each other's hand, close their eyes, take a few deep breaths for a few seconds, open their eyes and give a big smile to each other and proceed to the next class.
Lesson Plan – 2 Month – April	
Theme : Clap & Tap Competency : Self Management Objective of the QCT session : To help them to learn coordination with others.	
Meeting Up	- After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating - The teacher then asks the children to hold each other's hands and close their eyes and sit quietly. - The teacher tells the students, 'Take a deep breath in and deep breath out slowly'. The teacher can demonstrate how this is done and guide the children through this or about 5 times. - The teacher tells the students, 'Open your eyes slowly, slowly, slowly' lowering her voice as she says it.
Warming up	- The teacher tells the students that they would be playing clapping and clicking game today, and demonstrates what she means by clap and tap. - The teacher asks the children to closely observe and follow her, while she claps and taps, as she calls out 'One clap one tap'. The teacher does this a few times till all the children get the hang of it. - The teacher then increases the number of claps and tap-2 claps & 2 taps and 2 claps and 3 taps, 3 claps and 2 taps and so on. The combinations can vary in their complexity according to the age of the children.
Calming down	The teacher asks the children to sit back in the circle, sit up straight, keep their hands on their laps and close their eyes. She then plays some soft calming instrumental music and asks the children to listen to it with their eyes closed, for a couple of minutes. She then stops the music and asks them open their eyes. Note: The teacher ensures the students line up and leave the class with minimal noise, movement and confusion.

Lesson Plan – 3		Month - July
Theme : Whisper Competency : Self Management Objective of this QCT session : Helps in enhancing the children's Listening skills and also emphasizes on the notion of taking turns to speak. Resources Required : One hand puppet Revisit the five skills required for QCT.		
Meeting Up	After ensuring all the students are sitting in a circle the teacher takes them through the 5 skills Thinking, Looking, Speaking, Listening and Concentrating.	
Warming up	1. The teacher introduces the puppet to the group by giving her a name, e.g. Minky. She says, 'Today we have a new friend in our group, her name is Minky. Let us say hello to her.' 2. Minky takes the initiative to start the game. Minky tells them (the teacher modulates her voice) "We will all play this game, but all of you have to talk very softly, in whispers.' Minky shows the students what a whisper is by it. 3. Minky explains the rules of the game here: 'If anyone wants to say something please raise your hand. I will respond only to the child who raises her or his hand, and talks softly in whispers.' 4. The teacher says, 'Minky is meeting you all for the first time and she wants to know all of you better. She will ask a few questions and all of you will get a chance to answer her, but you have to wait for you turn and you should speak softly in whispers. 5. Minky starts asking the children simple questions: What is your name? How do you come to school? (The teacher goes in the order of the circle, asking different question to every children skipping only the ones who speak loudly or out of turn. However, it is necessary to return to the ones who did not get a chance to give them one more try and remind them of the 2 rules - speak only when you get your turn, and speak softly.)	
Opening up	After the activity is done, the teacher asks the children if they liked the QCT with their new friend Minky. She asks them, 'Did you like your new friend Minky? Would you like to give Minky to give you a hug or a kiss? ...etc. The teacher gives a thumbs up signal of appreciation to children following the 2 rules.	
Cheering up	The teacher tells the children that we will do another fun activity now. She tells them all to clap loudly and then clap softer and softer till there is no sound at all. The teacher repeats this a couple of time. Note: The teacher ensures the students line up, and leave the class with minimal noise, movement and confusion.	

Lesson Plan – 4		Month - July
Theme : Emotions Competency : Self Management Objective of this QCT session : To develop children's Listening skills. Resources Required : Parachute, A set of emotion cards (simple smiley faces), starting with the simplest ones for the children to identify. These can be emotions like happy, sad, angry, calm to begin with. More emotion can be added later. Revisit the five skills required for QCT.		
Meeting Up	1. After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions - Thinking, Looking, Speaking, Listening and Concentrating. 2. The teacher tells the children, 'Let us all sit up straight and close our eyes till I count to 10. With our eyes closed, let's all rub our hands together. Feel the hands getting warmer and warmer. Now cover your eyes with lovely soft hands. Now bring your hands down and keep them on your knees and open your eyes slowly 'The teacher could ring a bell softly as the children go through this round.'	
Warming up	1. The teacher starts off by saying: 'We have some special friends called EMOTIONS who stay inside our heart, hiding inside. They are called Happy, Sad. I am going to show you some pictures and then you can tell me what it is.' 2. The teacher flashes one emotion card to the group and asks- 'What emotion do you think this is?' 3. Similarly, the teacher flashes the other cards and asks the children to identify the emotions (the teacher needs to remind students to answer only one at a time).	
Opening up	The teacher ask students “What if” questions- For ex- What if..... ■ You are playing in the garden, and a person says that your father sen me to pick you up. ■ A visiting person looking at you while you are taking bath.	
Calming down	The teacher gets the children to stand at their places in a circle, hold Parachute, close their eyes and then sit with their feet inward and their heads outward to form a sunflower. Then they take a few deep breaths. They then move on to their class. Note: The teacher ensures the students line up, and leave the class with minimal noise, movement and confusion.	

Lesson Plan – 5		Month - August
Theme : Fruits Competency : Self Awareness Objective of this QCT session : Helps children talk about themselves. Resources required –A stuffed toy (Ballu)		
Meeting Up	1. After ensuring all the children are sitting in a circle, the teacher takes them through the 5 skills with actions- Thinking, Looking, Speaking, Listening and Concentrating. 2. The teacher tells the children, 'Let us all sit up straight and close our eyes till I count to 10. Let's all rub our hands together. Feel the hands getting warmer and warmer. Now cover your eyes with your lovely soft hands. Now bring your hands down and keep them on your knees and open your eyes slowly. The teacher can ring a bell softly as the children go through this round.	
Warming up	1. The teacher starts the session by saying. Today we have a special friend with us. His name is Ballu.He is saying 'Hello' to you all. Let us all say 'hello' to him and tell him about our favourite fruit. 2. She then takes the stuffed toy and starts by saying 'Hello Ballu'. My favourite fruit is mango. 3. She then passes Ballu to the child sitting next to her. Ballu will move to all the children in the circle one by one.	
Calming down	The teacher tells the children to close their eyes and imagine being a tree and ask them to spread their arms like the soft branches. Then she says that cool breeze is blowing gently and she asks the children to sway their arm gently.	
Lesson Plan – 6		Month - August
Theme : MAGIC WORDS Competency : Social Awareness Objective of this QCT session : Train children to use the words – Please, thank you, sorry. Resources required : Two hands puppets, Ali and Tinku, Soothing log.		
Meeting Up	After ensuring all the children are sitting in a circle, the teacher takes them through the 5 skills with actions- Thinking, Looking, Speaking, Listening and Concentrating. As the children settle down, the teacher asks them to do a Round of high- '5'. The teacher guides them by saying 'Rohit, give a Hi-5 to Rhea, Rhea 'Please' give Hi-5 to and so on.	

Warming up	1. Today we have two new friends Ali and Tinku with us (the teacher has one puppet in each hand). 2. The teacher after ensuring she has the attention of all the students starts with the puppet activity. 3. Tinku moves towards Ali saying, would you like to play ball with me? 4. Ali replies, 'Yes, I would really like to. Thank you for inviting me'. 5. Tinku and Ali hold and move around in a circle. Ali accidentally bumps into Tinku and Tinku falls down. 6. Ali rushes to Tinku saying. 'I am sorry Tinku, are you hurt? Do you need any help? 7. Tinku replies, 'Yes please. Can you help me get on my feet? Ali helps Tinku to stand up. 8. Tinku in turn says, Thank you Ali, I am fine now.
Opening Up	1. After the puppet activity, the children will be asked to put up their thumbs out for answering the question. 2. What magical words did they use? 3. After getting a few responses from the children the teacher takes the puppets Ali and Tinku around to each of the children to shake their hands or give them a hug or a pat on the cheek/back etc.
Calming down	1. The teachers witches off the lights and tells the children to close their eyes and take deep breaths a few times. Teacher talks about the rainy season using soothing log. She uses the soothing log for the sound of water. 2. Teacher will say 'It is raining outside, you are sitting near the window, now take out your hands outside and feel the raindrops on your fingers. 3. She will then ask the children to gradually open their eyes.
Lesson Plan – 7 Month - September	
Theme : Avoid wastage	
Competency : Social Awareness	
Objective : Helps in building the confidence of the children by giving them an opportunity to share their thoughts with other children.	
Resources Required : Blow bubbles, Animal hand Puppet Revisit the five skills required for QCT.	
Meeting Up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating.

Warming up	1. Teacher makes the children play - Rain Clapping. 2. Teacher introduces the animal puppet, gives it a name. The animal puppet speaks. In my jungle we have lot of water in the river, streams, pond. Water is very important for us to live. I never waste water. Do you waste water. Do you close the tap after use. 3. Children will put out their thumbs and answer. 4. The Puppet says we use water for swimming, drinking, washing clothes etc. It asks why do you need water. 5. Children answer : I need water for
Cheering up	1. Blow bubbles activity. 2. The teacher blows out the bubbles and children try to catch the bubbles.
Calming down	1. The teacher asks the children to sit back in the circle. 2. Teacher passes the smile to the child next to her. Children pass the smile to next person and give a hi-fi.
Lesson Plan – 8 Month - September	
Theme Competency Objective : Stay fit : Self awareness : Helps in developing the gross motor skills and physical development of children. Revisit the five skills required for QCT.	
Meeting Up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating. 1. The teacher asks the children. When you go to the park? Who do you like to play with and Why? (Children will put out their thumbs and answer) 2. Which is your favourite game. Children will answer one by one. My favourite game is.....
Cheering up	Game : The Bird can fly : Call out the name of a thing that flies. Ask the children to flap their arms like wings. Call out the name of a thing that doesn't fly. Everyone stops flapping their wings. Name another thing that flies, and everyone starts flapping again. The idea of the game is to name several things in a row and then to name a thing that does not fly.
Calming down	The teacher asks the children to sit back in the circle. Teacher passes the smile to the child next to her. Children pass the smile to next person and shake hands.

Quality Circle Time (Term- II)	
Lesson Plan – 9	
Month - October	
Theme Competency Objective Resources	: Shapes : Self Awareness : Helps in developing the observation and thinking skills of the children and their sense of things and their shapes. : Shape Cards-Square, Circle & Triangle, depending on the number of children, three baskets- each basket having a shape (the number of shapes should be more than the class strength to enable the child to choose), Soothing Log
Meeting Up	Pass the smile-The teacher passes the smile to the child sitting to her Right and asks him/her to pass the smile to the next child . This continues till the round completes and the smile comes back to her.
Warming up	1. The teacher takes the three baskets containing the shapes. She asks each child to pick up ONLY one shape . 2. Once all the children have a shape with them , the teacher asks, " Can you name a thing of your shape?" She uses the sentence starter -"I have seen a". As an example the teacher can start by naming the object of that shape which she has chosen. She says, " The child who is ready to speak should take the thumb out"
Cheering Up	The teacher gets the children to recite a rhyme on Square, Circle & Triangle-I am a circle , I am a circle... Please visit the link to know the lyrics and the tune https://www.youtube.com/watch?v=ggb6We9k6eU Shapes Song for Children Shapes Rhymes for Kids Learn Shapes for Toddlers & Preschool
Calming Down	The teacher asks the children to sit back in the circle,sit up straight, keep their hands on their laps and close their eyes. She then uses the guided meditation with the soothing log. The teacher says,"Take a deep breathe in , breathe out. As your body relaxes imagine you're a beautiful Red fish in water. You are swimming in the blue water. You can see yellow ,pink fishes.. . Some are big while some are small. The water is flowing by.., it's very quiet aroundslowly you move around the plants and you come back to your chair.. breathe in , breathe out. Now everyone rub your palms and keep them on your eyes. Open your eyes slowly."

Lesson Plan –10		Month - November
Theme : Sound Competency : Self Management Objective : Helps in building the concentration skills of children and giving them opportunity to speak. Resources required: Speaking object		
Meeting Up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating Energizer – Can you hear the cow go moo moomoo, listen to the cow, Go moo moomoo. Can you hear the cat go mew mew, listen to the cat. Go meow meowmeow and so on.	
Warming up	1. The teacher starts the round by saying, 'Today we are going to play a new game which is fun but you have to make sure you don't make a lot of noise. I will start the round by making a sound, and you have to pass it around to complete the circle.' 2. The teacher makes an animal sound like and looks at the child sitting next to be moo. The child makes the old sound Moo and adds the new sound like Chirp chirp and passes it on. The sequence continues till the last child with all the children making two animal sounds in sequence. E.g. moo and chirp chirp, moo chirp chirp.	
Opening up	Teacher will discuss about pet animals. Then teacher will ask Q. 1. Do you have a pet? Q. 2. The name of my pet is _____	
Cheering up	Animal Skipping Game : 1. First the teacher will approach one child and explains him/her that imagine you have a rope and you are holding one end of it and the other end is with the teacher. 2. Now teacher will call those children who have told same pets name to do skipping and make sound of that particular animal. 3. Now teacher will take the rope back.	
Calming down	The teacher asks the children to sit back in the circle, sit up straight, keep their hands on their lap, close their eyes and listen the back ground sound. At the count of ten, they will open eyes and share what different kind of sounds they heard.	

Lesson Plan –11		Month - November
Theme : Emotions Competency : Self Management Objective : Helps the students identify the emotion they are feeling Resource required:Parachute		
Meeting Up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating Expressions activity – Teacher discusses about facial expression (Moods) Teacher demonstrates the expressions and kids follow it.	
Opening up	Q. 1. What makes you happy? Q. 2. What makes you sad? Starter – I feel happy when I feel sad when	
Cheering up	Parachute Game : All the players hold the parachute and move it up and down. When parachute will go up children will call the name of the children who are standing in front of them.	
Calming down	The teacher tells the children to sit in a circle and give the friend sitting next to you a hand shake and a smile.	
Lesson Plan –12		Month - December
Theme : Respect others. Competency : Relation Management Objective : Children will learn the art of wishing and respecting. Resources Required : Parachute, Bell, Animal hand Puppet. Revisit the five skills required for QCT.		
Meeting Up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating. The teacher makes the children to do some basic stretching exercises as they are sitting in the circle.	

Opening up	1. The teacher asks the children -To whom should you wish everyday? (Children will put out their thumbs and answer) 2. Teacher introduces the animal puppet, gives it a name. The animal puppet speaks. Good morning/Afternoon friends. In my jungle we go to school every day. Whenever I meet my teacher, Principal, Head Mistress I wish them Good morning. Do you wish at school. Children will put out their thumbs and answer. 3. The Puppet says To whom do you wish? Children will answer: I wish
Cheering up	Parachute activity up & down, Peekaboo - when the parachute goes up children look at each other.
Calming down	Teacher plays some soft calming instrumental music. Teacher passes the bell to the child next to her. Children pass the bell to next person without making any noise.
Lesson Plan –13 Month - December	
Theme for the term Competency Objective : Healthy food. : Decision Making : Helps in building the confidence of the children by giving them an opportunity to share their thoughts with other children. Resources Required :Soothing log Revisit the five skills required for QCT.	
Meeting Up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating. The teacher makes the children to pass the rain drops to the next. Children say : My name is I love to eat.....
Warming up	1. Energizer : The teacher initiates : Form an Orange (from teacher's guide book)Children will stand inside circle and do the energizer. 2. The teacher talks and discusses healthy eating habits. She says yesterday I went to a party and had lots of french fries, pizza, coke etc. At night my stomach started paining. The doctor gave me lot of medicines. She asks the children what kind of healthy food should I eat to feel better. Children will reply : We should eat food like.....
Opening Up	The teacher asks "what if" questions to develop insight about their safety- For ex- What if..... · Someone touches your nose. · Someone touches your body part without your permission. Someone ask you to keep something secret.

Calming down	Soothing log activity. Teacher makes all the children lie on the floor and close their eyes. Ask them to listen to any sound. Children should be relaxed and breath in and breath out. Teacher takes the soothing log and gently moves to make nice sound. Children listen with eyes closed. Teacher stops playing the soothing log. Gently touches each child and asks them to go back to the class.
Lesson Plan –14 Month - January	
Theme Competency Objective Resources	: Value : Social Awareness : Helps them to appreciate others and be thankful for it. : A big chart with a tree trunk and leaves drawn on it. : Pieces of green paper in the shape of a leaf
Meeting Up	1. Revisit the five skills required for QCT. 2. Teacher says," When I clap once everyone will wave their hands and when I clap twice everyone will stomp their feet. Teacher starts the activity and shows how it is done. Activity is done for 5-6 times.
Warming up	1. The teacher starts by saying," Today I have a special tree for you in our Circle Time room.We will call it Thank you tree. The teacher shows the picture of the tree trunk put on the wall/board. 2. The teacher starts the activity and shows them how it is done. She picks up a leaf and says"I want to say thank you to all my children as they wish everyone" . The teacher goes to the tree and pastes the leaf. 3. She then asks them,"Who would like to start? You can start by saying I want to say thank you to and then paste the leaf."She says, " The child who is ready to speak should take the thumb out" 4. As each child comes up, the teacher encourages them with smiles, gives a thumbs up sign . The teacher may need to help the children stick their leaves on the tree. 5. The teacher needs to make sure the children come up voluntarily and should not force any child to stick a leaf. She also ensures that this activity is being done one child at a time with minimal noise .
Cheering Up	The teacher gets the children to sing a peppy song or rhyme with a lot of action and body movement like ' Put your right hand in, put your right hand out...

Lesson Plan –15		Month - February
Theme for the term : Thanks Giving Competency : Relationship Management Objective of the QCT session : To help children to appreciate others. Resources required : The teacher should write one strong quality/skill of each child behind the picture. This makes it easier during the QCT session.		
Meeting Up	1. After ensuring all the children are sitting in a circle, the teacher takes them through the 5 skills with actions. Thinking Looking, Speaking, Listening and Concentrating. 2. The teacher tells the children, 'Let us all sit up straight and close our eyes till count to 10. With our eyes closed, let's all rub our hands together. Feel the hands getting warmer and warmer. Now cover your eyes with your lovely soft hands. Now bring your hands down and keep them on your knees and open your eyes slowly.' the teacher could ring a bell very softly as the children go through this round.	
Warming up	1. Once the children are settled after the Meeting Up the teacher speaks with a bit of dramatization and says. 'Ah! I have something special to say about Veer.' The teacher then praises him for one of his qualities so he feels proud and happy. The teacher can even relate an incident briefly wherein she observed that quality/skill in the child. 2. The teacher does the same thing for all the children. 3. Some examples of how the quality/skill can be spoken about are : Veer sings very well / Rohan always helps in clearing up the room/Sia helps her friends and so on .. 4. To make it more personal the teacher could start the sentence by saying, 'I think Veer sings well, I like it when Rohan helps me in clearing the room, I have observed Sia helping her friends' etc.	
Opening Up	After the teacher finishes talking about all the children, she asks them to say something nice about the child sitting next to them – left & right. This will give an opportunity for the children to give positive feedback about their friends.	
Cheering up	The teacher asks all the children to stand in their places and dance, as she plays some peppy music. The teacher should ensure the students stand in their places and dance, and not move all around the room. The teacher could make a few moves to get the children going.	
Calming down	The teacher gets the children to sit in their places in a circle hold each other's hands, close their eyes and then lie down with the heads outward to form a sunflower. Then they take a few deep breaths, and after a few seconds they sit up in their places. They then move on to their next class. Note : The teacher ensures the students line up and leave the class with minimal noise, movement and confusion.	

CHETNA

Half Yearly

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometime on their own or by seeking help from the right person at the right time.

Month	Content	Resource Person
April & May	Session-1 (for parents) A special session for New KG Section Parents on - Understanding Childhood development and the Kindergarten Transition	Counsellor
	Session-2—(for students) (i) Introductory Activity – Let's learn to be safer and smarter (ii) Body Safety Rules – good & bad Behaviour (iii) Going to washroom – Girl's washroom and boy's washroom (iv) Komal Movie to be shown https://youtu.be/5cBQtZRbRJU (v) Activity: Going to Washroom (via worksheet in Learner's Comate) (vi) Sharing of information – People who can be approached in school for help related to personal safety - Principal, Counsellor, and Academic Head & Teachers.	Counsellor
June & July	Session-3 –(for parents) Body safety& Personal Hygiene (parent should teach their child about private parts and related feelings while giving them bath or change their clothes) Fostering positive social interactions: Discuss the importance of social skills, sharing and co-operation in building strong relationships with peers and adults	Counsellor
	Session-4 – (for students) Responsible Gadget Usage	Counsellor
	Session-5 (for students) Setting boundaries and respecting privacy (teaching about when to say NO)	Class Teacher
	Session-6 (for students) 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher

August	Session-6 (for students) (i) Child safety – physical, emotional, cyber, social and personal areas to be discussed. (ii) Activity – My Safe People to be done by the children with help of parents(via worksheet in Learner's Comate)	Counsellor
Annual Term		
November	Session-1- (for students) (i) Revision of Half Yearly Syllabus (ii) Activity – Private Parts (via worksheet in Learner's Comate) (iii) Movies to Inspire Children to Overcome their fears and embrace new challenges. • Promoting Hope: Film Link • Overcoming Fear: Film Link	Counsellor
December	Session-2(for students) Discussion on HUMAN TRAFFICKING after showing the video clip. https://drive.google.com/file/d/1sbUOyESli_TUp6QjFL3ZMgZaKP_VWNHYg/view?usp=sharing	Counsellor
	Session-3- (Revision) (for students) 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher
January	Session-4- (Revision) (for students) (i) Child safety – physical, emotional, cyber, social and personal areas to be discussed. (ii) An Inspiring Movie to Encourage Healthy Eating Habits in Children, Followed by a Fun Quiz on Healthy vs. Unhealthy Food. • Promoting Healthy Eating Habits: Film Link • Healthy vs. Unhealthy Foods Quiz: Quiz Link	Counsellor
<u>Rhyme on safety with actions</u> Head, shoulders, knees and toes, Knees and toes. Head, shoulders, knees and toes, Knees and toes. And eyes and, ears and, mouth and nose. Head, shoulders, knees and toes, Knees and toes. This is my chest It belongs to me Me, me, me. This is my back It belongs to me Me, me, me. 		

APRIL & MAY

STORY TIME
THE ENORMOUS TURNIP

Once upon a time, in a small countryside home, there lived an old man and an old woman. They had a neat little garden behind their house where they grew vegetables.

One fine morning, the old man planted a tiny turnip seed in the soft brown soil. "Grow well, little seed," he said kindly as he covered it with earth. Every day he watered it. The sun shone warmly, the rain fell gently, and the little seed began to grow. It grew and grew and grew. Before long, a turnip appeared — but this was no ordinary turnip. It grew bigger and bigger and bigger. Until it became an enormous turnip, the biggest anyone had ever seen.

One day, the old man went to the garden. "My, my! What a splendid turnip!" he exclaimed. "I must pull it out." He grasped the leafy top firmly and pulled with all his strength. He pulled and he pulled... but the turnip would not come out. So, the old man called the old woman. "Come and help me pull up this enormous turnip!" The old woman held onto the old man, and the old man held onto the turnip.

Together they pulled, and they heaved, and they tugged... but the turnip would not come out. The old woman called her granddaughter. "Come and help us pull up this enormous turnip!" The granddaughter held onto the old woman, the old woman held onto the old man, and the old man held onto the turnip. Together they pulled, and they heaved, and they tugged... but the turnip would not come out. The granddaughter called to the big brown dog. "Woof! Come and help us pull up this enormous turnip!" The dog held onto the granddaughter, the granddaughter held onto the old woman, the old woman held onto the old man, and the old man held onto the turnip.

Together they pulled, and they heaved, and they tugged... but the turnip still would not come out. The dog called to the little orange cat. "Meow! Come and help us pull up this enormous turnip!" The cat held onto the dog, the dog held onto the granddaughter, the granddaughter held onto the old woman, the old woman held onto the old man, and the old man held onto the turnip. Together they pulled, and they heaved, and they tugged... but the turnip would not come out.

Finally, the cat called to the tiny, teeny mouse. The others laughed, "A tiny mouse? How can a mouse help us?" But the mouse said, "I am small, but I am strong!" The mouse held onto the cat, the cat held onto the dog, the dog held onto the granddaughter, the granddaughter held onto the old woman, the old woman held onto the old man, and the old man held onto the turnip. They all took a deep breath. "One... two... THREE... PULL!" They pulled, and they heaved, and they tugged with all their might, and suddenly...

POP! Out came the enormous turnip!

It flew into the air, and everyone fell over in a big heap. That night, they all sat down together—the old man, the old woman, the granddaughter, the dog, the cat, and even the tiny mouse—and ate a delicious turnip soup. And do you know what? There was plenty for everyone!

JUNE & JULY

THE PIED PIPER OF HAMELIN

Long long ago there was a famous town named Hamelin. The people of Hamelin had no peace of mind and they lived in constant fear because of rats. They were as big as cats and lived in great numbers.

The Mayor and town people tried many ways to get rid of the rats but none of these things helped in any way. The frustrated Mayor and the town people had even announced a reward of ten bags of gold for anyone who could rescue their town from the rats.

One day a stranger, having musical pipe tied around his neck approached the Mayor, he asked "Do you promise to give me the reward if I rescue your town from rats?" The Mayor gladly agreed. The piper then went out into the street and started playing his pipe. The rats then came out and followed him all the way. The piper then led them into the river and they were all drowned.

When the piper came for his reward, the Mayor paid him only half of the promised reward. Again the piper came out and started playing his pipe. The piper led all the children out of the town skipping and dancing to his enchanting tune. Piper took them out of town and came back alone. Everybody was anxious for the fate of their children. When the piper came back without the children, the Mayor and the town people begged his forgiveness and offered to double his reward. The piper then released all the children. They paid the piper his due reward and lived happily ever after.

AUGUST

TOM THUMB

Once upon a time there was a woodcutter and his wife. Both were very sad because they had no children. His wife said that I would not mind if I had a child as small as my thumb. After few days they had a son. Strangely the boy was not bigger than a man's thumb, and so they called him "Tom Thumb".

One day, Tom's father said, "If only Tom was bigger, he could drive the cart for me." Tom told his mother and father, "I can drive the cart. Please put me in the horse's cart. I'll tell him which way to go." When Tom said, "Turn left," or "Turn right", the horse did just that.

Two men, who were walking in the forest, were surprised to see a horse and cart going along without a driver. They followed the cart, when the cart stopped. Tom's father lift him down from the horse's cart. The two men were amazed and said, "Will you sell him to us?" Tom's father said, "I would never sell him." But Tom said, "Let me go with them." At last woodsman sold Tom for a lot of money.

The two men thought that, "We can show him in the towns, I can stretch my legs. When the men put him down, Tom ran straight off and hid. He found an empty snail shell and went inside to sleep. Just then he heard two thieves talking. They wanted to steal Parson's house.

Tom said in a loud voice. "I can help you".

When they found the tiny boy, they were puzzled.

"I can get in through a crack in the window and throw the money down to you." Tom said.

When the thieves reached at the Parson's house, Tom shouted louder "How much money should I throw down?" The cook woke up when he listened to the noise. Tom ran off to the barn, and he settled to sleep in the hay. By the time, the thieves had run away. Next morning Tom found himself in the cow's mouth. Tom yelled, "Stop eating!"

"Help!", Cook cried, "The cow's talking!"

The person said, "Don't be silly. Cows don't talk." As soon as Tom was out of the cow's stomach, he ran away.

Now he met a hungry wolf and the wolf, swallowed Tom in one gulp.

Clever Tom called the wolf, "If you are still hungry, you can get lots of food from a house, which was not far away.

When he reached there wolf crawled the drain and went in the kitchen. The wolf ate so much that he became too fat!

Then Tom began to shout. His parents came, Tom told his father, I'm here inside the wolf's stomach.

Tom's father picked up his axe and hit the wolf over the head Tom jumped out safely and said, "Now I'll never go for adventures."

SEPTEMBER

THE THREE LITTLE PIGS

Once upon a time, there were three little pigs who lived with their mother. One day, she told them, "It is time for you to go out into the world and build your own houses. But remember: whatever you do, do it the best you can!"

The first little pig was in a hurry to play. He met a man carrying a bundle of straw. "May I have some straw to build a house?" asked the pig. He built his house very quickly. It was soft and yellow, but not very strong. The little pig danced inside, singing, "I built my house of straw, I built my house of hay! I play my flute and dance all day!"

The second little pig also wanted to finish fast. He met a man with a bundle of sticks. "May I have some sticks to build a house?" asked the pig. He tapped and hammered, and soon his house was done. It was stronger than straw, but still a bit wobbly. The pig sang, "I built my house of sticks, with a click-clack-click! I play my fiddle and dance all day!"

The third little pig remembered what his mother said. He met a man with a load of heavy, red bricks.

"May I have some bricks?" he asked. He worked hard all day long, laying the bricks one by one with strong mortar. His brothers laughed, "Why are you working so hard? Come and play!"

But the third pig said, "I want a house that is safe and strong." Suddenly, out of the woods came a Big Bad Wolf! He was very hungry. He went to the House of Straw and knocked on the door. Knock, knock, knock! "Little pig, little pig, let me come in!" The pig cried, "No, no! Not by the hair of my chinny-chin-chin!" The wolf grinned and said:

"Then I'll huff, and I'll puff, and I'll blow your house down!" So he huffed, and he puffed, and he WHOOSHED the straw house away! The first pig ran as fast as his little legs could carry him to the House of Sticks. The wolf followed him to the House of Sticks. Knock, knock, knock! "Little pigs, little pigs, let me come in!" "No, no! Not by the hair of our chinny-chin-chins!"

The wolf growled: "Then I'll huff, and I'll puff, and I'll blow your house down!" He huffed, and he puffed, and he CRASHED the stick house down! The two pigs ran shivering and shaking to the House of Bricks. The Final Stand

The wolf reached the House of Bricks. He banged on the door. BANG, BANG, BANG! "Little pigs, little pigs, let me come in!" "No, no! Not by the hair of our chinny-chin-chins!"

The wolf shouted: "Then I'll huff, and I'll puff, and I'll blow your house down!" He huffed, and he puffed... and he huffed, and he puffed... but the brick house did not move. It was too strong!

The wolf was tired. Very, very tired. "Oh dear," he said. "That house is too strong for me." And he walked away into the woods. The three little pigs hugged each other. And they lived safely together.

OCTOBER

RAMAYANA

Long ago, king Dasharatha ruled the kingdom of Ayodhya. He had three queens Kaushalya, Sumitra and Kaikeyi. King Dasharatha had four sons Rama, Laxmana, Bharata and Shatrughna. Prince Rama was the eldest.

Rama married a beautiful princess Sita. She was the daughter of king Janaka. One day Kaikeyi asked king Dasharatha, " My Lord, once I saved your life in battle, then you gave me two wishes. So, my first is to make my son Bharata King. The second is to send Rama to the forest for fourteen years."

The heartbroken king had no choice. So Rama had to go to the forest for 14 years with Sita and his brother Laxman. Many years passed, one day Rama and Laxmana were out trying to catch a golden deer, which Sita had spotted among the trees. While they were away from home, an old man dressed as a holy man knocked at the door. Sita opened the door and welcomed the holy man. It was the demon Ravana, the king of Lanka. It was he who had sent the golden deer to trick Rama and Laxmana. He took Sita away in his chariot to Lanka.

When Rama and Laxmana returned, they were filled with sorrow. For days and days, they searched her but she was not found. Rama met the monkeys and asked for help. "I can tell you where Sita is," Jatayu, the vulture said. " Ravana took her to Lanka."

When Rama and Laxmana heard this, they gathered a huge army of monkeys and bears led by Hanuman and Jamvant, the king of the bears. Then, they built a great bridge over the sea and marched all the way to Lanka. Rama and Ravana had a war. At last, Rama killed Ravana and together with Sita, Laxmana and faithful Hanuman, rode back to their kingdom. Ayodhya on a great swan, to be crowned king and queen. The returning of Rama marks the Diwali celebration.

NOVEMBER**ALADDIN AND THE MAGIC LAMP**

Once there was a poor boy named Aladdin who lived with his mother. Aladdin never did any work. One day he met a strange man . “I am your uncle. What is your name ?” said the man. ‘Aladdin sir’, said the boy. The man said “I have brought gifts for you. Take me to your home” When they reached home, the man said to Aladdin’s mother, “Send your son with me. I will give him some work”. Aladdin’s mother sent him with the man. The man was a magician - Soon they, reached a lonely spot. The man led him to a huge cave which was blocked by a massive rock. The man began to say a spell, “Sala, Sala! Paprika ! Alabra!.” The massive rock moved. There was a huge cave behind the rock. As he entered the cave he saw gold diamond and pearls all around. He filled his pockets with the gems. He walked back to the entrance of the cave with the lamp. But the magician did not allow him to come out. He said “Give me the lamp first then I will let you come out”. But Aladdin refused. So the magician got angry and went away. Aladdin was scared. As he was sitting alone he started cleaning the lamp. Suddenly a genie appeared before him. “My Master, I am the genie of this lamp. What is your wish?” He said, “Take me to my home”, said Aladdin. Soon he was at home and his mother was happy.

Aladdin gave her all the jewels. Aladdin called the genie again. “Command oh master ! What can I do for you ?” said the genie. “Fetch us some food and drink, and give us a beautiful house to live in”, said his mother. Soon they had a lot to eat and drink. Now their life changed. They lived in a beautiful palace and ate good food. Aladdin’s mother was very happy as her son brought her great comfort.

DECEMBER**THE VERY HUNGRY CATERPILLAR**

In the light of the moon, a little egg lay on a leaf. One Sunday morning, the warm sun came up and POP! Out of the egg came a tiny and very hungry caterpillar. He started to look for some food. On Monday, he ate through one apple. But he was still hungry.

On Tuesday, he ate through two pears. But he was still hungry. On Wednesday, he ate through three plums. But he was still hungry. On Thursday, he ate through four strawberries. But he was still hungry. On Friday, he ate through five oranges. But he was still hungry.

On Saturday, he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake and one slice of watermelon. That night he had a stomach-ache.

The next day was Sunday again. The caterpillar ate through one nice green leaf and after that he felt much better. Now, he was not hungry any more. And he was not a little caterpillar any more. He was a BIG, Fat caterpillar.

He built a small house, called a cocoon around himself and stayed inside for more than two weeks. Then, he nibbled a hole in the cocoon, pushed his way out and... finally, he was a beautiful butterfly. He was the most beautiful, most gorgeous butterfly of all. Also, he had multi-colored wings.

JANUARY

THE LITTLE PINE TREE

Once upon a time, deep in the forest, there grew a Little Pine Tree. The Little Pine Tree was very cute. But he was not happy. He looked at the other trees. They had big, soft, wide leaves. But the Little Pine Tree only had sharp, prickly needles.

"Oh dear," said the Little Pine Tree. "I do not want these prickly needles. I want to be beautiful! I wish I had leaves made of bright, shiny GOLD."

Night came, and the Fairy of the Forest flew by. Ting! She granted his wish. In the morning, the Little Pine Tree woke up. "Wow!" he said. "Look at me!" He was covered in gold leaves. He sparkled in the sun. Sparkle, sparkle! "Now I am the most beautiful tree," he said.

But soon, a man came walking through the forest with a big sack. "Ooh! Gold!" said the man. He picked all the gold leaves and put them in his sack. The poor Little Pine Tree was bare. "Oh no," said the tree. "I do not want gold leaves anymore."

"I wish I had leaves made of sparkling GLASS," said the tree. "Glass leaves will shine, and no one will take them." Ting! The Fairy granted his wish.

In the morning, the Little Pine Tree woke up covered in glass leaves. They looked like diamonds. Shimmer, shimmer! "Now I am the most beautiful tree," he said.

But soon, the wind began to blow. Whooooosh! The glass leaves bumped into each other. Crash! Tinkle! Smash! All the glass leaves broke and fell on the ground. "Oh no," cried the tree. "I do not want glass leaves anymore."

"I just want to be like the other trees," said the Little Pine Tree. "I wish I had big, soft GREEN leaves." Ting! The Fairy granted his wish.

In the morning, the Little Pine Tree had soft, juicy green leaves. "Ah," he said. "Now I am just like my friends."

But soon, a hungry Goat came walking by. Bleat, bleat! "Yum! Soft green leaves!" said the Goat. And munch, munch, munch... he ate every single leaf for his lunch!

The Little Pine Tree was very sad. "Gold leaves were taken," he said. "Glass leaves were broken," he said. "Green leaves were eaten," he said. "I don't want to be different anymore. I wish I had my own prickly needles back."

Ting!

In the morning, the Little Pine Tree woke up. He felt his branches. He had his strong, sharp needles back! The birds flew down and sat on his branches. The snow fell softly on his needles and didn't break them. The goat tried to eat them—Ouch!—and walked away.

The Little Pine Tree waved his branches happily. "I love my needles," he said. "I am perfect just the way I am."

FEBRUARY

GOLDILOCKS AND THE THREE BEARS

Once upon a time, there were three bears. Father bear, mother bear and baby bear in a little house in the forest. One morning, mother bear made porridge and put it into three bowls for breakfast.

But the porridge was too hot to eat.

“We will leave it to cool while we go for our morning walk”, said, father bear.

Nearby there lived a very naughty girl. Her name was Goldilocks. That morning, as she was passing the three bear’s house, Goldilocks saw that the front door was open. She peeped inside and saw the porridge. Naughty Goldilocks rushed over to taste it. But the porridge in father bear’s bowl was too hot. Mother bear’s bowl was lumpy. At last Goldilocks tried baby bear’s porridge, it was just right. She ate up spoonful. After that, Goldilocks decided that she would like to sit down. But father bear’s big chair was too high. Next she sat on mother bear’s chair. “This was too hard.” At last she found baby bear’s tiny chair. It was not too high not too hard. It was just right. Goldilocks leaned back happily in baby bear’s chair. Goldilocks landed in a heap on the floor. So Goldilocks went upstairs. She tried father bear’s big bed, but it was too hard. Mother bear’s bed was too soft. Now this is comfortable, sighed Goldilocks, sitting in the baby bear’s little bed. Before long, the three bears arrived home from their walk. I am ready for my breakfast. But when he got to the table he cried out in surprise. “Someone has eaten my porridge !” said father bear, mother bear and baby bear holding their empty bowl and the baby bear cried. “Someone has been sitting in my chair”, said father bear and mother bear. “Someone has been sitting in my chair”, sobbed the poor little baby bear and, “it is broken into pieces.”

After that father bear walked upstairs and looked around. “Someone has been sleeping on my bed!” he said. And someone’s been sleeping on my bed, cried mother bear.

“Oh!”, squawked baby bear, “Someone’s been sleeping on my bed and she’s still here. At the sound of baby bear’s voice, Goldilocks woke up. The first thing she saw was father bear, looking very cross.

“I don’t think she’ll trouble us again.” Said father bear, smiling and she never did.