



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 and 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 – II (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) Daisy English Reader (Primer)	Marina Publications
	b) Connecting Dots - Cursive Writing	Marina Publications
	c) Magic of Phonics with CD (for new admissions only)	Eternal Publications
Hindi	Busy Bees Hindi Shabd Gyan Book-2 (for new admissions only)	Acevision Pub. Pvt. Ltd.
Maths	Maths Cart Primer Book-I and Book-II	Eternal Publication
Ev.S. & G.K.	Starter Set General Awareness UKG skillbook	Madhubun
Drawing & Craft	My Colourful World Book-C An integrated multi-skill art & craft course	V-Connect Education
Rhymes	Pretty Petals – C (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 – II)

1. **Notebooks:** Four lined (big size)-2, Maths Square notebooks - 2, Learning made easy-Akshar B Book-1 & 2, (Eternal Publication), Practice work - Getting Ready for Class-I
2. Camel Artica plastic crayons - Hexagonal Crayons (a set of 24 assorted colours) – 2 sets (1 set to be deposited in school)
3. Drawing notebooks (4) (2 for Drawing & 2 for Craft)
4. Navneet Youva Scissors-1 (to be deposited in the school)
5. Safe Moulding Dough-Kit 50gm x 6 shades. (to be deposited in the school)
6. Pencil box with Hexagonal pencils, Eraser, Plastic Ruler, Sharpener (to be brought to school daily)
7. Chalk Slate 3 in 1 (11 inches x 9.5 inches) - (KPL Learning Kit) – for new admissions only
8. Number Line - 0-20 (12 inches x 2.5 inches) (KPL Learning Kit) - for new admissions only
9. Fevicol squeeze bottle – 2 medium sized (to be deposited in the school)
10. Poster Colours - Camlin 12 Colours (2 sets) (1 set to be deposited in the school & 1 set to be used at home), Thick Round Brush No. 8 & 10

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.

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 & Math. The impact of Khan Academy on students has been significant and far-reaching.

Khan Academy 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.

It 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.

Little Agriculturist : Little Agriculturist-Farming is a fun and easy nature adventure to do with kids of any age. Kids love getting messy, muddy and digging around in the earth. They also love being outside, being active, learning about new things and taking care of their very own project. A project Little Agriculturist will be done by the students. It will be started in July and end in September. It will be done twice in a month.

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 audio links of the interesting lullabies will be sent thrice a month for ready parental reference.

Pronunciation Lab : Correct Pronunciation is very important for speaking a language correctly and making English sound clear and distinct. To make students aware of the correct pronunciation of difficult words, silent letter etc. Links of recording (Audio / Video) of **Pronunciation Lab** will be shared in Google Classroom (G-Suite) for English.

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 concept.
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 early years is taken up seriously at school. Students are regularly guided on the proper use of washrooms and the importance of maintaining personal hygiene. Age-appropriate videos and demonstrations on appropriate washroom etiquette and healthy toilet habits are shown to reinforce these practices.

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

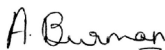
● Critical thinking

● 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

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UNDERSTANDING KG-II Kids

You'll be amazed by how much your child flourishes in kindergarten. There will be focus throughout this year on mastering sounds, words and sentences. You will watch with delight as he/she takes his/her first step towards reading sentences and writing correctly in cursive 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-II 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 every day they learn something new. All this does not happen all at once, yet as they progress they get closer and closer to speaking clearly in English, creating stories, recognizing words, counting real things, adding and subtracting and dividing their sweets evenly among their friends.

LEARNING IN KG II 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-II kids.

Listening & Speaking

Good listening skills foster better speaking skills among children. Listening and speaking skills together lead to effective communication. All of these are developed through Poems, Rhymes, Energizers, Phonemic Awareness, Circle Time, Different Class Competitions, Rhymes, Story Telling, Read Aloud, Conversation Corner, Objects on which children speak in the class.

Reading- Reading is a regular feature where emphasis is on correct pronunciation and simple grammar which exposes them to new vocabulary. Regular phonic drill helps them to identify letters of the alphabet and their sounds. Frequent visits to the Reading Corner and School Library help them become aware of books and print. For the development of this skill we have - simple stories from the chapters mentioned in book, picture composition; comprehension passages, picture- story reading. A special week 'Reading Mahotsav' is dedicated to inculcate reading habits amongst children.

Writing- In KG II, 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 understanding, recalling, extending and making connections and creative thinking. The writing skills are practiced extensively through introduction of various grammar concepts like Action Words, Prepositions. Concepts of A/An, These/Those and

He/She/It further consolidates their linguistic skills and prepares them for Class-I.

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 को हिन्दी व्यंजनों का ज्ञान करवाते हैं। बच्चे ध्वनि को समझने लगते हैं तथा लिखने का प्रयास करते हैं। इस प्रकार **KG-II** के बच्चे व्यंजनों को मिलाकर 'दो, तीन एवं चार अक्षर' वाले शब्दों को पढ़ना एवं लिखना सीखते हैं।

Maths

The curriculum gives strong emphasis for developing skills like connection building, reasoning, problem solving and creating through various hands on activities and real life experiences which consolidates their concepts. Following skills are well developed through our curriculum-

- a) **Number Sense & Logical Skills** - Concept of Addition and Subtraction, Numbers up to 100, Before/After/Between, Repetitive counting
- b) **Visual and Spatial** - *Creative Corner, identifying* shape, size, space, position, direction and movement 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, counting beads, ordering, sequencing, reverse counting and Maths about Me.

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 Sunbeam App.

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.abcy.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://www.youtube.com/watch?v=916GpHu6Hg](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 smoothen 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. 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 facets of 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 alphabets

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
Ii	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.

FOREWORD

Please Note :

1. A regular Parent - Teacher interaction is necessary for the progress of the child. Therefore, parents can meet teachers on second Saturday 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 note book according to time table.
7. A **monthly 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. **Science Experiment** based on **STEM** sheets are given in Learner's Comate. These experiment sheets will be done after the experiments 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**'. The drawings of the children will be discussed by the

teacher and she will also check the child's grip on pencil. Teacher is strictly forbidden to give any guidance or suggestion regarding the drawing and colouring of imaginary drawing art work of the child.

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 alongwith the CD provided. This will enhance their gross and fine motor skills.
14. Discussion on '**weather of the day**' will be done daily.
15. **Connecting Dots Cursive Writing** - A pattern writing book optional in the school and are given to the children to practice writing during free time.
16. **Learner's Comate** - Recapitulation of previous Mathematical operations taught in the class will be done in **Assignment No. 10 & 12**.
17. **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.
18. **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.
19. 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 moto skills.
20. **Bedtime Stories** will help children sleep well and develop language and creative thinking skills. The links of interesting bedtime stories will be send once in a week for ready parental reference.
21. 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.
22. **Listening Skills Development** - In order to enhance listening skills in children,

a few lines will be read out by the teacher and a few questions will be asked for comprehension.

23. Activities & worksheets based on **Computational Thinking** will be done which will enhance their 21st century skills like problem solving, critical thinking, collaboration, etc. These sheets are compiled in a booklet.
24. **Conversation Corner** sheets are given in the Learner's Comate. These sheets will be done after visiting the Conversation Corner.
25. **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.
26. **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.
27. The term **TLM** which is used in the syllabus is the abbreviation of **Teaching Learning Materials**.
28. 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.
29. 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?	

I TERM		
APRIL + MAY		W.D. 24+09 = 33 days
Colour	Magenta	Doha & Shlok- Shlok No. 1 (Learner's Comate I-Term-Pg. No. 3)
Theme	Myself	
Thought	Cleanliness	
Tongue Twister	I wish a fish in my dish	
Seasonal Fruits	Water melon, Musk melon, Wood apple	
Seasonal Vegetables	Cucumber, Bottle gourd, Bitter gourd <i>* Activity : To familiarise 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.</i>	
Theme Lines : I am ____ (Name) of KG-II. I am ____ years old. I live in Varanasi. I like to draw, colour, dance, sing and play (any one).		
Note : Regular revision of theme lines in school and at home is important.		
ENGLISH	1. Sentence starters : My, I, You	
Orals	Note : To help the children frame sentences on their own, few words (sentence starters) will be given on the green board daily. Sentences will be made by the children orally	
Orals	2. Revision of phonic sounds " Aa to Zz " and 3 letter words with vowels.	
	a. Vowel 'a'	b. Vowel 'e'
	tap	bed
	man	den
	rat	net
	bag	yes
	ham	pen
	d. Vowel 'o'	e. Vowel 'u'
	top	bun
	log	rub
pot	mug	
cod	hut	
box	cup	
	c. Vowel 'i'	pig
		bin
		zip
		sit
		ink

Sensory

Pre-Writing

Written

(Notebook

Work)

3. Opposites

one	-	many	fat	-	lean/thin
yes	-	no	come	-	go
in	-	out	tall/long		short
big	-	small	open	-	close/shut
thick	-	thin	up	-	down
before	-	after	black	-	white

4. Drill for Has / Have, These/Those, This/That will be done regularly in the class.

Button Letter Activity

Note :

(i) Kindly do not pressurize your child to write in cursive.

Children are expected to comfortably write in cursive by the end of Class 1. There is no need to hurry - let the skill develop slowly.

Please encourage and help the child during this learning process.

(ii) Cursive writing Aa to Zz will be done once as C.W. and H.W. in the notebook.

(iii) All concepts in English will be done twice for C.W. and twice for H.W.

(iv) Revision work should be done in Getting Ready for class-I for all the subjects.

1. Write "Aa to Zz" in cursive once

H.W. repeat

Pattern for writing

2. Sounds :

eeoo

C.W.

heelhook

peellook

weedbook

seedcook

H.W.

deepgood

peepwood

weeptook

jeepfoot

3. English Reader

Picture Reading - Pgs. 2, 4, 6, 8 , 10

Reading - Pgs. 3, 5, 7, 9, 11

Khan Academy KidsActivities in Letters Kindergarten Reading TLM	Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book, escape room (based on all the sounds covered for the month) Asynchronous -Pronunciation Lab for all the pages done in Daisy Reader. 4. Connecting Dots Cursive Writing C.W. Pgs. 5, 6, 9, 12, 14, 16, 18, 20, 22, 24 and 26 (to be done daily) H.W. Pgs. 7, 8, 10, 11, 13, 15, 17, 19, 21, 23, 25 and 27 ♦ Phonological awareness rhyming (for I vowel), Main Practice 2 ♦ Pattern making - Reading -Writing and Language -Draw lines ♦ Early Readers – Mud and The Big Bed A, B, C flip book (to make new words), Opposite flash cards, pocket chart and word ladder of different sounds.												
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. (i) Gopi and Geeta (ii) Ant and the Dove												
RHYMES AUDIO SESSION	Pretty Petals -C <table> <tr> <td>1. God's Love</td> <td>Pg. 5</td> </tr> <tr> <td>2. My Body Parts (gross motor dev.)</td> <td>Pg. 6</td> </tr> <tr> <td>3. Lollipop</td> <td>Pg.7</td> </tr> <tr> <td>4. New Shoes</td> <td>Pg. 7</td> </tr> <tr> <td>5. मेरा घर</td> <td>Pg. 52</td> </tr> <tr> <td>6. I Sent a Letter (traditional rhyme)</td> <td>Pg. 8</td> </tr> </table>	1. God's Love	Pg. 5	2. My Body Parts (gross motor dev.)	Pg. 6	3. Lollipop	Pg.7	4. New Shoes	Pg. 7	5. मेरा घर	Pg. 52	6. I Sent a Letter (traditional rhyme)	Pg. 8
1. God's Love	Pg. 5												
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4. New Shoes	Pg. 7												
5. मेरा घर	Pg. 52												
6. I Sent a Letter (traditional rhyme)	Pg. 8												
HINDI Orals Written	Shabd Gyan Revision अ से अ: (done in KG I) और क से ज तक : C.W.Pgs.3to 14 (Upper half) Learning Made Easy Akshar-B (Book-I) Pgs. 1-24 (क से ज तक) श्रुतलेख– क से ज तक Online : Synchronous - videos / slides Asynchronous - e-worksheet / e-quiz / videos												

TLM	Magnetic Board and stencils, Work cards and Sand paper, Pocket chart
MATHS	* Revision and working with shapes * After completing their work children should draw a horizontal line. * All concepts in Maths will be done twice for C.W. and twice for H.W. * Counting upto 0-100
Orals	
Written	1. Revision of 0 to 50 in square notebook
(Notebook	2. Write in figures : 0 to 100
Work)	TO TO TO TO TO TO TO TO TO TO HTO 0 1 2 3 4 5 6 7 8 9
	3. Writing horizontally (Malgadi)
	4. Write in words : (Number names) 0 to 10 (revision)
	5. Concept :
	(i) Count in 2's - Number line to be done first in Work Book (ii) Count in 2's  TO e.g. - 2  4 ↓ 2 0
	H.W. : Repeat
	Online : Synchronous - videos / slides
	Asynchronous - e-worksheet / e-quiz / videos,
	escape room (based on all the concepts covered for the month)
	6. Maths Cart Primer-Book 1
	C.W. - Pgs. 3 to 11, 13 H.W. Pgs. - 12 & 14
	Dictation - Numbers 0 to 100
Jodo Gyan	1. Counting upto 100
Activities	♦ Aaj hamari class main kitne bacche -Daily (Number Patti)

Orals	Q.1. Name any ten colours. Ans. Red, Blue, Green, Yellow, Orange, Pink, Brown, White, Black, Purple, etc. (child should recognize them). Q.2. Which is your favourite colour ? Ans. My favourite colour is _____ Q.3. How many colours are there in the rainbow ? Name them. Ans. There are seven colours in the rainbow- Violet, Indigo, Blue, Green, Yellow, Orange, Red. Q.4. Name of the different parts of the body and their functions. Ans. Eyes - See Ears - Hear Nose - Smells Tongue-Tastes Legs - Walk Hands - Work Fingers-Hold Teeth - Chew Mouth - Eats Head - Thinks Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the topics covered for the month)
TLM	Colour pockets, e-content of colours. Body parts Cleanliness chart, e-content of Hygiene & Parts of the Body
LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building (two words per week will be done by teacher) warm, lost, found, introduce, took, together, choice, noise 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. Q.1. What is your name ? Ans. My name is _____ Q.2. How old are you ? Ans. I am _____ years old. Q.3. When do you celebrate your birthday ? Ans. I celebrate my birthday on _____ Q.4. What is your father's name ? Ans. My father's name is Mr. _____ Q.5. What is your father's occupation ? Ans. My father is a _____

	Q.6. What is your mother's name ? Ans. My mother's name is Mrs. _____ Q.7. What is your mother's occupation ? Ans. My mother is a _____ 3. Simple Etiquettes Good morning, Bye-Bye, Have a nice day, Hello, Thank you
COMPUTER SCIENCE Practical	e-content for all the subjects will be done wherever required ♦ Do's and Dont's of Computer Lab ♦ Knowledge of Computer and its Parts. ♦ How to Switch on the Computer. ♦ Game Mario-Handling of Keyboard.
Computational Thinking	Decomposition 1. Activity - Doted Cards Details of Activity : Dotted Cards ♦ Teacher will use two doted cards. ♦ She will write any number on the board. ♦ Then she will show one number on a card and ask any child to pick up other doted card to get number written on the board ♦ Ex. Teacher writes number 8 on the board and selects card of number 3. Child will show number 5 on second card (3+5= 8).   $5 + 3 = 8$ 2. Class Work Assignment - 1 & 2 3. Home Work Assignment - 1 4. Recipe Game - Vegetable Soup
DRAWING (Notebook Work)	Freehand Drawing - Draw and Colour (C.W. and H.W.) 1. Doodling 2. my cap  3. my portrait  3. Imaginative Drawing (children's pencil grip will be corrected)-C.W.
CRAFT	My Colourful World Primer - C C.W. Pgs. 7, 8, 11, 30 H.W. Pgs. 9, 44 1. Colours Around Us - Tear and Paste - Pg. 11 2. Playful Whales - Cotton Bud Printing pg. 44 3. Thematic Sticking (Craft Copy)

	4. Sticking one object of Magenta colour (Craft Copy) 5. Sand Collage (Craft Copy) 6. Demo by the teacher - Step-I. Magenta coloured bag to be shown (with Magenta coloured objects). Step-II. Mixing of Crimson Red and Blue water / poster colours in the glass (more quantity of Crimson Red + less quantity of Blue).
STORY TIME	1. Elves And The Shoemaker (given in syllabus pg.103) 2. Nini Had a Toothache (Value-Cleanliness)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Pretend Play – To Market (Developing Entrepreneurship Skills and Logical & Communication skills) 2. Star Gazing 3. Puppet Show (Hand puppets to be used) 4. Water Play 5. Mixing of Colours 6. Baisakhi Celebrations 7. Birthday Celebrations (April, May & June) 8. Trip Around the School 9. ill effects of Chocolates, Sugar and Candies (PPT to be shown) 10. Grip Sheet (Learner's Comate) 11. Seasonal Fruits and Vegetables 12 Toilet Training - Washroom Etiquette (slides to be shown) 13. Visit to washroom 14. Value based story - Shoe and the Ant 15. Flower Rangoli (with plastic flowers)
Holiday Homework	1.Connecting Dots Cursive Writing Pgs. 28-37, 62-64 2.Learning Made Easy Akshar-B (Book-1)Pgs. 22-23 (अ से अः तक लिखो), 24 3. Maths Cart Primer Book-1 Pgs. 15 to 17 4. Starter Set UKG Skillbook Pg. 13 5. My Colourful World Primer - C ♦ Birthday Card - Paper Crumpling Pgs. 36, 37 6.Computer Practical - Collect the pictures of different parts of computer and stick it on a chart paper. 7. Write 0 to 100 in Maths notebook twice. 8. Write Aa to Zz in English notebook twice (in cursive).

JUNE & JULY		W.D. 04+27 = 31 days
Colour	Navy Blue (Revision of Blue and Sky Blue colours)	Doha & Shlok- Shlok No. 2 (Learner's Comate I-Term-Pg. No. 3)
Theme	My Family	
Thought	Love and Friendship	
Tongue Twister	Silly sheep weep and sleep	
Seasonal Fruits	Mango, Litchi	
Seasonal	Jack fruit, Mint leaves, Pumpkin, Pointed gourd	
Vegetables	*Activity : Activity on fruits and vegetables will be done as given for the month of April.	
Theme Lines : I am ____ (Name) of KG-II. 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. Sentence Starters My, I, You, The, This, That	
	2. Drill for Has / Have, These/Those, This/That will be done regularly in the class.	
Written (Notebook Work)	3. All concepts in English will be done twice for C.W. and twice for H.W.	
	H.W. Repeat	
	1. Write Name, Class & Section in cursive (once)	
	H.W. Repeat	
	2. Pattern for writing	
	Sounds	
	sh	ch
	C.W.	ship (sh+ip) chin (ch+in)
		shop (sh+op) chips (ch+ips)
		shut (sh+ut) cheek (ch+eek)
		sheep (sh+eep) chill (ch+ill)
	H.W.	push (pu+sh) rich (ri+ch)
		dish (di+sh) bunch (bun+ch)
		fish (fi+sh) lunch (lun+ch)
		cash (ca+sh) bench (ben+ch)
	* Above Sounds will be explained through 'Mixer Blender Activity'.	
	2. Concepts : (i) a / an eg : a ball / an axe	
	H.W. : Repeat	

Khan Academy Kids Activities in Reading TLM	Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the concepts covered for the month) 3. English Reader Reading - Pgs. 12 to 15 & 26 New Words given in the word bank on - Pgs.13 & 15 (Notebook Work) H.W. : Repeat and Learn Asynchronous - Pronunciation Lab for all the pages done in Daisy Reader. Dictation (i) Words with 'ee' and 'oo' sound to be taken in the first week of July. (ii) New words - Pgs.13 & 15 (iii) Words with 'sh' & 'ch' sound 4. Connecting Dots Cursive Writing C.W. Pgs. 38 - 42 Sound 'sh' & 'ch' ♦ Grade 1- Consonant digraphs Sounds sh & ch (main and practice 2) Reading ♦ Kindergarten - So Hot and Hop Hop Flash cards, Pocket chart (a / an) Word ladder												
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. Friends go to shop 2. Saturday with Grandpa												
RHYME AUDIO SESSION	Pretty Petals - C <table> <tr> <td>1. How Many People (gross motor dev.)</td> <td>Pg. 13</td> </tr> <tr> <td>2. Pit pat</td> <td>Pg. 15</td> </tr> <tr> <td>3. Boogie Woogie (fine motor dev.)</td> <td>Pg. 17</td> </tr> <tr> <td>4. मेरा परिवार</td> <td>Pg. 53</td> </tr> <tr> <td>5. छोटी किशती</td> <td>Pg. 58</td> </tr> <tr> <td>6. Little Bo-Peep (traditional rhyme)</td> <td>Pg. 17</td> </tr> </table>	1. How Many People (gross motor dev.)	Pg. 13	2. Pit pat	Pg. 15	3. Boogie Woogie (fine motor dev.)	Pg. 17	4. मेरा परिवार	Pg. 53	5. छोटी किशती	Pg. 58	6. Little Bo-Peep (traditional rhyme)	Pg. 17
1. How Many People (gross motor dev.)	Pg. 13												
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5. छोटी किशती	Pg. 58												
6. Little Bo-Peep (traditional rhyme)	Pg. 17												
HINDI Orals Written	Shabd Gyan ट से न तक – C.W. Pgs. 14 (bottom) to 19 (upper half) Learning Made Easy Akshar-B (Book-I) Pgs. 25 to 45 (ट से न तक)												

TLM	श्रुतलेख – क से न तक Online : Synchronous - videos / slides Asynchronous - e-worksheet / e-quiz / videos Magnetic Board and stencils, Work cards, Sand paper Akshars, Pocket chart
MATHS Orals Written (Notebook Work) Jodo Gyan	* Revisiting and working with shapes * All the concepts in Maths will be done twice for C.W. and twice for H.W. * Counting upto 0 to 100 1. Write in words (11 to 20) H.W. Repeat and Learn 2. Concepts : (i) Before, After, Between  number should not exceed 20 H.W. : Repeat with different digits (ii) Bigger and Smaller  number should not exceed 50 (a) Circle the bigger number eg. 46, 35 (b) Circle the smaller number eg. 29, 44 H.W. : Repeat with different digits 3. Maths Cart Primer Book - 1 C.W. - Pgs. 18 (Maths Lab Activity), 20, 22, 23 H.W. - Pgs. 19, 21, 24 to 28 Dictation (i) Numbers 0 to 100, (ii) Write in words 0-20 1. Before/After/Between Bigger /Smaller Number ♦ Aaj hamari class main kitne bacche - Daily (Number Patti) ♦ Sathi Dhundo with 2-3 Animals (Matching-Matching) 2. Shapes and Patterns ♦ Guided Free Play (Aakar-Parivar) ♦ Mixed-mithai (Aakar-Parivar) ♦ Free play & Pattern making (Rangometry) 3. Number Sense (counting & comparing) ♦ Sajana Rangbirangi (Double Dot Dice) ♦ Chit Activity (Jodo Blocks) ♦ Madku-II (Numeral Dice) Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the shapes covered for the month)

TLM	Number Line Board for Addition and Number Line Chart Jodo Gyan TLM - Jodo Blocks, Matching - Matching, Numeral Dice, Double Dot Dice, Aakar Parivar, Rangometry
Learner's Comate	1. H.W. Assignment No. - 3, 4 2. Practice Assignment No. 1 3. Festival and Season Assignment- Rainy Season (H.W.) 4. Value Education & Safety Rules Assignment - My Family (C.W. & H.W.) 5. Conversation Corner Sheet- Beetroot –A healthy vegetable rich in nutrients (C.W.) 7. Almanac Theme Page - Gratitude (C.W.) 8. Reflection sheet of the Reading Program
C.W. Assignment	Monthly C.W. Assignment of English, Hindi and Maths will be taken at the end of the month once the syllabus is covered for the month of June & July.
Ev.S. & G.K.	Starter Set – UKG Skillbook 1. Families C.W. : Pgs. 22, 23, H.W. : Pgs. 24, 25 2. Houses C.W. : Pgs. 26, 28 H.W. : Pg. 27
Orals	Q.1. Why do we need a house ? Ans. We need a house to live in. Q.2. Name different kinds of houses. Ans. Different kinds of houses are bungalow, apartment, hut, igloo and house boat. Q.3. Name the different parts of the room Ans. Ceiling, window, stairs, wall, door and floor. Q.4. Use of each room in the house. Ans. For example - Kitchen - It is used for cooking. Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the topics covered for the month)
TLM	e-content of My Family and Houses
Science Experiment based on STEM	Plant - To show that seeds of some plants give us oil eg : Coconut and Ground nuts (Learner's Comate)
LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building (two words per week will be done by teacher) accept, create, imagine, enormous, different, attention, similar, tired 2. Sentence Construction

	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. Grandfather, Grandmother Mother, Father, Uncle, Aunt, Brother and Sister.(which ever is applicable) Q.2. Role of each family member. Ans. For example : Mother / Father cooks food for me and she / he loves me. Father / Mother earns money and he / she loves me. Q.3. How many brothers and sisters do you have? Ans. I have _____ Q.4. Which pet do you have at home ? Ans. (Discussion on different pets kept at home) 3. Simple Etiquettes Sorry, Excuse me, I need help, Please
COMPUTER SCIENCE Practical	e-content for all the subjects will be done wherever required
	1. Introduction to Tux Type- How to open, close and operate the tux type 2. Hitting of three letter words
Computational Thinking	Patterns 1. Make pattern with Rangometry – Three shapes 2. Class work assignment – 3 & 4 3. Home work Assignment – 2 4. Introduction to ROBOT MOUSE – Free Play Details of Activity - Make pattern with Rangometry (Three shapes) ◆ This is an individual activity. ◆ Teacher will provide three different shapes of Rangometry to the children in a bowl. ◆ A pattern with the help of Rangometry to be made by the teacher on the board (Eg. $\triangle \bigcirc \square \triangle \bigcirc \square$). ◆ Children will follow the pattern and make it on the table with the help of Rangometry. 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 (Notebook Work)	Freehand Drawing - Draw and Colour (C.W. and H.W.) 1. my home  2. my family  3. Imaginative Drawing (children's pencil grip will be corrected) - to be done on a separate sheet and to be assessed by the School Counsellor (C.W.)
CRAFT	My Colourful World Primer - C C.W. Pgs. 10, 14, 12, 45 H.W. Pgs. 26 1. Snowman - Cut and Paste - Pg. 14 2. Colours Around Us- Blue - Finger Printing Pg. 12 3. Warli Art - Pg. 45 4. Thematic Sticking (Craft Copy) 5. Sticking of one object of Navy Blue Colour (Craft Copy) 6. Origami - Dog (Craft Copy) 7. Demo by the teacher Step-I Navy Blue coloured bag to be shown (with Navy Blue coloured objects) Step-II Mixing of Blue and Black water / poster colours in the glass (more quantity of Blue + less quantity of Black).
STORY TIME	1. Jungle Book (given in syllabus pg. 104) 2. The Ant and the Hunter (Value-Love and Friendship).
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Professional's Visit 2. Grandparents' Kitchen Magic(Non Thermal Cooking) 3. Drawing Competition 4. Quiz 5. Grip Sheet (Learner's Comate) 6. Seasonal Fruits and Vegetables 7. Statue Game 8. Kitchen Corner - Naankhatai

Khan Academy Kids Activities in Letters Kindergarten TLM	* Above Sounds will be explained through ‘Mixer Blender Activity’ 2. Concept : (I) One/Many <table> <tr> <th>One</th><th>Many</th></tr> <tr> <td> cap</td><td>caps </td></tr> <tr> <td> pen</td><td>pens </td></tr> <tr> <td> nut</td><td>nuts </td></tr> <tr> <td> dog</td><td>dogs </td></tr> <tr> <td> ball</td><td>balls </td></tr> <tr> <td> book</td><td>books </td></tr> <tr> <td> sweet</td><td>sweets </td></tr> </table> Note : Words with ‘s’ only. H.W. : Repeat (ii) This / That (4 sentences to be done)  This is a net. <u>That</u> is a ball.  H.W. Repeat Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the concepts covered for the month) 3. English Reader Reading - Pgs. 18 to 21 and 24 New Words given in the word bank on Pgs. 19 and 21 (Notebook Work) H.W. - Repeat and learn 4. Revision of ‘sh’ & ‘ch’ to be done once in Getting Ready for Class-1 Asynchronous - Pronunciation Lab for all the pages done in Daisy Reader. Dictation (i) New Words - pgs. 19 and 21 (ii) Words with ‘ck’ sound 5. Connecting Dots Cursive Writing - C.W. Pgs. 43 - 46 Concept of One/Many - Collective and plural nouns ♦ Grade 2 - Collective and plural nouns (main and practice 2) Reading KG - Early Reader - Reading from Khan Academy Kids Suggestive assignment-Look at it Go and The Cup is Up Flash cards, Pocket chart (One / Many), Word ladder, Work cards, Pocket chart (This / That)	One	Many	 cap	caps 	 pen	pens 	 nut	nuts 	 dog	dogs 	 ball	balls 	 book	books 	 sweet	sweets 
One	Many																
 cap	caps 																
 pen	pens 																
 nut	nuts 																
 dog	dogs 																
 ball	balls 																
 book	books 																
 sweet	sweets 																

C.W. Assignment	Monthly C.W. Assignment of English, Hindi and Maths will be taken at the end of the month once the syllabus is covered for the month of August.
Ev.S. & G.K.	Starter Set – UKG Skillbook 1. My School C.W. : Pgs. 30 (bottom), 31 H.W. : Pgs. 29, 30 (top)
Orals :	Q.1. Name the different rooms you have in school. Ans. Classrooms, Auditorium, Multimedia Hall, Dance Room, Computer Lab, Library, Music Room, Maths Lab, Language Lab and Active Learning Lab. Q.2. What are the things you see in your classroom? Ans. I see _____ Q.3. How should you keep your school ? Ans. I should keep my school clean and tidy. Q.4. Why do we go to school ? Ans. We go to school to study and learn good manners. Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the topics covered for the month)
TLM	Classroom items, Rhymes, e-content of My School
Science Experiment based on STEM	Air : To show that all living things need air to breathe and live. (Learner's Comate)
Early Engineering Activity based on STEM	Raft
Language Development Orals	1. Vocabulary Building (two words per week will be done by teacher) gather, forward ,thunder, difficult , guide, breakfast 2. Sentence Construction My School : (Related to different parts of the school, different activities in the school, etc.) Few questions related to the theme are as follows : Q.1. What is the name of your school ? Ans. The name of my school is _____ Q.2. Where is your school located ? Ans. My school is in _____ Q.3. What is the name of your Principal/Head Mistress ? Ans. The name of my Principal/Head Mistress is _____

	Q.4 What is the name of your class teacher ? Ans. The name of my class teacher is _____ Q.5 In which class do you study ? Ans. I study in K.G II. Q.6 How do you come to school ? Ans. I come to school by _____ 3. Simple Etiquettes May I help you, See you tomorrow, Welcome
COMPUTER SCIENCE Practical	e-content for all the subjects will be done wherever required 1. Introduction to 'Tux Maths' 2. Hitting of Numbers 3. Addition (Single Digit)
Computational Thinking	Patterns 1. ROBOT MOUSE – Card no. 1 - Twice 2. Class work Assignment – 5 & 6 3. Home Work Assignment – 3 4. Recipe Game – Vegetable Salad
DRAWING (Notebook Work)	Freehand Drawing - Draw and Colour (C.W. and H.W.) 1. book  2. school bus  3. Imaginative Drawing (children's pencil grip will be corrected) C.W.
CRAFT	My Colourful World Primer - C C.W. Pgs. 18, 47 H.W. Pg. 15 1. Rabbit Paper Bag DIY Pg. 47 2. Meaningful Alphabet - Cotton Swab Printing Pg. 15 3. Thematic Sticking (Craft Copy) 4. Sticking of one object of Mustard Yellow Colour (Craft Copy) 5. Rakhi Making (Craft Copy) 6. Colouring of National Flag with the help of water colour (Craft Copy) 7. Demo by the teacher - Step-I. Mustard Yellow coloured bag to be shown (with Mustard Yellow coloured objects) Step-II. Mixing of Yellow and Brown water / poster colours in the glass (more quantity of Yellow + less quantity of Brown).

STORY TIME	1. Pinocchio (given in syllabus pg. 105) (Post story activity - sequencing story cards to be done) 2. Bruno Learns to Share (Value - Sharing)	
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Birthday Celebrations (July, August, September.) 2. Puppet Show (Stick Puppet to be used) 3. Sand Play and Kinesthetic Sand Play 4. Rhyme Competition (Theme - Patriotic) 5. Quiz 6. PPT of Good and Bad effects of mobile-Asynchronous video (Pre Class Activity) 7. Grip Sheet (Learner's Comate) 8. Seasonal Fruits and Vegetables 9. Little Agriculturist 10. Creepy Crawlies (Assignment in Learner's Comate) 11. Value based story - Shoe and the Dog 12. Sawan Celebrations	
SEPTEMBER		W.D. 24 days
Colour	Bottle Green (Revision of Green and Sea Green colours)	Doha & Shlok-Revision
Theme	Our green friends - Plants.	
Thought	Helping others	
Tongue Twister	A good cook could cook cookies.	
Dry Fruits	Almonds, Raisins, Cashew nuts <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	1. Sentence Starters My, I, You, The, This, That, We, Can I, May I, I am, Let us 2. Sight words These / Those/The 3. Drill for Has / Have, These/Those, This/That will be done regularly in the class 4. All concepts in English will be done twice for C.W. and twice for H.W.	

Written (Notebook Work)	1. Pattern for writing Sound - ing :
	king (k+ing) ring (r+ing) swing (sw+ing) cling (cl+ing) sing (s+ing) wing (w+ing) fling (fl+ing) sting (st+ing)
	2. Concept (i) These / Those (4 sentences to be done)  <u>These</u> are cats. <u>Those</u> are mugs.  H.W. : Repeat
	3. English Reader Reading - Pg. 16, 25 Asynchronous -Pronunciation Lab for all the pages done in Daisy Reader. Dictation : (i) Words with 'ing' sound (ii) New Words - pg. no. 25 Picture Composition- 'The Family' on Pgs. 22 and 23 (Orals) not subjected to assessment. New Words given in the word bank on Pg. 25 (Notebook Work) H.W. : Repeat and learn Revision of all the concepts to be done once in Getting Ready for Class-1
Khan Academy Kids Activities in Letters Kindergarten	4. Connecting Dots Cursive Writing C.W. Pgs. 47, 50 - 52 H.W. Pgs. 48, 49 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the concepts covered for the month)
	Sound : 'ing' ♦ Grade-1 : Inflectionl Endings - ing Concept of These /Those ♦ Revision of This/That and These/Those Reading- 1st Grade- Adjectives, ♦ Conjunctions, Determiners and Prepositions (main and practice 2) Reading ♦ Suggestive assignment- Kindergarten-Reading-Early Readers -Look at it go
	TLM Word ladder, Work cards, 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. One Sunday Morning

RHYMES	Pretty Petals-C 1. Good Manners Pg. 19 2. I Like Fruits Pg. 25 3. Watermelon Pg. 25 4. कोयल Pg. 59 5. The Farmer in the Dell (traditional rhyme) Pg. 12																												
AUDIO SESSION																													
HINDI																													
Orals	Shabd Gyan Revision - अ से अ: C.W. pg. 29																												
Written	Revision - क से श तक (in practice copy) Online : Synchronous - videos / slides Asynchronous - e-worksheet / e-quiz / videos																												
TLM	Magnetic Board and stencils, Work cards, Sand paper Akshars, Pocket chart																												
MATHS	* Revisiting and working with shapes * All concepts in Maths will be done twice for C.W. and twice for H.W. * Counting upto 0-100 1. Concepts : * Introduction of Addition Sums (i) Addition (across) : (only 6 sums should be done on a page). <table><tr><td>O</td><td>O</td><td>T</td><td>O</td></tr><tr><td>5</td><td>+</td><td>3</td><td>= 8</td></tr><tr><td>2</td><td>+</td><td>0</td><td>= 2</td></tr></table> H.W. : Do 6 new sums. (ii) Addition on number line (single digit addition where answer does not exceed 10) (to be done in Work Book) (iii) Addition (down) (only 4 sums should be done on a page) <table><tr><td>T</td><td>O</td><td>T</td><td>O</td></tr><tr><td>3</td><td></td><td>5</td><td></td></tr><tr><td>+</td><td>0</td><td>+</td><td>2</td></tr><tr><td><u>3</u></td><td></td><td><u>7</u></td><td></td></tr></table> (single digit addition where answer does not exceed 10) Ans.= Three Ans.= Seven H.W. : Do 4 new sums.	O	O	T	O	5	+	3	= 8	2	+	0	= 2	T	O	T	O	3		5		+	0	+	2	<u>3</u>		<u>7</u>	
O	O	T	O																										
5	+	3	= 8																										
2	+	0	= 2																										
T	O	T	O																										
3		5																											
+	0	+	2																										
<u>3</u>		<u>7</u>																											

	Q.4. What kind of food should you eat ? Ans. I should eat healthy food. Q.5. Name some junk food that we should not eat. Ans. We should not eat_____ 3. Simple Etiquettes Revision
COMPUTER SCIENCE Practical	e-content for all the subjects will be done wherever required Revision
Computational Thinking	Abstraction 1. ROBOT MOUSE – Card no. 2 - Twice 2. Class work Assignment – 7 & 8 3. Home Work Assignment – 4
DRAWING (Notebook Work)	Freehand Drawing-Draw and Colour (C.W. and H.W.) 1. grapes  2. mushroom 
CRAFT	My Colourful World Primer - C C.W. - Pgs. 27, 28 H.W. Pg. - 19 1. The Bird's Nest -Cut and Paste Pg. 28 2. Seasons - Paper Crumpling Pg. 27 3. Naughty Goat - Cut and Paste Pg. 19 4. Thematic Sticking (Craft Copy) 5. Sticking of one object of Bottle Green Colour (Craft Copy) 6. Pasting of pictures of junk food and healthy food (Craft Copy) 7. Demo by the teacher - Step-I Bottle Green coloured bag to be shown (with Bottle Green coloured objects) Step-II Mixing of Green and Black water / poster colours in the glass (more quantity of Green + less quantity of Black).
STORY TIME	1. The Three Billy Goats Gruff (given in syllabus pg. 106) 2. Elephant Bridge (Value - Helping others)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Doha / Shlok Competition 2. Tree Plantation - Asynchronous video (Pre class activity) 3. Quiz 4. Grip Sheet (on separate sheet) 5. Dry Fruits Activity 6. Visit to Washroom 7. Little Agriculturist 8. Toy Week

II Term		
OCTOBER		W.D.18 days
Colour	Lavender (Revision of Purple and Mauve colours)	Doha & Shlok- Shlok No. 1 (Learner's Comate II-Term-Pg. No. 3)
Theme	Festivals	
Thought	Respect everyone	
Tongue Twister	Black bug bit a big black bear.	
Seasonal Fruits	Coconut, Custard apple	
Seasonal Vegetables	Spinach, Brinjal, Beans, Garlic (Revision of all the fruits and vegetables done in the Half Yearly) 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	1. Sentence Starters My, I, You, The, This, That, We, Can I, May I, I am, Let us, Who, Why, What	
Orals	2. Drill for Has / Have, These/Those, This/That will be done regularly in the class.	
	3. 'Opposites' (to be done orally): big - small old - young / new fat - lean black - white long - short thick - thin tall - short inside - outside	
	4. All concepts in English will be done twice for C.W. and twice for H.W.	
Written (Notebook Work)	1. Concept : He / She / It (Worksheet to be given 4 sheets - C.W.-2, H.W.-2) Eg. _____ is a boy.  He is a _____. 	
	2. English Reader (i) Reading - Pgs. 27 to 31 New Words given in the word bank on Pgs. 27 & 31 (Notebook Work) H.W. : Repeat and learn Asynchronous - Pronunciation Lab for all the pages done in Daisy Reader.	

Khan Academy Kids Activities in Letters Kindergarten TLM	(ii) Picture Composition: ‘Hair dresser’ on Pgs. 28 & 29 (Orals)- not subjected to assessment. Dictation - New Words pgs. 27 and 31 3. Connecting Dots Cursive Writing - C.W. Pgs. 53 to 55 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the concepts covered for the month) Reading ♦ Concept of He/She/It ♦ Basic, Main - Pronouns He, She, It ♦ Suggestive Assignment-(Path for the same) Kindergarten - Reading- Early ♦ Readers- Peck’s Big Day and Gum on the Rug Word ladder, Work cards, e-content of Opposites												
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. Baby Bird’s Bed time 2. Rahul and the bird												
RHYMES AUDIO SESSION	Pretty Petals - C <table> <tr> <td>1. Baby Doll</td> <td>Pg. 6</td> </tr> <tr> <td>2. Rabbits-rabbits 1, 2, 3 (gross motor dev.)</td> <td>Pg. 29</td> </tr> <tr> <td>3. With my little</td> <td>Pg. 32</td> </tr> <tr> <td>4. होली आई</td> <td>Pg. 55</td> </tr> <tr> <td>5. राजा राम</td> <td>Pg. 57</td> </tr> <tr> <td>6. Yankee Doodle (traditional rhyme)</td> <td>Pg. 32</td> </tr> </table>	1. Baby Doll	Pg. 6	2. Rabbits-rabbits 1, 2, 3 (gross motor dev.)	Pg. 29	3. With my little	Pg. 32	4. होली आई	Pg. 55	5. राजा राम	Pg. 57	6. Yankee Doodle (traditional rhyme)	Pg. 32
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3. With my little	Pg. 32												
4. होली आई	Pg. 55												
5. राजा राम	Pg. 57												
6. Yankee Doodle (traditional rhyme)	Pg. 32												
HINDI Orals Written TLM	Explain the difference between श, ष, स Shabd Gyan ष से ज्ञ तक – C.W. Pgs. 24 (bottom) to 27 (upper half) Learning Made Easy Akshar - B (Book-II) Pgs. 1 to 13 (ष से ज्ञ तक) श्रुतलेख –क से ज्ञ तक Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos Magnetic Board, Work cards, Sand paper and Stencils, Pocket chart												

MATHS	* Revisiting and working with shapes * All concepts in Maths will be done twice for C.W. and twice for H.W.
Orals	* Counting upto 0 to 100 * Introduction of Subtraction
Written (Notebook Work)	1. Revision of addition sums. 2. Write 0 to 100 (in figures) 3. Concept : (i) Count in 3's - Number line to be done first in Work Book (ii) Count in 3's  H.W. : Repeat
Jodo Gyan Activities	4. Maths Cart Primer Book - 2 C.W. - Pgs. 5, 8, 10 H.W. - Pg. 3, 4, 6, 7, 9 Dictation (i) Numbers 0 to 100 (ii) Write in words 0-30 1. Counting upto 100 ♦ Aaj humari class mein kitne bachche? Daily (Number Patti) ♦ Taali Game ♦ Dhak ke dekho - Square Pieces (Rangometry) ♦ Lali ki Thali - Square pieces (Aakar Parivar) 2. Count in 3's ♦ Building/train making (with 2 colors) (Jodo Blocks) 3. Structured Counting (upto 20) ♦ Ginladi (20 parrot story & taking out activity) (Ginladi) Online : Synchronous - videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the concepts covered for the month)
Khan Academy Kids Activities in Maths	Subtracting is fun(WB) ♦ Grade-1 : Subtracts objects (Basic) Revisited the shapes (WB) ♦ Grade-1 : Shapes and fraction of shapes -Shapes Attributes (main & practice1)
TLM	Writing Table, Number Board, Pocket Chart Jodo Gyan TLM - Ginladi, Jodo Blocks, Aakar Parivar
Learner's Comate	1. H.W. Assignment No. - 9, 10 2. Festival and Seasons Assignment- Durga Puja, Vijay Dashmi, Halloween (H.W.) & Festival Assignment (C.W. and H.W.)

	Q.1. How do you celebrate your birthday ? Ans. On my birthday I invite my friends, decorate my house, light the candles, cut the cake, have a party and enjoy very much. (Original answers will be appreciated) Q.2. Conversation on different festivals like Diwali, Dussehra, Holi, Eid, Christmas, etc. (Original answers will be appreciated) 3. Simple Etiquettes It's my pleasure, I beg your pardon.
COMPUTER SCIENCE Practical	1. Digiclass e-content on all topics covered for the month 1. Introduction of 'Tux Paint' - How to open, close and operate 2. Introduction of various tools. 3. Draw and colour different shapes
Computational Thinking	Algorithm 1. ROBOT MOUSE – Card no. 3 - Twice 2. Class work Assignment – 9 & 10 3. Home Work Assignment – 5 & 6
DRAWING (Notebook Work)	Free hand Drawing-Draw and Colour (C.W. and H.W.) 1. diya  2. water gun  3. Imaginative Drawing (children's pencil grip will be corrected) C.W.
CRAFT	My Colourful World Primer - C C.W. - Pgs. 25, 33 H.W. - Pg. 35 1. Hen's Coop - Dried Leaves Pasting Pg. 25 2. Thematic Sticking (Craft Copy) 3. Sticking of one object of Lavender Colour (Craft Copy) 4. Demo by the teacher - Step-I Lavender coloured bag to be shown (with Lavender coloured objects). Step-II Mixing of White and Purple water / poster colours in the glass (more quantity of White + less quantity of Purple).
STORY TIME	1. Ramayana (given in syllabus pg. 107) 2. Anjali (Value - Respect)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Kiddies Kitchenette Time - Papadi Chaat (Learner's Comate) 2. ill effects of Chocolates, Sugar and Candies (PPT to be shown) 3. Grip Sheet (Learner's Comate)

	H.W. : Repeat C.W. - gram (gr+am), crop (cr+op), grin (gr+in), drum (dr+um) H.W. : Repeat * Above Sounds will be explained through 'Mixer Blender Activity'. 2. Unseen Passage (Worksheet will be given in notebook) 3. English Reader : (i) Reading - Pgs. 34 -36 New Words given in the word bank on Pgs. 34 & 35 (Notebook Work) H.W. : Repeat and learn 4. Revision of He/She/It to be done once in Getting Ready for Class-1 Asynchronous -Pronunciation Lab for all the pages done in Daisy Reader. (ii) Picture Composition - 'Breakfast time' on Pgs. 32 and 33 (Notebook Work) -not subjected to assessment. Dictation- New Words pgs. 34 and 35 5. Connecting Dots Cursive Writing C.W. Pgs. 56 & 57 Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the concepts covered for the month)												
Khan Academy Kids Activities in Letters Kindergarten TLM	r blend words ♦ Reading – 1st Grade –Diagrams and Blends –gr,tr,dr,pr Reading ♦ Suggestive Assignment-(Path for the same) Kindergarten - Reading- Early Readers- Race to the Lake and Peck Plays a Tune Flash Cards, Word ladder, 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. Baby Elephant 2. Minnie, The Cat												
RHYMES	Pretty Petals -C <table> <tr> <td>1. Aeroplane</td><td>Pg. 26</td></tr> <tr> <td>2. Traffic Lights</td><td>Pg. 33</td></tr> <tr> <td>3. The Doctor</td><td>Pg. 34</td></tr> <tr> <td>4. Row Your Boat (gross motor dev.)</td><td>Pg. 36</td></tr> <tr> <td>5. छुक छुक रेल</td><td>Pg. 58</td></tr> <tr> <td>6. घड़ी</td><td>Pg. 61</td></tr> </table>	1. Aeroplane	Pg. 26	2. Traffic Lights	Pg. 33	3. The Doctor	Pg. 34	4. Row Your Boat (gross motor dev.)	Pg. 36	5. छुक छुक रेल	Pg. 58	6. घड़ी	Pg. 61
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3. The Doctor	Pg. 34												
4. Row Your Boat (gross motor dev.)	Pg. 36												
5. छुक छुक रेल	Pg. 58												
6. घड़ी	Pg. 61												
AUDIOSESSION	<table> <tr> <td>7. Little Miss Muffet (traditional rhyme)</td><td>Pg. 24</td></tr> </table>	7. Little Miss Muffet (traditional rhyme)	Pg. 24										
7. Little Miss Muffet (traditional rhyme)	Pg. 24												

(i) Subtraction (across):(only 6 sums will be done on a page.)

O		O		T	O
7	-	2	=		5
6	-	4	=		2

H.W.: Do 6 new sums

(ii) Subtraction with the help of number line (to be done in Work Book)

(iii) Subtraction (down) : (only 4 sums will be done on a page).

$$\begin{array}{r} 0 \\ 8 \\ -0 \\ \hline 8 \end{array} \qquad \begin{array}{r} 0 \\ 9 \\ -7 \\ \hline 2 \end{array}$$

(single digit subtraction
where answer does
not exceed 10)

Ans.= Eight Ans.= Two

H.W.: Do 4 new sums

2. Write in words (31 to 40)

H.W. : Repeat and learn

3. Data Interpretation (Maths Work Book)- (C.W. and H.W.)

4. Maths Cart Primer Book 2

C.W. Pg. 11, 12, 16

H.W. Pgs. 13 to 15, 17

Dictation (i) Numbers 0 to 100

(ii) Write in words 31-40

1. Subtraction

- ◆ Dibba Khali introducing '-' symbol (Balls, Combined Dice)
- ◆ Lali ki thali (Square pieces) (Aakar Parivar)

2. Data Interpretation

- ◆ Aaj humari class mein kitne bachche? Daily (Calendar Number Patti)
- ◆ Make and Count and recording in a table (Jodo Blocks)

3. Structured Counting

- ◆ Hiding game (Ginladi)

4. Number Sense (Number combination)

- ◆ Hide and Tell (in 10 & 20)

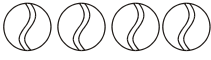
Online : Synchronous - videos / slides

Asynchronous - e-worksheet / e-quiz / videos, e-book

escape room (based on all the concepts covered for the month)

	Q.4 From where do aeroplanes take off and land ? Ans. Aeroplanes take off and land at the airport. Q.5. Discuss the traffic rules. Ans. Red light says stop. Yellow light says-wait. Green light says - move. Online : Synchronous - videos / slides Asynchronous - e-worksheet / e-quiz / videos, escape room (based on all the topics covered for the month)
TLM	Transport Stencils and e-content of our helpers and transport
Science Experiment based on STEM	Sink and Float To find out that some objects float and few objects sink in water. (Learner's Comate)
Early Engineering Activity based on STEM	Paper Cup Puppet
LANGUAGE DEVELOPMENT Orals	1. Vocabulary building (two words per week will be done by teacher) extremely, comfortable, shadow, well, favourite 2. Sentence Construction Our Helpers : Few questions related to the topic are as follows : Q.1. Who delivers packages and letters to us ? Ans. Courier delivers packages and letters to us. Q.2. Who helps to put out fire ? Ans. Firefighter helps to put out fire. Q.3. Name the person who cooks delicious food in the restaurant. Ans. Chef cooks delicious food in the restaurant. Q.4 Who looks after the sick people ? Ans. Doctor and nurse look after the sick people. Q.5 Who catches the thief ? Ans. The policeman catches the thief. Q.6 Name the person who protects our country. Ans. Soldier protects our country. Q.7 Who repairs taps and pipes ? Ans. The plumber repairs taps and pipes. Q.8 Who looks after your teeth ? Ans. The dentist looks after my teeth. 3. Simple Etiquettes Hello ! How are you ? I am fine thank you
COMPUTER SCIENCE Practical	e-content for all the subjects will be done wherever required 1. Colouring of pre-defined out lined picture in Tux Paint and one coloured printout of the same to be taken and stuck in the drawing copy. 2. Tux Maths - Subtraction (single digit)

Computational Thinking	Algorithm 1. ROBOT MOUSE – Card no. 4 - Twice 2. Class work Assignment – 11 & 12 3. Home Work Assignment – 7 & 8
DRAWING (Notebook Work)	Freehand Drawing- Draw and Colour (C.W. and H.W.) 1. ship  2. helicopter  3. Imaginative Drawing (children's pencil grip will be corrected)- to be done on a sepearte sheet (to be assessed by the school counsellor)
CRAFT	My Colourful World Primer - C C.W.-Pgs. 17, 22 & 23 H.W. - Pg. 31 1. Paper Owl - Origami Pg. 17 2. Vasco da Gama's Ship - Cut and Paste Pgs. 22 & 23 3. Dinosaur - Pg. 31 4. Thematic sticking (Craft Copy) 5. Sticking of one object of Chocolate Brown colour (Craft Copy). 6. Demo by the teacher - Step-I Chocolate Brown coloured bag to be shown (with Chocolate Brown coloured objects) Step-II Mixing of Brown and Black water / poster colours in the glass (more quantity of Brown + less quantity of Black).
STORY TIME	1. Talkative Tortoise (given in syllabus pg 108) (Post story activity - sequencing story cards to be done) 2. Mini Learns Etiquettes (Value - Etiquettes)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Ball Pool 2. Singing Competition 3. Letter Writing 4. Quiz 5. Nature Walk 6. Visit to Washroom 7. Road Signs 8. Flower Rangoli (with plastic flowers) 9. Birthday Celebrations (October, November, December) 10.Children's Day Celebrations 11. Traffic Light Activity - Asynchronous slides (Pre class activity) 12. Grip Sheet (Learner's Comate) 13. Seasonal Fruits and Vegetables 14.Puppet Show (Hand Puppet) 15. PPT of Emergency Situations (Fire, Terror & Earthquake) 16. Texture Art Activity (Class Project to be done as a part of Sensory Pre-Writing Activities) 17. Value based story - Water Tap and the Child

	तीन अक्षर वाले शब्द (Pg No. 25) –				दिए गए शब्दों से श्रुतलेख लिया जाएगा।
	C.W.	1. नगर 5. उधर	2 पलक 6. अगर	3. कमल 7. इधर	4. शहद 8. बहन
	H.W.	1 भजन 5. नयन	2 बटन 6. नमक	3. समझ 7. भवन	4. खबर 8. सफल
	वाक्य पूरे करो (Pg. No. 26) –				
TLM	 मटर चख ।  अमन कलम पकड़ ।				
	 सड़क पर चल ।  मदन कलश रख ।				
	H.W. Repeat (Pg. No. 27)				
	श्यामपट्ट लेख (Pg. No. 26) –				
	1. महल तक चल ।				
	2. घर पर हवन कर ।				
	चित्र पहचान कर शब्द लिखो–(Pg. No. 28)				
	श्रुतलेख – तीन अक्षर वाले शब्द				
	Online : Synchronous - videos / slides				
	Asynchronous - e-worksheet / e-quiz / videos				
	Magnetic Board and Stencils, Work Cards and Sand paper Akshars, Pocket chart				
MATHS	* Revision of shapes - Crescent & Star (in Learner's Comate) * Revisiting and working with shapes * All concepts in Maths will be done twice for C.W. and twice for H.W. * Counting upto 0 to 100				
Orals	1. Write in words (41 to 50)				
Written	H.W. : Repeat and learn				
(Notebook	2. Concept :				
Work)	(i) Count in 4's - Number line to be done first in Work Book				
	(ii) Count in 4's 				
	H.W. : Repeat				
	3. Introduction of 'bean shape' through objects like rajma, etc. (C.W. and H.W.) in Maths Work Book				
	4. Maths Cart Primer Book - 2				
	C.W. Pgs. 19, 22, 25, 27, 28, 45, 46				
	H.W. Pgs. 18, 20, 21, 23, 24, 26, 29				
	Dictation - Write in words 41 -50				

Jodo Gyan Activities	Count in 4's - Building/train making (with 2 colors) (Jodo Blocks) Structured Counting - Introduction to '0' (Ginladi) - Empty Number Line (Ginladi) Number Sense (counting, comparison, estimation & Number Combination) - Sathi dhundo (complementing to 10) (Matching-Matching) - Aaj humari class mein kitne bachche? Daily (Calendar Number Patti) - Taali Game - Dhak ke dekho (Square Pieces Rangometry) Bean Shape - Free Play (Rangometry) Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the concepts covered for the month) 5. Revision of subtraction to be done once in Getting Reading Class-1 6. Revision of number names (31 to 40) to be done once in Getting Ready for Class-1 TLM Abacus, Number Board Jodo Gyan TLM - Ginladi, Rangometry, Jodo Blocks, Matching-Matching
Learner's Comate	- H.W. Assignment No. - 13, 14 - Practice Assignment No. - 3 - Festival and Season Assignment - Winter season, Christmas and Jungle Week Assignment. (C.W. and H.W.) - Value Education & Safety Rules Assignment -Animal World (C.W. & H.W.) - Conversation Corner Sheets -Ropeway – A cable transport system in hilly areas & Christmas (C.W.) - Almanac Theme Page -Rooted in Tradition (C.W.)
C.W. Assignment	Monthly C.W. Assignment of English, Hindi and Maths will be taken at the end of the month once the syllabus is covered for the month of December.

Ev.S. & G.K.	Starter Set – UKG Skillbook																															
	1. Wild and Domestic Animals C.W. : Pgs. 49, 50, 52, 55, 56, 57, 60 H.W.: Pgs. 47, 48, 51, 53, 54, 58, 59																															
	Orals	Q.1. What are domestic animals ? Name few domestic animals.																														
		Ans. Animals that are useful to us are domestic animals. eg. cow, buffalo, goat, sheep, camel, etc.																														
		Q.2. What are wild animals ? Name few wild animals.																														
		Ans. Animals that live in forest are wild animals. eg. elephant, lion, tiger, bear, etc.																														
		Q.3. Name some water animals.																														
		Ans. Fish, dolphin, whale, octopus, crocodile, tortoise, etc.																														
		Q.4. What do cow, sheep and hen give us ?																														
		Ans. Cow gives us milk, hen gives us egg, sheep gives us wool.																														
<table><tr><th colspan="3">ANIMALS</th></tr><tr><th>BABIES</th><th>HOMES</th><th>SOUNDS</th></tr><tr><td>sheep - lamb</td><td>hen - coop</td><td>donkeys - bray</td></tr><tr><td>cow - calf</td><td>horse - stable</td><td>horses - neigh</td></tr><tr><td>horse - foal</td><td>dog - kennel</td><td>dogs - bark</td></tr><tr><td>dog - puppy</td><td>cow - shed</td><td>ducks - quack</td></tr><tr><td>cat - kitten</td><td>lion - den</td><td>cats - mew</td></tr><tr><td>tiger - cub</td><td>monkey - tree</td><td>birds - chirp</td></tr><tr><td>hen - chick</td><td>bee - hive</td><td>cows - moo/low</td></tr><tr><td>duck - duckling</td><td>rabbit - burrow</td><td>lions/tigers- roar</td></tr></table>			ANIMALS			BABIES	HOMES	SOUNDS	sheep - lamb	hen - coop	donkeys - bray	cow - calf	horse - stable	horses - neigh	horse - foal	dog - kennel	dogs - bark	dog - puppy	cow - shed	ducks - quack	cat - kitten	lion - den	cats - mew	tiger - cub	monkey - tree	birds - chirp	hen - chick	bee - hive	cows - moo/low	duck - duckling	rabbit - burrow	lions/tigers- roar
ANIMALS																																
BABIES	HOMES	SOUNDS																														
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hen - chick	bee - hive	cows - moo/low																														
duck - duckling	rabbit - burrow	lions/tigers- roar																														
Animal World Puzzles, Audio/CD (sound of animals)																																
TLM	Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the topics covered for the month)																															
	e-content of Animals, Birds and Insects, Clothes we wear																															
Science Experiment based on STEM	Gravity (Racing Car) -To make them understand the concept of Gravity (Learner’s Comate)																															
LANGUAGE DEVELOPMENT	1. Vocabulary building (two words per week will be done by teacher) distribute, curious, decide, invite, cheerful , continue																															

Orals	2. Sentence Construction Sports : Few questions related to the topic are as follows : Q.1 Name some indoor games. Ans. Carrom, Table Tennis, Badminton, Chess Q.2 Name some outdoor games. Ans. Cricket, Hockey, Golf, Football. Q.3 Name some traditional games of India. Ans. Chess, Ludo, Gilli Danda, Kho-Kho, Kancha Q.4 Name two games in which we use a ball. Ans. Cricket, Hockey, Table Tennis. Q.5 Name some games which are played by more than four players. Ans. Kabaddi, Football, Basketball, Cricket, Hockey. Q.6 Which is your favourite game ? Why do you like it ? Ans. _____. 3. Simple Etiquettes Get well soon, Good evening, Good night
COMPUTER SCIENCE Practical	e-content for all the subjects will be done wherever required 1. Introduction and Activities based on Gcompris 2. Discover the Computer (Mouse and Keyboard) 3. Colour, Miscellaneous Activities (Find your Right and Left Hands)
Computational Thinking	Algorithm 1. ROBOT MOUSE – Card no. 5 - Twice 2. Class work Assignment – 13 & 14 3. Home Work Assignment – 9 & 10 4. Recipe Game- Cake making- twice
DRAWING (Notebook Work)	Freehand Drawing-Draw and Colour (C.W. and H.W.) 1. fish  2. pig  3. Imaginative Drawing- C.W.

JANUARY		W.D. 23 days																														
Colour	Cream (Revision of White colour)	Doha & Shlok- Revision																														
Theme	Environment																															
Thought	Wastage																															
Tongue Twister	I thought, I thought of thinking of thanking you.																															
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 Orals	1. Sentence Starters My, I, You, The, This, That, We, Can I, May I, I am, Let us, Who, Why, What, Do not, We are, Please don't, Where, Will you please, I want to, Which, Please, How many 2. Rhyming Words Rhyming words will be introduced in the month of January. <table><tr><td>all</td><td>ill</td><td>old</td><td>say</td><td>par</td></tr><tr><td>call</td><td>bill</td><td>bold</td><td>day</td><td>car</td></tr><tr><td>fall</td><td>fill</td><td>cold</td><td>ray</td><td>far</td></tr><tr><td>hall</td><td>mill</td><td>fold</td><td>hay</td><td>jar</td></tr><tr><td>wall</td><td>hill</td><td>hold</td><td>may</td><td>tar</td></tr><tr><td>tall</td><td>pill</td><td>sold</td><td>way</td><td>bar</td></tr></table> Note : Exercises on rhyming words will be done in Learner's Comate.		all	ill	old	say	par	call	bill	bold	day	car	fall	fill	cold	ray	far	hall	mill	fold	hay	jar	wall	hill	hold	may	tar	tall	pill	sold	way	bar
	all	ill	old	say	par																											
call	bill	bold	day	car																												
fall	fill	cold	ray	far																												
hall	mill	fold	hay	jar																												
wall	hill	hold	may	tar																												
tall	pill	sold	way	bar																												
	3. Drill for Has / Have, These/Those, This/That will be done regularly in the class. 4. All concepts in English will be done twice for C.W. and twice for H.W. 5. Story Reading with pictures - A visit to the park (Learner's Comate)																															
Written (Notebook Work)	1. Concept : 'How many'?(two questions will be done on a page)																															

Written	*Reading page of चार अक्षर वाले शब्द from Learner's Comate Shabd Gyan C.W. : अभ्यास कार्य – 4 Pg. 48 Learning Made Easy Akshar-B (Book-II) Pgs. 31 to 36 चार अक्षर वाले शब्द (Pg. No.31) <table><tr><td>C.W.</td><td>1. सरकस</td><td>2. कसरत</td><td>3. गरदन</td><td>4. परवल</td></tr><tr><td></td><td>5. हरदम</td><td>6. कटहल</td><td>7. बचपन</td><td>8. अदरक</td></tr><tr><td>H.W.</td><td>1. अजगर</td><td>2. भगदड़</td><td>3. चमचम</td><td>4. अचकन</td></tr><tr><td></td><td>5. टमटम</td><td>6. पतझड़</td><td>7. तरकश</td><td>8. नटखट</td></tr></table> दिए गए शब्दों से श्रुतलेख लिया जाएगा। वाक्य पूरे करो (Pg. No. 32)  बरगद पर मत चढ़।  रजत खटमल मत पकड़।  शरबत उधर रख।  अनवर शलजम चख। H.W. Repeat (Pg. No.33) श्यामपट्ट लेख—(Pg No. 32) 1. कमल कसरत कर। 2. पनघट पर जल भर। चित्र पहचान कर शब्द लिखो — Pg No. 34 श्रुतलेख — चार अक्षर वाले शब्द Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-boo	C.W.	1. सरकस	2. कसरत	3. गरदन	4. परवल		5. हरदम	6. कटहल	7. बचपन	8. अदरक	H.W.	1. अजगर	2. भगदड़	3. चमचम	4. अचकन		5. टमटम	6. पतझड़	7. तरकश	8. नटखट	TLM
	C.W.	1. सरकस	2. कसरत	3. गरदन	4. परवल																	
		5. हरदम	6. कटहल	7. बचपन	8. अदरक																	
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		5. टमटम	6. पतझड़	7. तरकश	8. नटखट																	
MATHS Written (Notebook Work)	* Revisiting and working with shapes Concept : (i) Count in 5's - Number line to be done first in Work Book (ii) Count in 5's  H.W. : Repeat 2. Introduction of Tens and Ones (Learner's Comate) (C.W. and H.W.) 3. Revision of number names (41 - 50) to be done once in Getting Ready for Class-1 4. Maths Cart Primer Book - 2 C.W. - Pgs. 30, 33, 34, 36 to 40																					

Orals	2. Our Earth C.W. : Pg. 75 H.W. : Pg. 74 3. Day & Night C.W. : Pg. 69 H.W. : Pg. 68 4. Sources of water C.W. : Pgs. 76, 77, 78 5. Natural and Man Made C.W. : Ps. 46 Q.1. What is our Earth made up of ? Ans. Our Earth is made up of air, water and land. Q.2. Where do we get water from ? Ans. We get water from rain, rivers, ponds and wells. Q.3. Can we see air ? Ans. No, we can't but we can feel it. Q.4. What do you see in the sky ? Ans. I can see sun, moon, star and clouds in the sky. Q.5. Name three things which are natural. Ans. Trees, rock, animal * Original answers should be appreciated. Online : Synchronous - e-book / videos / slides Asynchronous - e-worksheet / e-quiz / videos, e-book escape room (based on all the topics covered for the month)
TLM	Seasons Chart & e-content of Seasons
Science Experiment based on STEM	Plants- To show that plants also need sunlight to grow (Learner's Comate)
LANGUAGE DEVELOPMENT Orals	1. Vocabulary building (two words per week will be done by teacher) confident , sharp, blunt, chase, alert , aware 2. Sentence Construction Seasons - Few questions related to the topic are as follows : Q.1. What type of clothes do you wear during winters ? Ans. I wear woollen clothes during winters . Q.2. What do you wear during summers ? Ans. I wear cotton clothes during summers . Q.3. What are the things you use during rainy season ? Ans. I use raincoat, gumboots and umbrella during rainy season. RULES OF ENVIRONMENT 1. Throw rubbish only in the dustbin.

	2. Avoid using plastics. 3. Grow more trees for fresh air. 3. Simple Etiquettes - Revision
COMPUTER SCIENCE Practical	e-content for all the subjects will be done wherever required
	Activities based on Gcompris 1. Mathematical activities - Numeration (Count the items) 2. Tux Paint (Revision)
Computational Thinking	Algorithm 1. ROBOT MOUSE – Card no. 6 - Twice 2. Class work Assignment – 15 & 16 3. Home Work Assignment – 11 & 12
DRAWING (Notebook Work)	Free hand Drawing- Draw and Colour 1. Scenery  2. Imaginative Drawing - C.W.
CRAFT	My Colourful World Primer - C C.W. - Pgs. 32, 46 H.W. - Pg. 41 1. Madhubani Art - Pg. 46 2. In the Night - Sticker Pasting Pg. 32 3. Blow Painting - Pg. 41 4. Thematic sticking (Craft Copy) 5. Sticking of one object of Cream Colour (Craft Copy) 6. Demo by the teacher - Step-I Cream coloured bag to be shown (with Cream coloured objects). Step-II Mixing of White and Yellow water / poster colours in the glass (more quantity of White + less quantity of Yellow).
STORY TIME	1. Thumbelina (given in syllabus pg. 110) 2. Chhotu the Bear (Value - Wastage)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Defining Problem & Give Solution (Small group Activity) (Developing Entrepreneurship Skills and Problem Solving & Observational skills) 2. Lohri Celebrations 3. To tell children what makes Earth warm (Importance of Sun) - Asynchronous video (Pre class activity) 4. Handwriting Competition 5. Shape Walk (Assignment will be done) 6. Solid Shape Activity (Dip and Print) - Class Project 7. Quiz

LANGUAGE DEVELOPMENT Orals	1. Vocabulary building (two words per week will be done by teacher) ready, wait, piece, fall, way, annoyed 2. Sentence Construction Good Manners : Few questions related to the topic are as follows : Q.1. How do you wish everyone? Ans. We should say : Good morning in the morning. Good afternoon in the afternoon. Good evening in the evening. Good night before going to bed. Q.2. How can you keep yourself clean and smart ? Ans. I can keep myself clean and smart by brushing my teeth, taking a bath daily, combing my hair, cutting my nails and wearing neat and clean clothes. Q.3. What should you do before any meal ? Ans. I should wash my hands properly. Q.4. How many times should you brush your teeth? Ans. I should brush my teeth in the morning and at night. Q.5. How can you keep yourself healthy ? Ans. I can keep myself healthy by eating good food, taking good sleep, waking up early and doing a few exercises daily. Q.6. How can you protect your eyes ? Ans. By not watching T.V. for a long time and watching it from a distance. 3. Simple Etiquettes - Revision
COMPUTER SCIENCE Practical	e-content for all the subjects will be done wherever required
Computational Thinking	Algorithm 1. ROBOT MOUSE – Card no. 7 - Twice 2. Class work Assignment – 17 & 18 3. Home Work Assignment – 13 & 14 4. Recipe Game – Fruit Salad.
DRAWING	Free hand Drawing - Draw and Colour -Revision.
CRAFT	My Colourful World Primer - C C.W. - Pgs. 42 & 43 H.W. - Pg. 40 1. Storytime - Wool Pasting Pgs. 42 & 43 2. Fantasy Tree - Button Pasting Pg. 40

	3. Thematic sticking (Craft Copy) 4. Sticking of one object of Dark Grey colour. (Craft Copy) 5. Demo by the teacher - Step-I Dark Grey coloured bag to be shown. Step-II Mixing of Black and White water / poster colours in the glass (more quantity of Black + less quantity of White). TLM Dark Grey colour bag with same coloured objects.						
STORY TIME	1. Mahabharata (given in syllabus pg. 110) 2. Blacky the Sheep (Value - Truth)						
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Birthday Celebrations (January, February, March) 2. ill effects of Chocolates, Sugar and Candies (PPT to be shown) 3. Grip Sheet (on separate sheet) 4. Dry fruits Activity 5. Value based story - Dustbin and Vegetable						
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					
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.							

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. Saragam (to be sung in music class)
June & July	1. * Everything I am (to be sung in Music Class and Assembly) 2. Do-Re-Me (to be sung in music class) 3. Birthday Song (to be sung in music class)
August	1. Do-Re- Me (to be sung in Music Class and Assembly) 2. ये चमन हमारा अपना है। (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. रोना कभी नहीं रोना (to be sung in music class)
November	1. * The Ants go marching one by one (to be sung in Music Class and Assembly) 2. छोड़ो कल की बातें (to be sung in music class)
December	1. * Uma Paloma Blanca (to be sung in Music Class and Assembly) 2. चुन चुन करती आई चिड़िया (to be sung in music class)
January	1. * Uma Paloma Blanca (to be sung in Music Class and Assembly) 2. वन्दे मातरम् (to be sung in music class)
February+ March	Hooray! Hooray! It's Holi- Holiday (to be sung in Music Class and Assembly)

VALUE EDUCATION & SAFETY RULES

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 and safety rules related to the theme of the month are provided in Learner's Comate.
- ◆ One worksheet per month will be done.
- ◆ Discussion of the values and safety rules is done in class and exercises are given for H.W.

SONG LYRICS	
सरगम- सा, रे, ग, म सासा, रेरे, गग, मम सारेसारे, गग, रेगरेग, मम, गमगम पप सारेग, रेगम, गमप.... साग, रेम, गप, मध, पनि, धसां	छोड़ो कल की बातें छोड़ो कल की बातें, कल की बात पुरानी नए दौर में लिखेंगे, मिल कर नई कहानी हम हिन्दुस्तानी, हम हिन्दुस्तानी आज पुरानी ज़ंजीरों को तोड़ चुके हैं क्या देखें उस मंज़िल को जो छोड़ चुके हैं चांद के दर पर जा पहुंचा है आज ज़माना नए जगत से हम भी नाता जोड़ चुके हैं नया खून है नई उमंगें, अब है नई जवानी हम हिन्दुस्तानी... हमको कितने ताजमहल हैं और बनाने कितने हैं अजंता हम को और सजाने अभी पलटना है रुख कितने दरियाओं का कितने पवर्त राहों से हैं आज हटाने नया खून है...
Do-Re-Me Do (do) re (re) mi (mi) Fa (fa) so (so) la (la) ti (ti) do (do) Do, re, mi, fa, so, la, ti, do! doe, a deer, a female deer (Re!) ray, a drop of golden sun (Mi!) me, a name I call myself (Fa!) far, a long, long way to run (So!) sew, a needle pulling thread (La!) la, a note to follow so (Ti!) tea, a drink with jam and bread That will bring us back to do oh oh oh	चुन चुन करती आई चिड़िया चुन चुन करती आई चिड़िया दाल का दाना लाई चिड़िया मोर भी आया, कौवा भी आया चूहा भी आया, बन्दर भी आया चुन चुन करती... भूख लगे तो चिड़िया रानी मूँग की दाल पकाएगी कौवा रोटी लाएगा लाके उसे खिलाएगा मोर भी आया... चलते चलते मिलेगा भालू हम बोलेंगे नाचो कालू मुन्ना ढोल बजाएगा भालू नाच दिखाएगा मोर भी आया...
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.	
ये चमन हमारा अपना है ये चमन हमारा अपना है इस देश पे अपना राज है इस देश पे अपना राज है मत कहो के सर पे टोपी है कहो सर पे हमारे ताज है कहो सर पे हमारे ताज है ये चमन हमारा अपना है ...	
रोना कभी नहीं रोना रोना कभी नहीं रोना चाहे टूट जाए कोई खिलौना सोना चुपके से सोना चाहे टूट जाए कोई सपना सलोना रोना कभी नहीं दुख-सुख की किया बात है क्या दिन है क्या रात है आँसू भी मुस्कान बनें यह तो अपने हाथ है आशाओं की डोरी में सदा तुम मन के फूल पिरोना रोना कभी नहीं	वन्दे मातरम् वन्दे मातरम् सुजलां सुफलां मलयजशीतलाम् शस्य श्यामलां मातरं शुभ ज्योत्सना पुलकित यामिनी फुल्ल कुसुमित द्रुमदलशोभिनाम् सुहासिनीं सुमधुर भाषिणीम् सुखदां वरदां मातरम्...वन्दे मातरम्

FURTADOS Music is fun (KG-II) 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- Fantastic Families of Instruments Sessions - 1 to 4 English Song – Everything I am (to be sung in Music Class & Assembly) Hindi Song – रोना कभी मत रोना चाहे टूट जाये । (to be sung in Music Class)
June & July	Theme- Fantastic Families of Instruments Sessions - 5 to 9 English Song – Everything I am (to be sung in Music Class & Assembly) Hindi Song – रोना कभी मत रोना चाहे टूट जाये । (to be sung in Music Class)
August	Theme- Crazy Animal Carnival Sessions - 10 to 15 English Song – Do-Re- Me (to be sung in Music Class & Assembly) Hindi Song - ये चमन हमारा अपना है । (to be sung in Music Class)
September	Theme- Crazy Animal Carnival Sessions - 16 to 18 English Song – Do-Re- Me (to be sung in Music Class & Assembly) Hindi Song - ये चमन हमारा अपना है । (to be sung in Music Class)
Annual	
October	Theme- Fab Fun Festivals Sessions - 19 to 22 English Song – The Ant go marching one by one (to be sung in Music Class & Assembly) Hindi Song – चू चू करती आई चिड़िया (to be sung in Music Class)
November	Theme- Fab Fun Festivals Sessions - 23 to 27 English Song – The Ant go marching one by one (to be sung in Music Class & Assembly) Hindi Song – चू चू करती आई चिड़िया (to be sung in Music Class)
December	Theme- Hip Hip Hooray for Harvest Sessions - 28 to 31 English Song – Uma Paloma Blanca (to be sung in Music Class & Assembly) Hindi Song – वन्दे मातरम् (to be sung in Music Class)
January	Theme- Food and Healthy Eating Sessions - 32 to 36 English Song – Uma Paloma Blanca (to be sung in Music Class & Assembly) Hindi Song - वन्दे मातरम् (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>	<u>Annual</u>
Months: April & May PHASE 1: FOUNDATIONS Total Sessions: 10 Focus: Instrument identification + rhythm accuracy + pitch control Songs: • Tap, Ring, Shake! • Follow the Beat • Chu Chi Karti Aayi Chidiya • High Like a Bird, Low Like a Bear Months: June & July PHASE 2: DYNAMICS & VALUES Total Sessions: 10 Focus: Pitch reinforcement + loud/soft precision + confident group singing + Assessment 1 Songs: • High Like a Bird, Low Like a Bear • Soft and Loud, Let's Play! • Hum Honge Kamyab Month: August PHASE 3: LISTENING CONTROL Total Sessions: 8 Focus: Stop/go discipline + ensemble timing + self-regulation Songs: • Stop and Go • Around the World We Play Month: September PHASE 4: EXPRESSION & FESTIVAL Total Sessions: 8 Focus: Emotional expression + ensemble balance + energetic control Songs: • Chhodo Kal Ki Baatein • Hooray Hooray! It's a Holi Holiday	Month: October PHASE 5: IDENTITY & SELF-REFLECTION Total Sessions: 6 Focus: Emotional awareness + expressive performance Songs: Everything I Am Month: November PHASE 6: STORY & ENSEMBLE Total Sessions: 6 Focus: Musical storytelling + group coordination + sound textures Songs: • Musical Storytelling • Rhythm Ensemble Month: December PHASE 7: DISCIPLINE & ANTHEM Total Sessions: 4 Focus: Posture + respectful singing + performance etiquette Songs: National Anthem Month: January PHASE 8: REVISION & ASSESSMENT 2 Total Sessions: 4 Focus: Consolidation + Assessment 2 Songs: • Mixed Revision • National Anthem Month: February PHASE 9: CULMINATION Total Sessions: 8 Focus: Revision + rehearsal + final 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 twice 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

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 - Cone 2. Children to show creativity and explore textures using clay. 3. Snow man 4. Playdough shapes (Sensory Pre-WritingActivity) 4. Hut	1. Flower 2. Butterfly 3. Teddy bear 4. Set of teeth

DANCE			
Note : This dance syllabus will be followed for those who are <u>not</u> using Agile Kids.			
Half Yearly		Annual	
April & May	Leg steps, Hand steps Body movement, Aerobics	October	Leg steps, Hand steps Body movement, Western dance - 1
June & July	Western dance - 1	November	Action Song - (1)
August	Action Song - 1	December &	Bharat Natyam, Four legged animals
September	Revision	January February	(singh mukha) (b), Kapota (dove) Bharat Natyam hand movement (First & Second - Nattadavu)
		March	Revision
Agile Kids -Dance & Creative Movement			
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/propeller		
	halla gulla		
	Percival the parrot		
	slow and fast (video to be made)		
	Point & Flex (dont open the legs :-Video has to be reshoot)		
June, July & August	Music warmup		
	And we twist		
	Jack Joe Jane		
	Raindrop		
	Back and Hamstrings stretch		
September & October	Follow the Leader		
	Yai re		
	Stuck in the muck		
	Making a sand Castel		
	Breathing and calming down		
November & December	Tabata		
	Permission to dance		
	Copy Cat		
	Three Things		
	Full body stretch		
January, February & March	Music Warm up		
	Better when i'm dancing		
	Get funky		
	Driving My Tractor		
	Flex and pointe		

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 : 1. Free Play : is completely child initiated and self directed wherein children choose what they would like to play, how would they like to play. 2. Guided Play : Children lead the activity but teacher facilitates the play activity. 3. Structured Play : These are Teacher directed, carefully thought through activities which are fun and playful but with specific rules and guidelines. 4. 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. Jumping Jack 4. Balancing Activity- Star Jump	Dog and the Bone-Game (Traditional Game)	Free play in the playground
June & July	1. Lunge, Side lunge, Alternate lunge 2. Balancing Activity- Crab walk	Hopscotch-Game (Traditional Game)	Free play in the playground
August	1. Catch & Throw- tennis ball & bean bag 2. Balancing Activity- Kangaroo Hop 3. Spinning Top 	Hoops Relay-Game	Free play in the playground
Sept.	1. Parachute Play 2. Basket Ball Dribbling 3. Balancing Activity- Walk on the line	Zanjeer (Chain) - Game (Traditional Game)	Free play in the playground
	Annual Term		
Oct.	1. Soccer Dribbling 2. Balancing Activity- Bear walk 3. Spinning Top	Race across the river- Game with Hoola Hoop	Free play in the playground
Nov.	1. Base ball batting 2. Balancing Activity- Balance Walk with obstacles	Obstacle Race	Free play in the playground
Dec	1. Basket & Ball Catch 2. Balancing Activity- Star Jump 3. Introducing Skipping	1. Aankh Micholi (Blindfold) - Game (Traditional Game) 2. Lock and Key -Game (Traditional Game)	Free play in the playground
Jan.	1. Hoola Hoop & bean bag Toss 2. Balancing Activity- Rope Jump	Pithu -Game (Traditional Game)	Free play in the playground
Feb.	1. Ring the ball with hoola hoop 2. Animal friends - movement of different animals	Relay Race	Free play in the playground
March	Revision		

YOGA					
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 ● Stance - HEIKO DACHI	October & November	● Revision of April to September ● Stance - MUSHUBI DACHI ● Hand Strike- KIZAMI SUGI ● Hand Strike- YOKO SUGI ● Block - GEDAN UKE
June & July	● Revision of April & May ● Stance- ZEN KUSTU-DACHI ● Hand Strike - JODAN SUGI ● Leg strike - MAY HIZAGERI ● Leg strike - MAY GERI	December & January	● Revision of April to November ● Hand Strike- CHUDAN CHOKU SUGI ● SANBON KUMITE (3 steps Sparring Basic) ● KATA - FUKYU DAI ICHI (20 steps Balance) ● GOHON KUMITE (5 steps) Sparring Basic
August	● Revision of April to July ● Hand Strike -CHUDAN SUGI ● Hand Strike -GEDAN SUGI ● Leg strike - MAWASHI HIZAGERI ● Block - JODAN UKE		
September	● Revision of April to August ● Stance- SHIKO DACHI ● Hand Strike - MAWASHI SUGI ● Hand Strike - CHAKU SUGI ● Leg Strike - MAWASHI GERI ● Block - CHUDAN UKE		

LIBRARY	
Half Yearly / Annual	
1. Recognition of pictures	2. Picture Reading
3. Vocabulary Building	4. Story Telling
5. Development of Conversation Skills	6. Reading cards and simple story books.

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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.

- 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 : Rhyme Competency : Self Management Objective of the QCT session : To Increase children's concentration skills.	
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 children, 'we are going to sing a song now. We shall sing 'Twinkle Twinkle Little Star'. - The first time, the teacher tells the children to sing the rhyme together in their normal voice, with actions. - The teacher tells them to start singing at the count of three and very softly now. - The teacher tells them to hum the rhyme and do the action, but use no words. - The teacher tells them to only perform the actions of the song with no singing and no humming. 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 tells the children that they 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 times. Note: The teacher ensures the students line up and leave the class with minimal noise, movement and confusion.
Lesson Plan – 2 Month – April	
Theme : Clap & Tap Competency : Self Management Objective of the QCT session : To improve observation skill & 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 though 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 click. - The teacher asks the children to closely observe and follow her, while she claps and clicks, as she calls out 'One clap one click'. 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 clicks-2 claps & 2 clicks and 2 claps and 3 clicks, 3 claps and 2 clicks and so on. The combinations can vary in their complexity according to the age of the children. Note :To make the game more complicated and fun, the teacher, in the next session, could add another sound (e.g. chirping of a bird). Sooner or later the ones not willing to participate also join in, enjoying the fun. This way the teacher could encourage them to make their own music.
Cheering up	The teacher tells children to stand in a circle, holding hands than they move forward slowly to the centre, bring the hands up and together look up and laugh. Note :The teacher ensures the students line up and leave the class with minimal noise, movement and confusion.

Lesson Plan – 3		Month - July
Theme : Game of Whispers Competency : Self Management Objective of this QCT session : To develop children's Listening skills. 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."Minky shows the students how to speak? 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.' 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? Which activity do you like the best? Why and why not? (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	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.	
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 help children to manage their emotions and talk about it in front of others. 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	- 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 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.' - The teacher starts off by saying: 'We have some special friends called	
Warming up	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.' - The teacher flashes one emotion card to the group and asks- 'What emotion do you think this is?' - 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	- Once the children have seen all the 4 cards, the teacher places the emotion cards in the centre, face up and asks each child to pick a card that expresses or shows the emotion they are feeling, the reason for it, place it back in the centre and go back to their seats. - As each child comes and picks up an emotion card. The teacher - asks the child to share with the group the emotion card he/she has picked and say- 'I am feeling now'. - asks the child, 'would you like to tell your friends why you are feeling' - if the child agrees, he/she shares with the group why he/she is feeling - if the child is not willing to share, the teacher easily accepts it and asks the child to go back to their place. - Similarly, every child comes to the centre of the circle, picks up an emotion card and talks about it. Note: It is important that the child is given the choice to share the reason for feeling the specific emotion, and doesn't feel compelled to share if he/she doesn't feel like it.	

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 : Emotions Competency : Social Awareness Objective of this QCT session : Helps children greet and ask questions. 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 has come to say 'Hello' to you all. He will meet you and will ask you about the things that you like doing the most in school. 2. The teacher holds Ballu and says 'Hello Ballu'-I love painting in school. 3. Then the teacher holds the Ballu& goes to each and every child sitting in sequence.
Calming down	The teacher asks the children to close their eyes and imagine being in waterlike a fish. She will also ask the children to imagine being surrounded by beautiful, coloured fishes and swim slowly like a fish by moving their arms up and down.
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 teachers gets them to do a round of shaking hands. The teacher starts this round by shaking the hands of the child to her right, and asks her/him to pass on the hand-shake to the child to their right and so on, till the round completes, and the hand-shake comes back to her. The teacher guides them by saying 'Rohit, please shake hands with Rhea. Rhea, please shake hand with Tanya and so on. Once the round is over, the teacher says, 'Let us all hold each other's hands till I count to three. Now let's keep our hands on our knees.
Warming Up	Today we have two new friends Ali and Tinku with us (the teacher has one puppet in each hand). The teacher after ensuring she has the attention of all the students starts with the puppet activity. Tinku moves towards Ali saying, would you like to play ball with me? Ali replies, 'Yes, I would really like to. Thank you for inviting me'. Tinku and Ali hold hands and move around in a circle. Ali accidentally bumps into Tinku and Tinku falls down. Ali rushes to Tinku saying. 'I am sorry Tinku, are you hurt? Do you need any help? Tinku replies, 'Yes, please. Can you help me get on my feet? Ali helps Tinku to stand up. Tinku in turns says, 'Thank you Ali. I am fine now'
Opening Up	What magical words did they use? The children will be asked to put up their thumbs out to answer. After eliciting the 3 words from the children, the teacher asks them. When are these 3 words used sorry, thank you and please? After getting a few responses from the children, the teacher very briefly explains when each of these words are used. The teacher then 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 etc.
Calming down	The teacher will use the soothing log for the water effects. The teacher asks the children to sit in a wide and close their eyes and think as they are sitting beside a river. There are beautiful flowers with sweet smell around. She then asks them to feel the water on their feet that is flowing and the cool breeze. Once the children feel relaxed the teacher will then ask the children to gradually open their eyes and move to the class.

Lesson Plan – 7		Month - September
Theme : Love and Respect your Family Competency : Social Awareness Objective : Helps in developing social skills. Resources Required : 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 exercises like jumping, touching toes etc. 1. Teacher introduces the animal puppet, gives it a name. The animal puppet speaks. Discusses about what all the different family members do to help him. It asks. Which family member you like the most and why? (Children will put their thumbs and answer) 2. It asks the question how do you help your family. Children answer : I help myby doing	
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. Teacher passes the bell to the child next to her. Children pass the bell to next person without making any noise.	
Lesson Plan – 8		Month - September
Theme for the term : Keep healthy Competency : Self Awareness Objective : To inculcate the habit of keeping fit through yoga. Resources Required : Music 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 exercises like jumping, touching toes etc.	

Warming up	1. Here we grow : This activity will focus on understanding of the process of growth. Have students stand. 2. Tell students to pretend that they are seeds. Ask students to make themselves as small as possible. 3. Talk to the “seeds” about how comfortable they are? Describe how the warm sun and sweet rain makes them wake up and want to grow. 4. Act out the growth of the plant by gradually beginning to unfold and stretch. 5. Encourage students to imagine the particular type of flower they are growing into as they use their hands and whole bodies to 'bloom'.
Opening up	Teacher discusses what all we can do in the morning to keep fit. Yoga, Aerobics, Exercise, Brush Teeth, eat fruits, drink milk etc. Ask children what they do to keep fit. Children answer : To keep fit I
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. Teacher passes a smile to the child next to her. The teacher then tells the children with action, 'Catch the smile in your fist. Hold it tight. Keep it with yourself in your pocket. Share it with your mama and papa when you go home.' (Children do the same in the circle).
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, Rectangle, Circle & Triangle, depending on the number of children, a basket(the number of shapes should be more than the class strength to enable the child to choose), Soothing Log Revisit the five skills required for QCT
Meeting Up	Teacher plays 'Pass the Rain Game' i.e hands raised up and down, fingers wiggling, touch next child and pass it on.
Warming up	1. The teacher asks each child to pick one of the four shapes Square, Rectangle, Circle & Triangle kept at the centre of the circle. She asks each child to pick up ONLY one shape from the baskets. Each child walks up to the centre picks up a shape and walks back to his/her place and sits down. 2. Once all the children have a shape with them, the teacher asks, " Can you name a thing/object that you have seen around you of that shape?" She uses the sentence starter -I have seen a "As an example the teacher can start by naming the thing of the shape which she has chosen. The teacher says, "The child who is ready to speak will take the thumb out."

Cheering Up	The teacher gets the children to recite a rhyme on shapes-(Refer to Pretty Petals- C : Pg.49)
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 butterfly flying around colourful flowers- Red , yellow ,pink flowers.. . The water is flowing by.., it's very quiet around There are lots of colorful flowers, just waiting for you to enjoy; Now you are sitting on a flower, 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 of the lesson Competency Objective	: Sound : Self Managment : Helps in building confidence by giving them an opportunity to share their thoughts. Resource 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 Teacher will introduce one animal (puppet) like rabbit (Ribbu) and tells children that Ribbu loves to play. But Ribbu does not have any friends. So lets take Ribbu in a zoo for making friends. Now lets see who becomeRibbu's friend.
Warming up	Energizer - Down in the Jungle Where nobody goes. There is big great elephant washing his clothes so on.
Opening up	Teacher will ask children. How do you take care of your pet? I take care of my pet by _____
Cheering up	Moving fast and slow Play slow music or tambourine/bell. The children will move in a circle according to the music (fast/slow) This game helps children acquire the concepts of fast & slow.
Calming down	The teacher asks the children to sit back in the circle, sit up straight, keep their hands on their laps. Teacher will take Ribbu& say good bye and children will be allowed to touch & kiss Ribbu.

Lesson Plan –11		Month - November
Theme	:	Feeling
Competency	:	Self Managment
Objective	:	Helps the students identify the emotion and their feelings. Resource required: Tambourine, keys.
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 Everyone introduces themselves and also add what they like to do. e.g. I am _____ (name) and I love to play 'hide & seek' (any things)	
Warming up	Children will give facial expression according to the beats on tambourine like – one beat for happy face, two beats for sad and three for angry.	
Opening up	Children speak on – Q. 1. When do you feel angry? Starter – I feel angry when	
Cheering up	Children will play the game, pass around the rain (doing action)	
Calming down	Sit quietly, be very still. Now pass an object round without a sound e.g. keys, bells tambourine etc.	
Lesson Plan –12		Month - December
Theme	:	Sharing
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	:	Animal hand Puppet Revisit the five skills required for QCT.
Meeting Up	Fruit Salad-Children are named oranges or apples. Oranges changes seats when teacher calls 'Oranges', apples change seats when he/she calls 'Apples' (Fruit basket-all change)	
Opening up	Teacher discusses about eating good food and sharing during recess. Teacher introduces the animal puppet to the children. It speaks. I go to the Jungle school, one day I forgot my tiffin and I was very hungry in school. My friends shared their tiffin with me. It asks the question what all do you share with your friends at school. Children answer: I will	
Calming down	The teacher makes the children stand up in the circle. They have to imagine that they are Ice cream. Slowly as the Ice cream melts children will also sway and go down to the floor.	

Lesson Plan –13		Month - December
Theme	:	Helping others
Competency	:	Social Awareness
Objective	:	Helps in building body coordination and memory of the 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 answer. Children say : I am My friend next to me is.....	
Warming up	Teacher takes an animal puppet in hand and says I am I go to a school in which there are many animals. Can you name which animals come to my school. Children answer one by one.	
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	:	Thank You
Competency	:	Social Awareness
Objective	:	Helps them appreciate what they have and be thankful for it
Resources	:	A big chart with a tree trunk and leaves drawn on it. Pieces of green paper in the shape of a leaf Revisit the five skills required for QCT
Meeting Up	Oranges and Lemons game: Children are either oranges or lemons (teacher goes around and touches all oranges on shoulder and then lemons). Teacher says," All lemons change seats", children who are lemons change seat. Teacher says," All oranges change seats", children who are oranges change seat. On the words ' Fruit Salad' everyone change seats.	

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 am thankful for having such sweet children in my class" goes to the tree and pastes the leaf. 3. She tells the students, "Today we will all say thank you for some of the nice things we have" 4. She then says, "Here are some green leaves. Can each of you, one after the another, pick a leaf, tell the class one thing you are thankful for and stick the leaf on the branches of this tree. 5. She then asks them, "Who would like to start? You can start by saying I am thankful for..... and then paste the leaf." The teacher says, "The child who is ready to speak will take the thumb out." 6. 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 them their leaves on the tree. 7. 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 tells the children that we will do a fun activity. She tells them to clap loudly and then clap softer and softer till there is no sound at all. This game is to be repeated for a couple of times.
Calming Down	The teacher and children to sing the song on 'Thank You' https://www.youtube.com/watch?v=WeEPR-vPkbs Thank you, Thank you, Thank you everyone Thank you for all you've done Thank you, thank you, thank you everyone Thank you for all you've done You taught us to read and write You taught us to learn You told us it'd be alright And how to take our turn Thank you, Thank you, Thank you everyone Thank you for all you've done Thank you, thank you, thank you everyone Thank you for all you've done

Lesson Plan –15		Month - February
Theme for the term : Thanks Giving Objective of the QCT session : Helps in building the self-worth of children by highlighting one of their positive aspects 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.	
Opening Up	After the teacher finishes taking 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	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-7 (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. 		

STORIES OF THE MONTHS

APRIL & MAY

ELVES AND THE SHOEMAKER

Once upon a time, there lived a poor shoemaker and his wife.
They were honest and hardworking, but they had very little money.
One day, the shoemaker had leather for only one pair of shoes.
He cut the leather pieces carefully and placed them neatly on his table.
“I will sew them in the morning,” he said, and went to bed.
When he woke the next day, he was surprised.
On the table stood a beautifully finished pair of shoes.
The stitches were tiny and very neat, better than anything he had ever made.
Soon a customer came by, liked the shoes, and paid a good price for them.
With the money, the shoemaker bought leather for two pairs of shoes.
Again, he cut the leather and left the pieces on the table overnight.
In the morning — to his surprise — two pairs of shoes were ready.
Day after day, the same thing happened.
Each night the leather was left ready, and each morning lovely shoes appeared.
Before long, the shoemaker was no longer poor.
He and his wife lived happily once more.
Filled with curiosity, the wife said,
“We must see who is helping us.”
So one night, they hid quietly behind a curtain.
At midnight, they saw two tiny elves enter the room.
Quickly and neatly, the little elves stitched and tapped, working cheerfully until the shoes were done.
The shoemaker and his wife watched with great surprise.
“They have helped us,” whispered the shoemaker.
“We must thank them.”
The next day, they made tiny clothes and tiny shoes for the elves.
That night, instead of leather, they placed the gifts on the table.
At midnight, the elves returned.
How happy they were!
They put on the new clothes, laughed with joy, and danced around the room.
Then, hand in hand, they skipped away — and were never seen again.
But the shoemaker lived comfortably, always remembering their kindness.

JUNE & JULY

THE JUNGLE BOOK

One day, deep in the jungle, a panther named Bagheera discovered a baby tucked inside a ship wrecked boat. Bagheera left the child outside the den of a new wolf family hoping they would care for it. To his relief, after a few curious sniffs, the mother wolf, took the baby inside her cave.

For ten years, the boy who came to be known as Mowgli was raised as a wolf cub. He loved his animal family, Bagheera often visited him. Yet he knew that someday Mowgli would have to be returned to their jungle. Fearing that Mowgli would grow up to be a hunter, Sher Khan intended to destroy the boy.

The elders decided that Mowgli would have to go to a man village. But Mowgli just refused to go. So he was left on his own.

On his way, he met Baloo who thought that Mowgli had to learn a few lessons if he had to survive in the Jungle. Saving Mowgli from the clutches of Sher Khan, King Louie-the monkey king, Kau the snake, Bagheera and Baloo decided to send him to the man village. On the way, Mowgli spotted a pretty young girl collecting water by the river.

Mowgli got curious and wanted to know more about the girl.

Baloo and Bagheera watched as Mowgli made friends with the girl and joined her to the village.

The animals were happy that Mowgli was now in the right place.

AUGUST**PINOCCHIO**

Once upon a time there was an old toy maker named Geppetto. One day, he made a puppet that looked very much like a boy. He named him 'Pinocchio'. But lo! Suddenly the puppet started talking and moved around.

Geppetto wanted 'Pinocchio' to go to school so he sold his coat to buy a book for Pinocchio. But Pinocchio sold his book to buy a ticket for a puppet show. On seeing the other puppets, he got so excited that he ended up spoiling the show.

The puppet master got angry with Pinocchio and wanted to throw him into the fire. Pinocchio started crying and said "It will make my father very sad".

Pinocchio told him about Geppetto who had sold his only coat to buy him a book. The puppet master felt sorry for him and gave him five gold pieces for his father's new coat.

On his way home, Pinocchio met a strange cat and a fox who were thieves. When they found out that he had some gold coins, they said to him, "If you bury your gold coins in that magic field over there, and then take a nap, you will have even more when you awake!"

Pinocchio did what they said, but when he awoke his coins were gone! Pinocchio cried out for help. A blue fairy came to see him, but he told her a lie that he had lost his way and also lost the money for his father's new coat. Suddenly his nose began to grow! The fairy laughed and said, "Your nose grows if you tell a lie!" Pinocchio promised to be good and he set off for home. On the way, he stopped to look at the sea. Suddenly a huge wave splashed and carried him out to sea. A giant whale opened its mouth and swallowed him whole.

To his surprise he found Geppetto inside the whale! "When you didn't come back," said Geppetto, "I went out in a boat to look for you. The boat tipped over and here I am!" They hugged each other with joy.

They managed to sneak out of the whale's mouth while it slept. Soon they were safely home again.

After that, Pinocchio was always good. He worked hard at school and helped in Geppetto's shop. He secretly wished he would become a real boy.

One night, the blue fairy came and granted him his wish. When he awoke the next day, he found that he had become a real boy at last.

SEPTEMBER THE THREE BILLY GOATS GRUFF

Once upon a time, there were three Billy Goats. They were all brothers, and their last name was Gruff. There was the Little Billy Goat Gruff. There was the Middle Billy Goat Gruff. And there was the Big Billy Goat Gruff. The Billy Goats lived in a valley where there was very little to eat. They were very hungry! They looked up at the hillside and saw a beautiful meadow full of sweet, green grass and lovely flowers. "Yum!" said the Little Billy Goat. "I want to go up there and fill my tummy!" "Me too!" said the Middle Billy Goat. "Let's go!" said the Big Billy Goat. But to get to the hillside, they had to cross a deep, rushing river. There was only one wooden bridge across it. And under that bridge lived a big, angry Giant! He had eyes as big as saucers and a nose as long as a carrot.

First came the youngest Billy Goat Gruff to cross the bridge. Trip, trap, trip, trap! Trip, trap, trip, trap! went the bridge. Suddenly, the Giant popped his head up! "WHO is that tramping over my bridge?" he shouted in a loud, grumpy voice. The Little Billy Goat said in a tiny, squeaky voice: "It is only I, the tiniest Billy Goat Gruff. I am going to the hillside to eat the sweet green grass." "Then I'm coming to gobble you up!" roared the Giant. "Oh, please don't take me!" said the Little Goat. "I am too little. Wait for the second Billy Goat Gruff. He is much bigger than I am."

The Giant thought about it. "Hmph! Very well," he grumbled. "Be off with you!" And the Little Billy Goat skipped across to the safety of the hillside. A little while later came the second Billy Goat Gruff to cross the bridge. TRIP, TRAP, TRIP, TRAP! went the bridge. "WHO is that tramping over my bridge?" roared the Giant.

The Middle Billy Goat said in a regular voice: "It is the second Billy Goat Gruff. I am going to the hillside to eat the sweet green grass."

"Then I'm coming to gobble you up!" shouted the Giant. "Oh no! Don't take me," said the Middle Goat. "Wait for the third Billy Goat Gruff. He is much, much bigger than I am."

The Giant licked his lips. "Fine! Be off with you!" And the Middle Billy Goat trotted across to join his brother.

But just then, up came the Big Billy Goat Gruff. TRIP! TRAP! TRIP! TRAP! The bridge creaked and groaned under his heavy hooves.

"WHO is that tramping over my bridge?" bellowed the Giant.

The Big Billy Goat spoke in a deep, strong voice: "IT IS !! THE BIG BILLY GOAT GRUFF!"

"Then I'm coming to gobble you up!" screamed the Giant, and he climbed up onto the bridge.

But the Big Billy Goat was not scared. He lowered his head and showed his sharp horns. "Well, come along then!" said the Big Billy Goat. "I have two hard horns and four hard hooves. Come on!"

The Big Billy Goat ran forward as fast as he could. BAM!

He butted the Giant right off the bridge and into the rushing river! SPLASH!

The water washed the grumpy Giant away.

The Big Billy Goat walked calmly up to the hillside. There, all three Billy Goats ate the sweet green grass and the lovely flowers until their tummies were full and happy.

OCTOBER

RAMAYANA

Long ago, kind 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 wish is to make my son Bharata the King. The second wish 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 holyman 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 Lakshman returned, they were filled with sorrow. They searched her but she was not found. Rama met the monkeys and asked for help. "I can tell you where is Sita", Jatayu, the vulture said, "Ravana took her to Lanka."

When Rama and Lakshman 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, Diwali is celebrated.

NOVEMBER

TALKATIVE TORTOISE

Once upon a time, in a beautiful blue lake, there lived a Tortoise. Now, this Tortoise was very nice, but he had one big problem. He loved to talk. He talked in the morning: "Hello, Sun! Hello, Fish! Hello, Water!" He talked in the afternoon: "Did you see that cloud? Did you eat your lunch?" He talked at night: "Goodnight, Moon! Goodnight, Stars!"

Chatter, chatter, chatter. Yak, yak, yak. He never stopped!

His best friends were two beautiful white Geese. They were quiet and wise. They liked the Tortoise, but sometimes they would say: "Shhh! Tortoise, please... give your mouth a rest!"

One summer, the sun shone very hot. Phew! It was scorching! It did not rain for months. The beautiful blue lake began to dry up. First, the water went down to the knees. Then, it went down to the toes. Finally, there was only mud left. Squelch, squelch.

The two Geese said, "Friend Tortoise, we cannot live here anymore. We must fly to a new lake on the other side of the mountain." The Tortoise began to cry. "Boo-hoo! I have no wings! I cannot fly! Do not leave me here in the mud!"

The Geese thought and thought. "We have an idea!" said the Geese. "But you have to promise one thing. You must KEEP... YOUR... MOUTH... SHUT." "I promise! I promise!" said the Tortoise. (But his mouth was already moving!)

The Geese found a strong, long stick. "Look," they said. "We will hold the ends of the stick with our beaks. You must bite the middle of the stick with your strong jaws. We will carry you up into the sky."

"Wow!" said the Tortoise. "What a grea—" "SHHH!" hissed the Geese. "Remember! If you open your mouth to talk, you will FALL." The Tortoise nodded. Zip! He locked his lips tight.

The Tortoise bit the stick. Chomp! The Geese took the ends. Snap! One... Two... Three... LIFT OFF!

Flap, flap, flap, flap! Up they went! Higher than the trees! Higher than the hills! The Tortoise looked down. He saw the world like a map. It was amazing! He wanted to say, "Look at me! I am flying!" but he remembered the rule. He kept his mouth shut tight. Mmmm-phhh!

Soon, they flew over a busy village. The people looked up and saw something strange.

"Look!" shouted a boy. "What is that thing?" "It looks like a flying ball!" laughed a woman.

"No!" shouted a man. "It is just two birds carrying a funny round stone!"

The people laughed and pointed. "Haha! Look at that funny stone!"

The Tortoise heard them. His face turned red. He was not a stone! He was a special, flying Tortoise! He was important! He got angry. He wanted to tell them, "I am not a stone! I am clever!"

He forgot the stick. He forgot the rule. He opened his mouth to shout...

"I AM NOT A Stone—"

The moment he opened his mouth, he let go of the stick. PLOP! Down... down... down... Whoooooosh! THUMP!

He landed right in a haystack! Poof!

The Geese helped their friend get up.

"We are happy you are safe," they said. "Next time, remember the rule."

The Tortoise smiled too. He learned that listening and remembering rules keeps everyone safe.

DECEMBER

THE MAGIC PORRIDGE POT

There was once a little girl who lived with her mother on the edge of a dark forest. They were so poor that they never had very much to eat.

One day, they found they had no money and no food left in the cupboard. The little girl went into the forest to find some nuts or berries to bring home. But she could not find anything that they could eat. She was so sad that she began to cry. "How can I return home to Mother empty-handed?" she said to herself. She was weak from hunger but she did not want to give up trying to find something to eat.

Soon the girl met a kind old woman, who said in a sweet voice, "What's the matter, my dear? You look so sad!" The girl answered, "My mother and I are very hungry and I cannot find any food for us today."

The old woman smiled as she gave the little girl a pot. "Here's something for you." She said, "You will never go hungry again. You only need to say 'Cook, little pot, cook,' and you will have sweet porridge. When you say, 'Stop, little pot, stop,' it will stop cooking." The little girl thanked the woman and ran home with the pot.

When the girl got home, she showed the pot to her mother and told her about the old woman. Then the girl said, "Now let's see if the pot obeys the magic words... Cook, little pot, cook!". At once, the pot filled with sweet porridge. The little girl and her mother were overjoyed as they dished out the porridge into their bowls. When they had eaten enough, the girl said, "Stop, little pot, stop!" The pot stopped cooking.

They had several good meals that day, and in the days that followed they were never hungry again. They were very grateful to the kind old woman who had given the magic pot. One day the girl went to visit a friend. Before she left, she said to her mother, "Do not wait for me when you are hungry. You know what to say to the pot, don't you?"

"Yes, of course I do!" said her mother. When the girl's mother grew hungry, she asked the pot to start cooking. But when she had eaten enough she could not remember how to stop it! It went on cooking till it flowed over. It flowed onto the table, then onto the floor. The woman ran out of the house as the porridge flowed out onto the streets. When the streets were full, it even began flowing into other people's houses!

Soon the village was filled with porridge. It tasted so good that many of the villagers scooped it into their pots and pans to take. The little girl was just coming home when she saw the porridge-filled streets. There she met her worried mother carrying the magic pot.

The girl quickly said the magic words "Stop, little pot, stop!" and it stopped cooking right away. The surprised villagers were glad that the flood of porridge had stopped. The girl and her mother apologized to everyone and then went home to clean up their house. It took the villagers many days before the streets were cleared of the porridge. But they did not complain because, from that day on, no one in the town ever went hungry again!

JANUARY

THUMBELINA

Once upon a time there was a woman who longed for a tiny little child. Once a witch gave her a grain of barley and told her to plant it. It was a magic grain. Soon a flower grew, the woman kissed the flower and a tiny girl appeared. She was no taller than a thumb. Her mother named her Thumbelina and put her to bed in a walnut shell. One night, when Thumbelina was fast asleep, a wicked toad came and took her to the marsh where he lived. Next morning Thumbelina began to weep. “Do not cry, look at my son, he will be your husband” said the mother toad. Thumbelina began to cry again. A fish felt sorry for her. The fish put her on stem of the lily pod and she drifted far away.

On the way Thumbelina met pretty, white butterflies, but the flies marked that they could not keep her with them.

Thumbelina remained alone in the forest and walked for a long time to find a shell. A mouse gave her shelter in his wooden house. Again she met a sparrow, who was not well. Thumbelina nursed the sparrow and the sparrow regained and flew over mountains, valleys and seas to arrive in a hot country.

In this wonderful place, there was a white flower and inside that flower was a tiny man. Thumbelina married that tiny man and became the queen of the flowers and lived her life safely and happily.

FEBRUARY

MAHABHARATA

Long ago in Hastinapur there were two brothers namely Dhritrashtra and Pandu. Dhritrashtra had hundred sons. The name of his eldest son was Duryodhan and they were together called Kauravas. Pandu on the other hand had five sons who were called Pandavas. Yudhishtir, the eldest of them was honest and always spoke the truth. Bheem was the strongest amongst all. Arjun was the best in archery. Nakul was the most charming and Sahdev was the wisest.

The Pandavas and the Kauravas grew up together but Kauravas never liked the Pandavas and they always fought with them. However the Pandavas always treated them as brothers.

When they grew up, the Kauravas took away the kingdom of Hastinapur and asked the Pandavas to leave the kingdom. This led to a fight between them. Both the sides fought at Kurukshetra. The Pandavas were truthful and right so Lord Krishna helped them in the battle. The Pandavas won and the Kauravas lost.

The teachings which Lord Krishna gave to Arjuna during the fight are compiled in a book called Bhagvad Gita. Bhagvad Gita is the holy book of Hindus.

<u>Syllables - Daisy English Reader</u> (Only for reference. To be used by the teacher in the class)	
Syllable is a part of a word that contains mostly a single vowel sound and is pronounced as a unit. It helps in easy and correct pronunciation of a word and enhances reading skills. Daisy English Reader has many simple new words to increase the child’s vocabulary. Few of these words have more than one syllable, which we have listed below, breaking them into two or more parts by a “/” so that their reading and pronunciations are done accurately.	
<u>April, May</u> 1. tiger - ti/ger 2. lily - lil/y	<u>September</u> Pg. 25 - coffee - cof/fee - brother - broth/er
<u>June, July</u> Pg. 13 - after - af/ter Pg. 15 - seven - sev/en - mother - moth/er Pg. 17 - picnic - pic/nic - window - win/dow - raining - rain/ing	<u>October</u> Pg. 27 - water - wa/ter Pg. 31 - parrot - par/rot
<u>August</u> Pg. 19 - potter - pot/ter - began - be/gan - sorry - sor/ry - father - fa/ther Pg. 21 - yummy - yum/my - pussy - puss/y	<u>November</u> Pg. 34 - apple - ap/ple - yellow - yel/low Pg. 35 - merry - mer/ry - tadpole - tad/pole - family - fam/i/ly
	<u>December</u> Pg. 37 - recess - re/cess Pg. 38 - rupees - ru/pees - costly - cost/ly

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<u>January</u>			<u>February</u>		
Pg. 39	-	Monday - Mon/day	Pg. 43	-	crying - cry/ing
	-	Tuesday - Tues/day		-	uncle - un/cle
	-	Wednesday-Wednes/day		-	dentist - den/tist
	-	Thursday - Thurs/day		-	cleaning - clean/ing
	-	Friday - Fri/day		-	morning - morn/ing
	-	Saturday - Sat/ur/day	Pg. 44	-	birthday - birth/day
	-	Sunday - Sun/day		-	balloon - bal/loon
Pg. 42	-	butter - but/ter		-	party - par/ty
	-	sugar - su/gar		-	candles - can/dles
	-	oven - o/ven		-	pillow - pil/low
	-	ready - read/y			
	-	happy - hap/py			