



This Syllabus belongs to :

Name: _____

Class & Sec : _____ Branch: _____

Dear Students

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

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

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

Just a few suggestions to make your schooling enjoyable.

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

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

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

And yes, be regular to school and on time.

Happy Learning !



Sunbeam School

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

BOOK LIST for Nursery (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	The Magic of Phonics (with CD)	<i>Eternal Pub.</i>
Maths	Math with Maxi	<i>F.K. Pub.</i>
Pattern Writing	Step by Step from Patterns to Alphabet Volume I & II	<i>JR. Preschool Pub..</i>
Ev.S. & G.K.	Treasures of Joy (Step-1)	<i>JR. Preschool Pub.</i>
Drawing & Craft	L'il Strokes Part A & Part B	<i>JR. Preschool Pub.</i>
Rhymes	Pretty Petals – A (With CD)	<i>Eternal Pub.</i>
Learner's Comate	Term-I and Term-II (Combined for all subjects)	<i>Marina Pub.</i>
Computational Thinking	Computational Thinking	<i>Marina Pub.</i>

STATIONERY LIST (Nursery)

1. Learning made easy - English A, Book- I & II (Eternal Publication)
2. Learning made easy - Numbers A (Eternal Publication)
3. Drawing notebooks (4) (1 for Drawing & 3 for Craft)
4. Camel Artica plastic crayons - hexagonal crayons (a set of 24 shades) – 2 sets (1 set to be deposited in school)
5. Squeeze Ball - 1
6. Safe Moulding Dough-Kit 50gms x 6 shades
7. Hexagonal pencils, Eraser, Plastic ruler, Sharpener (to be deposited in the school)
8. Poster Colours - Camlin 6 Colours (2 sets) (1 set to be deposited in the school & 1 set to be used at home)
9. Small Fevicol squeezy Bottle-2 (medium sized)
10. Thick round brush for painting (No. 8, 10)
11. Chalk Slate Big Square - 2 in 1 (11 inches x 9.5 inches) - (KPL Learning Kit)
12. 3 Ball Crayons – 1 set (Faber Castell) (1 ball crayon to be submitted in the school and 2 crayons to be used at home)
13. Navneet Youva scissors-1 (to be submitted in the school)

Note :

1. All the items mentioned under stationery should be deposited with the class teacher. Only one set of crayons and poster colour should be submitted to the class teacher.
2. Please buy soft lead pencils that are not rounded, as angled pencils help in children's grip.
3. Hexagonal pencils will be used for all written work.
4. Stainless Steel Rulers are not allowed in school. Only Plastic Rulers are to be used.

Please Note :

1. 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.
2. The text books should be covered only with used paper or bound so that they don't tear during the session.
3. All text books and notebooks should be properly labelled with name, class and section.
4. Parents are requested to buy the books at the earliest before the stock is sold.
5. 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.



Estd. 1972

Sunbeam
Group of Educational Institutions

A WORD TO THE PARENTS

Dear Parents,

Welcome to an amazing year of learning!

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

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

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

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

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

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

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

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

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

Let's work together!

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

Salient Features of Sunbeam

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

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

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

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

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

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

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

Birthday Book Gifting Initiative : This is designed to make each child's birthday meaningful while nurturing a love for books and reading. On this special occasion, children are gifted a thoughtfully selected storybook as a gesture of care and celebration from the school. The initiative reinforces the idea of books as valued companions and joyful treasures, while creating positive emotional associations with reading. It aims to foster early literacy, curiosity, and a lifelong appreciation for learning in a warm and inclusive manner.

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 20 minutes of internet time for your ward to go through and benefit.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Here are some practical steps:

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

Sunbeam and the National Education Policy (NEP) 2020

Dear Parents,

Greetings at the start of the academic new session.

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

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

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

● Analytical power

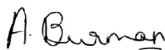
● Critical thinking

● Decision-making

● Creativity

● Conceptual clarity

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



Amrita Burman
Director

Weight of Bags

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

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

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

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

Regards
Sunbeam School

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UNDERSTANDING NURSERY KIDS

Nursery is usually considered as preschool where children first begin to learn “**how to learn**”. To enable them to settle down comfortably in school, we create child friendly, home alike environment for our little ones as we feel that strong preschool experiences will develop positive attitude in them regarding school.

At this stage they are developing basic life skills, independence and knowledge too. Preschoolers learn many new skills and also stretch their cognitive abilities. We understand that every child develops differently and a particular child might accomplish one skill earlier or later than others. Since these tiny tots want to assert their independence, they are likely to be more assertive at times. Emotional connection and one to one attention is what is most important for the little ones.

We take utmost care in providing training of these preschoolers for we believe that more time we spend on training, the less time we have to spend on correcting behavior.

LEARNING IN NURSERY INCLUDES.....

Creativity, adaptability, critical reasoning, and collaboration are highly valued skills. When it comes to fostering these 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 math through stories and songs. This type of integrated approach strengthens student learning and achievement in all areas.

The Basics

In Nursery, children learn about the world through play. Subject areas aren't separate in their minds or in the classroom. It's where children first develop a relationship with learning.

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

make learning a fun filled experience as Nursery is the first stage of the development of English language.

Listening & Speaking- Since a Nursery child is exposed for the first time to school environment, the most essential skill which needs to develop is listening. Good listening skills foster better speaking skills among children. Though English is the second language, regular drilling in English helps them to expand their vocabulary. All of these are developed through Poems, Rhymes, Energizers, Stories Telling, Phonemic Awareness, Circle Time, Class Competitions, Rhymes, Story Telling, Read Aloud Activity, Conversation Corner, Objects on which children speak in the class.

Reading- Young children are like sponges. Every day they learn skills that will help them become readers. Regular reading helps them become aware of books and print. For the development of this skill the Nursery child learns about Picture Reading, Letter Sound correspondence, words related to Alphabet, Alphabet Picture Association, Phonemic Awareness, familiarity with the letters of the alphabet — knowing a letter's name, shape and sound. Regular reading is done through different books at the reading corner and visit to school library. A special week 'Reading Mahotsav' is dedicated to inculcate reading habits amongst children.

Writing- Writing starts with a lot of scribbling to develop their grip. Comfortable and efficient grip is essential for good hand writing. 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. Upper Case Alphabet (A-Z) are taught through different patterns.

Maths

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

a) **Logical Skills and Number Sense-** Numbers up to 30 orally and upto 10 in writing

b) **Visual and Spatial Skills-** *Creative Corner, identifying* shapes, size, space,

position, direction 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 heavy /light, big/small, Comparing and Contrasting using concrete, visual props like buttons, cubes and counting beads.

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 and hand-eye coordination. They actually begin to draw and write beyond just scribbling.

Health and Personal Hygiene

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

Socializing

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

YOU CAN HELP YOUR CHILD LEARN BETTER

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

DEVELOP BONDING WITH YOUR CHILD

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

SPEND QUALITY TIME

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

GET INFORMED AND BE AN ADVOCATE FOR YOUR CHILD

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

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

TRUST THE TEACHING

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

GET INVOLVED WITH YOUR CHILD'S SCHOOL

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

Websites for Reference

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

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

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

Computers & Kids

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

Assessment Pattern

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

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

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

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

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

Note :

1. Holistic Progress Report will be given to the students for the months of April & May, June & July, August, November, December and January.
2. Simple dictations and class tests will be taken regularly, but the child's performance in these tests will in no way affect his / her continuous observation. (MCQ pattern will be followed). Notice will be given one week in advance.

Sample 

T	L	E
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3. Monthly classwork assignments are also given to the children to give them regular practice of the covered courses in the month. The C.W. Assignments will begin from July.
4. It is important that the child attends classes regularly for continuous and proper assessment.

VALUE BASED LEARNING

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

Hidden Values in the alphabets

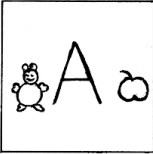
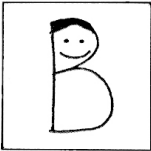
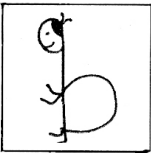
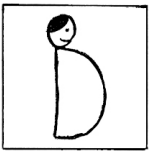
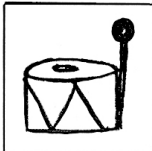
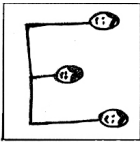
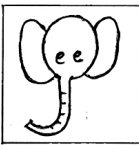
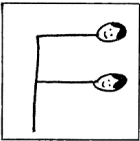
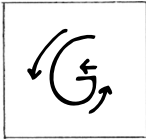
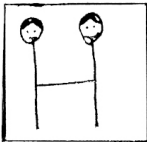
Aa	active in all we do
Bb	brave in every situation
Cc	caring towards all
Dd	discipline leads to success
Ee	effort in all we do
Ff	faithful in deeds
Gg	gentle to animals
Hh	honesty in all dealings
I i	intelligence in every action
Jj	justice to be delivered to all
Kk	kindness to all living beings
Ll	liberal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

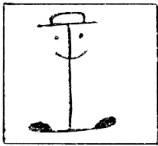
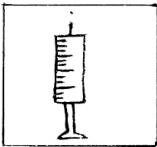
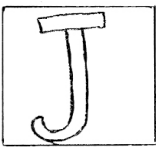
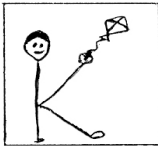
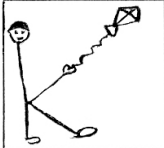
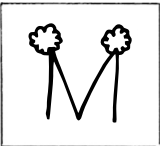
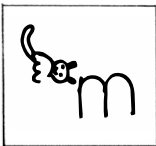
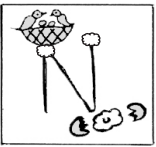
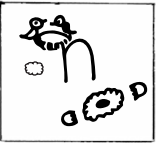
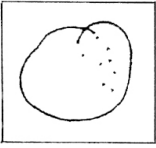
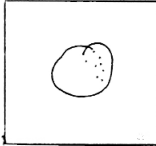
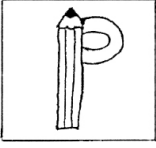
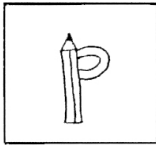
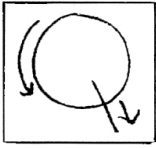
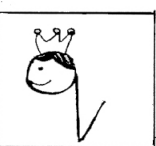
MAGIC WORDS : In keeping with the social development of the child, it becomes mandatory for the school and home to develop social etiquettes in children.

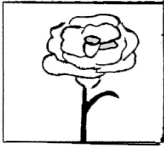
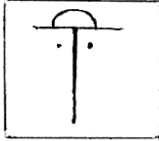
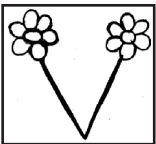
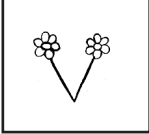
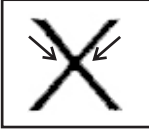
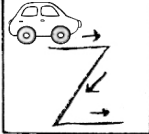
Thank you, Please , Sorry, Excuse me, Welcome, Pardon are a few Magic Words that children will be encouraged to use regularly in their daily conversation.

Alphabet story

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

A		Mountain with a bridge
a		Half the apple
B		A boy with a face & tummy
b		Boy with a bag
C		½ the wheel of papa's car
c		½ the wheel of baby's car
D		1 boy with a big tummy
d		Drum & stick
E		1 pole-Papa bed, baby bed, mama bed
e		elephant's eye
F		1 pole-Papa bed, mama bed
f		Fire man 'f'
G		Go to river Ganga and take a bath
g		Girl with a plait
H		Two friends shaking hands
h		'h' house

I		1 man with cap & shoes
i		injection
J		Hockey stick and I sleeping line on top
j		Hockey stick and ball
K		Papa flying kite with 1 leg out
k		Baby flying kite with 1 leg out
L		Standing papa sleeping baby papa is standing to switch off the lamp
l		leg
M		Two trees shaking hands
m		Monkey is jumping
N		There are 2 trees & on one tree, there is a nest & 1 egg fell down
n		There is 1 tree & on one tree, there is a nest & 1 egg fell down
O		Mamma Orange
o		Baby Orange
P		Papa Pencil
p		Baby Pencil
Q		Ride the bicycle round & round then go in & come out
q		A queen with a crown

R		1 boy with his face & 1 leg out
r		'r' rose
S		Papa snake
s		Baby snake
T		1 man with his cap but no shoes
t		Torch and its switch
U		Papa's car comes down, turns & again goes up
u		Handle of umbrella
V		Two flowers in a big vase
v		Two flowers in a small vase
W		Papa cat goes down up down up
w		Kitten goes down up down up
X		Big cross X
x		Small criss cross X
Y		Big yacht
y		Small yacht
Z		Big car goes zip zap zoom
z		Small car goes zip zap zoom

FORMATION OF LETTERS (UPPER CASE)		NUMBER STORY
 down down join	 round and round	1 = I stick man
 down round round	 down round	2 = ducky wucky 2
 round	 round and round out	3 = curly wurly 3
 down round	 down round out	4 = I boy sitting on a chair
 down out out out	 round turn round	5 = I policeman, with a big tummy and a gun in hand
 down out out	 top down	6 = Motu Lala 6
 round in	 down turn up	7 = Gun - gun 7
 down down join	 down up	8 = Jalebi-jalebi 8
 down top bottom	 down up down up	q = Fan - fan q
 down turn top	 down criss down cross	10 = Bat & ball 10
 down come go	 down down cross	
 down out	 top down out	
 down down up down		
 down down up		

FOREWORD

Please Note :

1. A regular Parent - Teacher interaction is necessary for the progress of the child. Therefore, parents can meet teachers on second Saturdays and last working day of the month.
2. The teacher may do any subject not mentioned in the time table on a particular day to suit her own convenience, but prior information will be given to the parents.
3. Children must submit the assignments given in Learner's Comate on the submission date.
4. An **activity time table** is given to the children in the last week of every month (for next month). This is designed keeping in mind the all-round physical, mental and social development of a child. Parents are expected to co-operate for the effective progress and growth of their child.
5. **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.
6. 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.
7. The sheets of **Science Experiment** which are based on **STEM** are given in Learner's Comate. These experiments will be done after they are performed/shown in the class.
8. Regular practice of orals at home is mandatory.
9. Children will be asked to draw any thing of their choice using their imagination for '**Imaginative Drawing**'. Teacher is strictly forbidden to give any guidance or suggestions regarding the drawing and colouring of imaginary drawing / art work of the child. The drawings of the children will be discussed by the teacher and she will also check the child's grip on pencil.
10. **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.
11. Children should practice rhymes with action regularly along with the CD provided. This will enhance their gross and fine motor skills.
12. Squeeze balls should be brought to school daily for developing a firm grip.
13. **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.
14. **Early Engineering** activity based on **STEM** 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.
15. By engaging the senses through **Sensory Pre-writing Activities** in class, teacher will help children to build connections in the brain and encourage development of language and motor skills.

16. **Bedtime Stories** will help children sleep well and develop language and creative thinking skills. The links of interesting bedtime stories will be sent once in a week for ready parental reference.
17. 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.
18. A **CD** is provided with the book '**The Magic of Phonics**'-Teachers in school will play it regularly to develop the phonic skills in children. Parents should do the same.
19. **Listening Skills Development** - To enhance listening skills in children, few lines will be read out by the teacher and a few questions will be asked for comprehension.
20. Activities & worksheets based on **Computational Thinking** will be done which will enhance their 21st century skills like problems solving, critical thinking, collaboration, etc. These sheets will be compiled in a booklet.
21. **Conversation Corner** sheets are given in the Learner's Comate. These sheets will be done in class after visiting the Conversation Corner.
22. **Show and Tell** will be done in class once in each term. Children are expected to bring the specified object from home and speak three to four lines about it. It will begin from the month of July.
23. **Dance for fun** is conducted in the classroom as an energizer when children's attention is waning. Signature steps on popular, numbers are taught to kids which enable them to present themselves confidently in social gatherings. It also helps in physical growth and in developing gross motor skills. It is a great source of joy and happiness for the little ones.
24. **Craft Work** - Craft Work will be done only on the right side of the Craft copy. All the materials required for the Craft Work will be provided by the school.
25. The term **TLM** which is used in the syllabus is the abbreviation of **Teaching Learning Materials**.
26. Parents will be invited twice during the academic year. The first session will focus on phonics instruction while the second will focus on blending. This will help parents to have an overview of how these skills are taught in class.
27. Students must bring their aprons daily to school as they will wear it while eating tiffin / doing activities.

Asynchronous Tasks

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

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

Introduction to Scissor Skills

Topic: Introduction to Scissor Skills

Purpose of Introducing Scissors

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

Learning Outcomes :

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

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

Correct Way to Hold Scissors (The Tripod Grip)

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

Role of Parents :

Parents are encouraged to :

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

De-addiction of Gadget

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?	

PHONIC DRILL			
Aa as in apple Ee as in egg Ii as in igloo Mm as in mango Qq as in queen Uu as in umpire Yy as in yacht	Bb as in ball Ff as in fish Jj as in jug Nn as in net Rr as in rabbit Vv as in violin Zz as in zebra	Cc as in cat Gg as in goat Kk as in kite Oo as in ox Ss as in snake Ww as in watch	Dd as in doll Hh as in hen Ll as in lion Pp as in pen Tt as in tap Xx as in box
Every alphabet denotes a sound, Phonic drills are must in the formative years of a child’s education as it enhances reading skills in the later years.			
I-TERM			
APRIL & MAY		W.D. 24+09 = 33 days	
Colour	Red		
Theme	Myself		
Thought	Cleanliness		
Tongue Twister	Bobby bought a bat		
Seasonal Fruits	Water melon, Musk melon, Wood Apple		
Seasonal Vegetables	Cucumber, Bitter gourd, Bottle gourd Activity : To familiarize the children with the colour and taste, real fruits and vegetables will be shown to them along with their pictures. Fruits and vegetables that grow below the ground will be put beneath the soil and those that grow on trees can be hung on a tree (eg: wooden model) to make children aware as to where they grow.		
Theme Lines : I am ____ (Name) of Nursery. I am ____ years old. I live in Varanasi.			
Note : Parents are requested to explain and revise the given lines regularly.			
DEVELOPMENT OF GROSS MOTOR SKILLS	Activities : 1. Plasticene moulding 2. Tracing in air 3. Tracing in water 4. Tracing with a stick in dry sand 5. Tracing with a stick in wet sand 6. Paper crumpling (class project-tooth brush)		

TLM	7. Pouring Activity- Solids (rajma, chana, pulses- chana daal, masoor daal, mustard seeds) Asynchronous - Video (Pre class activity) 8. Tearing and Pasting (Class Project-My ball) Asynchronous - Video (Pre class activity) Hammer ball set, Wooden blocks, Pouring glasses, seeds and pulses, Sand tray, Plasticene										
ENGLISH	Pre-writing Slate scribbling with nursery chalk Scribbling on paper with crayons. Learning Made Easy English-A Book-1 C.W. Pg. 1 H.W. Pg. 2 Step by Step Vol-1 C.W. Pgs. 2 and 3										
RHYMES	Pretty Petals - A <table> <tr> <td>1. God's Blessing</td><td>Pg. 5</td></tr> <tr> <td>2. Puffer train</td><td>Pg. 7</td></tr> <tr> <td>3. Shut them open them (fine motor development)</td><td>Pg. 9</td></tr> <tr> <td>4. Roll your hands (gross motor development)</td><td>Pg. 37</td></tr> <tr> <td>5. मेरा भैया</td><td>Pg. 46</td></tr> </table>	1. God's Blessing	Pg. 5	2. Puffer train	Pg. 7	3. Shut them open them (fine motor development)	Pg. 9	4. Roll your hands (gross motor development)	Pg. 37	5. मेरा भैया	Pg. 46
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2. Puffer train	Pg. 7										
3. Shut them open them (fine motor development)	Pg. 9										
4. Roll your hands (gross motor development)	Pg. 37										
5. मेरा भैया	Pg. 46										
AUDIO SESSION	<table> <tr> <td>6. Come Little Children (traditional rhyme)</td><td>Pg. 9</td></tr> </table>	6. Come Little Children (traditional rhyme)	Pg. 9								
6. Come Little Children (traditional rhyme)	Pg. 9										
MATHS	Pre - number Vocabulary Is defined by ensuring that number concepts are clear. 1. Big - Small Math with Maxi - C.W. Pgs. - 15, 16, 17 Learning Made Easy Number - A - C.W. Pgs. - 1, 2 Online : Synchronous - e-book/Video Asynchronous - e-quiz										
Jodo Gyan Activities	Big - Small ♦ Free Play - Pre-activity (Stringing Beads) ♦ Apne liye mala banana (Stringing beads) ♦ Free Play - Pre activity (Mathmat)										
TLM	Wooden peg board, Big to small rings, Wooden blocks Jodo Gyan TLM - Stringing Beads, Mathmat										
Learner's Comate	1. Value Education & Safety Rules Assignment - Myself (C.W. & H.W.) 2. Free hand scribbling with ball crayon (C.W. & H.W.) 3. Conversation Corner Sheets- Easter & Coconut –A fruit that gives food, water, and oil (C.W.)										

Khan Academy Kids Activities in Letters Kindergarten TLM	C.W. Pgs. 3, 5, 7 H.W. Pgs. 4, 6, 8 Step by Step-Vol -I C.W. Pgs. 4, 6, 8, 10, 23 H. W. 5, 7, 9, 11 Online : Synchronous - e-book/Video Asynchronous - e-worksheet/e-Quiz Recognition of letters A to H with phonic sound. ♦ Letters Uppercase letters : Uppercase A (main), Uppercase B (main), Uppercase C (main), Uppercase D (main), Uppercase E (main), Uppercase F (main), Uppercase G (main), Uppercase H (main) Alphabet bags, Alphabet strips, Pattern strips, Alphabet Stencil, Sand paper letters, Magnetic board and stencils, A B C flash cards, Picture book, 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. Peter and Penny												
<u>RHYMES</u> AUDIO SESSION	Pretty Petals-A <table> <tr> <td>1. My Family</td> <td>Pg. 11</td> </tr> <tr> <td>2. Mama Darling, Papa Darling</td> <td>Pg. 12</td> </tr> <tr> <td>3. Thunder (fine motor development)</td> <td>Pg. 13</td> </tr> <tr> <td>4. Two Little Hands (gross motor development)</td> <td>Pg. 20</td> </tr> <tr> <td>5. मेरा परिवार</td> <td>Pg. 46</td> </tr> <tr> <td>6. Teddy Bear (traditional rhyme)</td> <td>Pg. 23</td> </tr> </table>	1. My Family	Pg. 11	2. Mama Darling, Papa Darling	Pg. 12	3. Thunder (fine motor development)	Pg. 13	4. Two Little Hands (gross motor development)	Pg. 20	5. मेरा परिवार	Pg. 46	6. Teddy Bear (traditional rhyme)	Pg. 23
1. My Family	Pg. 11												
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5. मेरा परिवार	Pg. 46												
6. Teddy Bear (traditional rhyme)	Pg. 23												
<u>MATHS</u> Orals	1. Counting 0 - 3 Pre - number Vocabulary 2. Long - Short Math with Maxi- C.W. Pgs. 18, 20 H.W. Pg. 19 Learning Made Easy Number-A - C.W. Pg.3 3.Shapes Working with shapes (square, rectangle, triangle, circle and semi circle) Online : Synchronous - e-book / video Asynchronous - e-worksheet/ e-quiz												

Jodo Gyan Activities Khan Academy Kids Activities in Preschool Age-3 TLM	1. Counting 0 - 3 ♦ Videos of animals, stories of animals, enacting like animals - Pre-activity (picture Dice) ♦ Dost Lao (Picture Dice) 2. Long Short ♦ Free Play - Pre-activity (Jodo Blocks) ♦ Ammu ke liye mala (Stringing Beads) 3. Shapes : ♦ Guided free Play - Pre-activity (Aakar Parivar) ♦ 0-3 counting Counting -Tap & count to 3, Count to 3- Practice 1 and Practice 2 Peg board, Magnetic board and stencils, Number chart, Pocket chart Jodo Gyan TLM - Stringing Beads, Jodo Blocks, Aakar-Parivar, Picture Dice
Learner's Comate	1. Pattern Writing 1 and 2 (H.W.) 2. Value Education & Safety Rules Assignment - My Family (C.W. & H.W.) 3. Free hand scribbling with ball crayon (C.W. & H.W.) 4. Conversation Corner Sheet- Beetroot –A healthy vegetable rich in nutrients (C.W.) 5. Almanac Theme Page-Gratitude (C.W.)
C.W. Assignment	Monthly C.W. Assignment of English 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. Orals	Treasures of Joy 1. Happy moments at home Pg. 58 (C.W.) 2. Meet Me & My Family Pg. 1 (H.W.) 3. Day and Night Pgs. 21, 22 (C.W.) 4. Rainy Season Pg. 20 (C.W.) Pg. 19 (H.W.) Online : Synchronous - e-slides/ video Asynchronous - e-quiz / e-worksheet, escape room (based on all the topics covered for the month) Q.1 Where do you sleep at night ? Ans. I sleep in my bedroom. Q.2 Where does your mother /father cook food? Ans. My mother/father cooks food in the kitchen.

TLM	Q.3 What are the things you see in a kitchen /washroom / bedroom ? Ans. I see - (i) Kitchen - Gas, utensils, etc. (ii) Washroom - Mug, bucket, etc. (iii) Bedroom - Bed, pillow, etc. (original answers from children will be appreciated) Family stencils, Look and say cards
Science Experiment based on STEM	Hard and Soft (Learner's Comate)
LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building (two words per week will be taken up by the teacher) pack, draw, clean, complete, inside, sanitize, cut, paste 2. Sentence Construction My Family : (Related to parents, siblings and grandparents) Few questions related to the theme are as follows : Q.1 What is your father's name ? Ans. My father's name is _____ Q.2 What is your mother's name ? Ans. My mother's name is _____ Q.3 What is your brother's name ? Ans. My brother's name is _____ Q.4 What is your sister's name ? Ans. My sister's name is _____ 3. Simple Etiquettes - Thank you, sorry, Hello, May I come in ?
COMPUTER SCIENCE	e-content on the topic covered for the month ♦ My Family ♦ Day & Night ♦ Rainy Season
COMPUTATIONAL THINKING	Decomposition Activity– 1.Sorting (Colours)- Jodo Block – Only three colours – Twice 2. Sorting (Colours)- Beads – Only three colours – Twice <u>Details of Activity 1 : Sorting (Colours – Jodo Blocks)</u> ♦ Groups of 3-4 students will be made by the teacher. ♦ Jodo blocks of three different colours will be provided in a basket to each group.

	- Three bowls will be also provided to each group for sorting the different colour blocks. - First teacher will do sorting in front of children then she will ask children to do. <u>Details of Activity 2 : Sorting (Colours – Beads)</u> - Groups of 3-4 students will be made by the teacher. - Beads of three different colours will be provided in a basket to each group. - Three bowls will be also provided to each group for sorting the different colour beads. - First teacher will do sorting in front of children then she will ask children to do.
COLOURING & CRAFT TLM	L'il Strokes Part A C.W. Pgs. 10, 12 H.W. Pgs. 11, 13 - Tear and Paste (Craft Copy) - Thematic Sticking (Craft Copy) - Stick one object of Blue colour (Craft Copy) - Activity on Shape- Square (Craft Copy) - Thumb Printing (Craft Copy) Blue colour bag with the same colour objects
STORY TIME	- The Ginger Breadman (finger puppet) (given on pg. 95 in the syllabus) - True Friends (value - love and friendship)
PARALLEL CURRICULUM ENRICHMENT MODULE	- Professional's Visit - Ball Pool - Colouring Competition - ill effects of Chocolates, Sugar and Candies (PPT to be shown) - Tracing on Name Tag (with finger) - Grip Sheet (Learner's Comate) - Seasonal Fruits and Vegetables - Statue Game - Visit to Washroom - Explore veggies with senses - PPT of Emergency Situations (fire, terror and earthquake drill) - Value based story - Polythene and the Cow - Brushing Activity

AUGUST		W.D 25 days
Colour	Yellow	Doha & Shlok- Shlok No. 2 (Learner's Comate I-Term-Pg. No. 3)
Theme	My School	
Thought	Sharing	
Tongue Twister	Terry Totter taught my teacher	
Seasonal Fruits	Pomegranate, Pear, Banana	
Seasonal Vegetables	Lady's finger, Ridge gourd, Chilli Activity : Activity on fruits and vegetables will be done as given for the month of April.	
Theme Lines : The name of my school is Sunbeam School____ (branch). It has many classrooms, an Active Learning Lab and a library. We also learn dance, music and taekwando in school. We have good teachers in the school. I love my school. Note : Regular revision of theme lines in school and at home is important.		
DEVELOPMENT OF FINGER DEXTERITY AND FINE MOTOR SKILLS	Activities : 1. Napkin folding - Asynchronous - Video (Pre class activity) 2. Different kinds of button frames Asynchronous - Video (Pre class activity) 3. Lace - ups 4. Sorting of counters, beads, seeds, etc.- Asynchronous - Video (Pre class activity)	
TLM	Napkin, Button frames, Lace ups, Counters, Beads, Sorting seeds.	
ENGLISH Orals	Discussion on weather of the day . (to be done daily) The Magic of Phonics C.W. Pgs. 3 to 15 1. Letters A to Z with ABC song 2. Recognition of letters A to M with phonic sounds. Salt tray activity	
Sensory Pre-writing Tracing Written	Sand paper letters H,E,F Letters - L, T, I Learning Made Easy English - A Book-I Pages related to letter L, T, I will be done. C.W. Pgs. 9, 11, 13, 15, 16 H.W. Pgs. 10, 12, 14 Step by Step-Vol -I C.W. Pgs. 12, 13 14, 18 H.W. Pg. 15	

Khan Academy Kids Activities in Letters Kindergarten TLM	Online : Synchronous - e-book / video / slides Asynchronous - e-worksheet / e-quiz, escape room (based on all the letters covered for the month) Recognition of letters I to M with phonic sound. - Letters - Uppercase letters Uppercase I(main), Uppercase J(main), Uppercase K(main) Uppercase L(main), Uppercase M(main) Writing letter L, T and I Writing - Uppercase L (basic), Uppercase T (basic), Uppercase I (basic) Alphabet bags, Alphabet strips, Pocket chart, Pattern strips, Alphabet Stencil, Sand paper letters, Magnetic board and stencils, A B C flash cards and picture book.												
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. Dino - The Dog 2. Zoya												
RHYMES	Pretty Petals -A <table> <tr> <td>1. Come to School</td><td>Pg. 17</td></tr> <tr> <td>2. Starting the Day</td><td>Pg. 21</td></tr> <tr> <td>3. Bits of Paper (fine motor dev)</td><td>Pg. 22</td></tr> <tr> <td>4. मेरा घोड़ा (gross motor dev)</td><td>Pg. 47</td></tr> <tr> <td>5. मेरी टीचर</td><td>Pg. 51</td></tr> <tr> <td>6. Ba-Ba- Black Sheep (traditional rhyme)</td><td>Pg. 19</td></tr> </table>	1. Come to School	Pg. 17	2. Starting the Day	Pg. 21	3. Bits of Paper (fine motor dev)	Pg. 22	4. मेरा घोड़ा (gross motor dev)	Pg. 47	5. मेरी टीचर	Pg. 51	6. Ba-Ba- Black Sheep (traditional rhyme)	Pg. 19
1. Come to School	Pg. 17												
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5. मेरी टीचर	Pg. 51												
6. Ba-Ba- Black Sheep (traditional rhyme)	Pg. 19												
AUDIO SESSION													
MATHS Orals	1. Counting 0-5 2. Introduction of '0' Pre-number Vocabulary 4. Tall - Short Math with Maxi C.W. Pgs. 21, 22 H.W. Pg. 23 Learning Made Easy Number-A - C.W. Pg. 8 5. Number-1 Math with Maxi C.W. Pgs. 28, 30 H.W. Pgs. 29, 31 Learning Made Easy Number-A - C.W. Pg. 6 H.W. Pg. 7 6. Shapes ♦ Working with shapes ♦ Intro of 'square' shape Learning Made Easy Number-A - C.W. Pg. 5 H.W. Pg. 4												
Sensory	Salt tray activity												

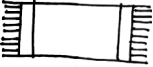
Pre-writing Jodo Gyan Activities Khan Academy Kids Activities in Preschool Age-3 TLM	Online : Synchronous - e-book / video Asynchronous - e-worksheet/ e-quiz, escape room (based on all the concepts covered for the month) 1. Counting 0-5 ♦ Dost Lao - Hide and Tell (Picture Dice) ♦ Dost Lao - Change the stickers (Picture Dice) ♦ Jumping on Spot (Dot Dice) 2. Tall - Short ♦ Building making (Jodo Blocks) 3. Shape-Square ♦ Guided free play (Aakar Parivar) ♦ 0-5 Counting Count to 5 - Tap & count 5 ♦ Tall and short Compare sizes - Main, Practice-1 ♦ Square Shapes - Practice 1 (Square), Basic (Square) Spindle box, Number strips, Small to big rings, Magnetic, number and stencils, Shape stencils, Number chart, Pocket chart Jodo Gyan TLM - Picture Dice, Dot Dice, Jodo Blocks, Aakar Parivar
Learner's Comate	1. Letters Ll, Tt, li (H.W.) 2. Number Work - I (H.W.) 3. Value Education & Safety Rules Assignment - My School (C.W. & H.W.) 4. Free hand scribbling with ball crayon (C.W. & H.W.) 5. Conversation Corner Sheet -Elephant – The animal known for its strong memory (C.W.) 6. Almanac Theme Page-Service (C.W.) 7. Chetna - Going to Washroom worksheet (C.W.)
C.W. Assignment	Monthly C.W. Assignment of English, Maths and Drawing will be taken at the end of the month once the syllabus is covered for the month of August.
<u>Ev.S. & G.K.</u>	Treasures of Joy 1. Independence Day Pg. 18 (H.W.) 2. Naag Panchami Pg. 63 (H.W.) 3. Rakshabandhan Pg. 23 (C.W.)

Orals	4. My School Pg. 60 (C.W.) 5. Square Shape Pg. 25 (C.W.) Online : Synchronous - e-slides/ video Asynchronous - e-quiz / e-worksheet, escape room (based on all the topics covered for the month) Q1. What does your teacher use for writing on the green board? Ans. She uses a chalk. Q.2 Who rings the bell in the school ? Ans. The peon rings the bell. Q.3 Name any two things you see in your class room. Ans. (I) Desk (ii) Chairs (original answers from children will be appreciated)
Science Experiment based on STEM	Rough and smooth - to develop tactile sense (Learner's Comate)
Early Engineering Activity based on STEM	Spinning Top
<u>LANGUAGE DEVELOPMENT</u> Orals	1. Vocabulary Building (two words per week will be taken up by teacher) use, read, write , listen, look, quiet , wet , dry 2. Sentence Construction My School : (Related to school-different areas of the school, different activities in the school) Few questions related to the theme are as follows: Q.1 In which school do you study ? Ans. I study in Sunbeam School _____. Q.2 What is the name of your Principal / Headmistress ? Ans. The name of my Principal/Headmistress is _____. Q.3 What is the name of your class teacher ? Ans. The name of my class teacher is _____. Q.4 In which class do you study ? Ans I study in Nursery 3. Simple Etiquettes May I go to the washroom / wash my hands ? Please , Excuse me
COMPUTER SCIENCE	e-content on the topic covered for the month ♦ My School ♦ Square

COMPUTATIONAL THINKING	Pattern- Activity – Make pattern with Jodo Blocks – Only two colours – Twice 1. Class work Assignment – 1 2. Home Work Assignment – 1 Details of Activity : Make Pattern (Two Colours – Jodo Blocks) – ♦ This is an individual activity. ♦ Jodo blocks of two different colours will be provided in a basket to each child. ♦ Teacher will make a train with two different colours and show the pattern to the children (if red and yellow blocks are there they will use one red block and one yellow block) ♦ Children will follow the pattern and make their own train.
DRAWING (Copy Work)	Free Hand Drawing -Draw and Colour (C.W. and H.W.) 1. bag  2. mug  3. Imaginative Drawing (children's pencil grip will be corrected)- To be done on a separate sheet (to be assessed by the School Counsellor) (C.W)
COLOURING & CRAFT	L'il Strokes Part A C.W. Pgs. 14, 16, 18 H.W. Pgs. 15, 17, 19 1. Leaf Sticking (Step by Step vol-1) Pg. 13 2. Rakhi Making (Treasures of Joy) 3. Vegetable Printing (Craft Copy) 4. Seahorse Craft - DIY Craft (individual) 5. Thematic Sticking (Craft Copy) 6. Stick one object of Yellow colour (Craft Copy) 7. Colour the National Flag (Class Project)
TLM	Yellow Colour Bag with same colour objects
STORY TIME	1. The Crab and the Crane (given on pg 96 in the syllabus) 2. Chinky Learns to Share (value - sharing)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Puppet Show (stick puppet) 2. Grandparents Kitchen Magic (Not Thermal Cooking) 3. Birthday Celebrations (July, Aug, Sept.) 4. Sand and Kinesthetic Sand Play 5. ill effects of Chocolates, Sugar and Candies (PPT to be shown) 6. Grip Sheet (Learner's Comate)

	7. Rhyme Competition - Theme (Patriotic) 8. Tracing on Name Tag (with finger) 9. Shape Walk 10. Seasonal Fruits and Vegetables 11. Trip Around the School 12. Creepy Crawlies (Assignment in Learner's Comate) 13. Value based story - Shoe and the Dog 14. Sawan Celebrations	
SEPTEMBER		W.D 24 days
Colour	Green	Doha & Shlok- Doha No. 3 (Learner's Comate I-Term-Pg. No. 3)
Theme	Our green friends - Plants	
Thought	Helping others	
Tongue Twister	Crush grapes, grapes crush	
Dry Fruits	Almonds, Raisins, Cashewnuts <i>* Real dry fruits will be shown in class.</i>	
Note : A grip sheet will be done for the assessment of grip over the writing medium. Theme Lines : Plants are seen around us, they are big and small. Plants have many parts - like roots, stem, leaves, seeds, flowers and fruits. Plants need sunlight, air, water and soil to grow. We must take care of plants. Note : Regular revision of theme lines in school and at home is important.		
DEVELOPMENT OF VISUAL DISCRIMINATION AND MENTAL SKILLS	Activities : 1. Jigsaw puzzles 2. Multi - shaped cardboard tiles 3. Go - together cards (simple) - Matching / sorting 4. Dominoes (Picture to Picture) 5. Sorting with tweezer or peg pom-pom (small cotton balls of different colour) - Asynchronous - Video (Pre class activity)	
TLM	Jigsaw puzzles, Go - together cards, Dominoes	
ENGLISH Orals	Discussion on weather of the day . (to be done daily) The Magic of Phonics C.W. Pgs. 3 to 22 1. Letters - Revision A to Z 2. Recognition of letters A to T with phonic sounds.	
Sensory Pre-writing	Pushing beads into play dough activity	

Tracing Written	Sand Paper letters - (A, V, X, Y, N) Letters H, E, F Learning Made Easy English-A Book-I - Pages related to letter H, E, F will be done. - Dictation (L, T, I, H, E, F) - Pattern writing - Slanting lines - Sensory pre - writing activity (refer to pg. no. 21) - Revision of letters L, T, I on slate C.W. Pgs. 17, 19, 21, 22, 24, 26, 27, 28 H.W. Pgs. 18, 20, 23, 25, 26, 27, 28 Step by Step Vol - I C.W. Pgs. 19, 22, 24, 25, 27, 29, 30, 33 H.W. Pgs. 17, 20, 26, 28, 31, 32 Online : Synchronous - e-book / video / slides Asynchronous - e-worksheet / e-quiz, escape room (based on all the letters covered for the month)
Khan Academy Kids Activities in Letters Kindergarten	Recognition of letters N to T with phonic sound ♦ Letters - Uppercase letters : Uppercase N(main), Uppercase O(main), Uppercase P(main), Uppercase Q(main), Uppercase R(main), Uppercase S(main), Uppercase T(main) ♦ Writing letters H E F : Uppercase H(basic), Uppercase E(basic), Uppercase F (basic)
TLM	Alphabet bags, Alphabet strips, Pattern strips, Alphabet Stencil, Sand paper letters, Magnetic board and stencils, A B C flash cards and picture book, 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. Visit to a park
RHYMES	Pretty Petals - A - Apple Pg. 23 - Bunny Rabbit (gross motor dev.) Pg. 24 - One Potato, Two Potato(fine motor dev.) Pg. 25 - आम Pg. 47 - टमाटर Pg. 48
AUDIO SESSION	Cock-a-Doodle-Do (traditional rhyme) Pg. 26

	Q.2 How many glasses of milk should you drink in a day? Ans. I should drink at least two glasses of milk everyday. 3. Simple Etiquettes Revision
COMPUTER SCIENCE	e-content on all topics covered for the month ♦ Fruits and Vegetables ♦ Flowers
COMPUTATIONAL THINKING	Pattern Activity – Make pattern with Stringing Beads – Only two colours – Twice 1. Class work Assignment – 2 & 3 2. Home Work Assignment – 2 Details of Activity : Make pattern with Stringing Beads (Two colours) ♦ This is an individual activity. ♦ Teacher will provide beads of two different colours and string to each child ♦ Teacher will make a mala of two colours and show the pattern to the children. ♦ Children will follow the pattern and make their own mala.
DRAWING (Copy Work)	Free Hand Drawing- Draw and Colour (C.W. and H.W.) 1. almirah  2. mat  3. Imaginative Drawing (children's pencil grip will be corrected) (C.W.)
COLOURING & CRAFT	L'il Strokes Part A C.W. Pgs. 20, 22, 24 H.W. Pg. 21, 23 1. Paper Folding (Craft Copy) 2. Cotton Bud Printing (Craft Copy) 3. Thematic Sticking (Craft Copy) 4. Stick one object of Green colour (Craft Copy) 5. Solid shape activity (dip and print rectangle) (Craft Copy) 6. Sea animal - DIY Craft (collaborative)
TLM	Green colour bag with the same colour objects
STORY TIME	1. The Hare and the Tortoise (given on pg. 96 in the syllabus) 2. The Ant and the Dove (value - helping others)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. ill effects of Chocolates, Sugar and Candies (PPT to be shown) 2. Doha/Shlok Competition 3. Grip Sheet (on separate sheet) 4. Tracing on Name Tag (with finger)

	5. Visit to washroom 6. Shape Walk 7. Dry Fruits Activity 8. Kitchen Corner-Modak 9. Toy Week	
II Term		
OCTOBER	W.D. 18 days	
Colour	Purple	Doha & Shlok- Shlok No. 1 (Learner's Comate II-Term-Pg. No. 3)
Theme	Festivals	
Thought	Respect everyone	
Tongue Twister	Seven Santas sang a song	
Seasonal Fruits	Coconut, Custard Apple	
Seasonal Vegetables	Spinach, Brinjal, Beans, Garlic 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.		
DEVELOPMENT OF SENSORIAL SKILLS	Activities : 1. Noise box 2. Touch boards 3. Colour cards 4. Sorting	
TLM	Noise box, Touch boards, Colour cards, Sorting beans, Pattern cards and tiles, Heads and tails	
ENGLISH Orals	Discussion on weather of the day . (to be done daily) The Magic of Phonics C.W. Pgs. 3 to 28 1. Letters A to Z - Revision 2. Recognition of letters A to Z with phonic sounds.	
Sensory Pre-writing Tracing	Salt tray activity Sand paper letters M, Z, K, W	

Sensory Pre-writing Jodo Gyan Activities Khan Academy Kids Activities in Maths Kindergarten Pre School Age-3 TLM	5. Shapes Working with shapes Intro of 'triangle' shape Learning Made Easy Number-A - H.W. Pg. 17 Salt tray activity Learning Made Easy Number-A - C.W. Pg. 16 Online : Synchronous - e-book / video Asynchronous - e-worksheet/ e-quiz, escape room (based on all the concepts covered for the month) 1. Counting 0 - 10 ♦ Jumping on spot (Dot Dice) ♦ Duckling in the pond (Dot Dice) ♦ Ammu ke liye kisi do rang ki mala (Stringing Beads) 2. Shapes ♦ Christmas Tree story (Aakar Parivar) Counting 0-10 ♦ Main - Tap & Count to 10 ♦ Practice 1- Count 10 objects Triangle ♦ Shapes - Main (Triangle), Practice 1 (Triangle) Stringing Beads, Spindle box, Number strips, Pocket chart, Small to big rings, Magnetic number and stencils, Shape stencils, Number chart, Number bibs Jodo Gyan TLM - Dot Dice, Stringing Beads, Aakar Parivar
Learner's Comate	1. Letters Aa, Vv, Xx, Yy, Nn (H.W.) 2. Number Work - 7 (H.W.) 3. Festival Assignment (C.W. and H.W.) 4. Revisional Assignment of letters H, E, F after the completion of letters A, V, X, Y, N 5. Revisional Assignment of numbers 1 and 4 after the completion of number 7 6. Value Education & Safety Rules Assignment - Festival (C.W. & H.W.) 7. Free hand scribbling with ball crayon (C.W. & H.W.) 8. Conversation Corner Sheets -Dussehra &Halloween (C.W.) 9. Almanac Theme Page - Sustainability (C.W.)
C.W.Assignment	Monthly C.W.Assignment of English, Maths and Drawing will be taken at the end of the month once the syllabus is covered for the month of October.

	♦ Teacher will provided different shapes of Aakar Pariwar in a small basket to each child. ♦ She will ask children to take out only triangles and arrange on the table. ♦ Teacher will check and ask – “How many triangles are there?”.	
DRAWING (Copy Work)	Free Hand Drawing-Draw and Colour (C.W. and H.W.) 1. water gun  2. tree  3. Imaginative Drawing (children’s pencil grip will be corrected)(C.W.)	
COLOURING & CRAFT	L’il Strokes Part-B C.W. Pgs. 1, 3, 4 H.W. Pg. 2, 5 1. Button Pasting (Craft Copy) 2. Thematic Sticking (Craft Copy) 3. Stick one object of Purple colour (Craft Copy) 4. Activity on Shape - Triangle (Craft Copy) 5. Finger Printing (Craft Copy)	
TLM	Purple colour bag with the same colour objects	
STORY TIME	1. Ramayana (given on pg 97 in the syllabus) 2. The Tortoise and His Home (value - respect)	
PARALLEL CURRICULUM ENRICHMENT MODULE	1. ill effects of Chocolates, Sugar and Candies (PPT to be shown) 2. Grip Sheet (Learner’s Comate) 3. Tracing on Name Tag (with chalk) 4. Shape Walk 5. Halloween (Fancy Dress Competition) 6. Seasonal Fruits and Vegetables 7. Toilet training - Washroom etiquette Slides will be shown 8. Statue Game 9. Dussehra Celebrations	
NOVEMBER		
		W.D. 24 days
Colour	Brown	Doha & Shlok- Shlok No. 1 (Learner’s Comate II-Term-Pg. No. 3)
Theme	Transport	
Thought	Etiquettes	
Tongue Twister	Red lorry, yellow lorry	
Seasonal Fruits	Apple, Pineapple, Lemon	
Seasonal Vegetables	Radish, Tomato, Coriander leaves Activity : Activity on fruits and vegetables will be done as given for the month of April.	

Theme Lines : We use vehicles to go from one place to another. This is called transport. There are three types of transport. Aeroplanes and helicopters are types of air transport. Cars and buses are types of land transport. Boats and ships are types of water transport. Note : Regular revision of theme lines in school and at home is important.	
ENGLISH Orals Tracing Written	Discussion on weather of the day . (to be done daily) The Magic of Phonics Revision Pgs 3 to 28 - Letters A to Z - Revision - Recognition of letters A to Z (revision) Sand Paper letters- P, R, D, B, J Letters M, Z, K, W Learning Made Easy English-A Book-I and II - Pages related to letters M, Z, K, W will be done. - Revision of letters A, V, X, Y, N on slate - Dictation (L, T, I, H, E, F, A, V, X, Y, N, M, Z) - Pattern writing - Curved lines C.W. Pgs. Book-I 45, 47, 49, 51, 54, 56 Book-II 1, 2, 3, 4, 5, 6 H.W. Pgs. Book-I 46, 48, 50, 52, 53, 55, 56 Book-II 1, 2, 3, 4, 5, 6 Step by Step Vol -I C.W. Pgs. 62, 53, 54, 47, 36 (top), 37, 74, 77, 80 H.W Pgs. 63, 55, 58, 49, 51, 36 (bottom-Activity), 38, 40, 68 Step by Step Vol -II C.W. Pgs. 2, 3, 4, 5 H.W. Pgs. 6, 7, 8, 9 Online : Synchronous - e-book / video / slides Asynchronous - e-worksheet / e-quiz, escape room (based on all the letters covered for the month) Khan Academy Kids Activities in Letters Kindergarten TLM Writing M Z K W - Writing : Uppercase M(basic), Uppercase Z(basic), Uppercase K(basic) Uppercase W(basic) Alphabet bags, Alphabet strips, Pattern strips, Alphabet Stencil, Pocket chart, Sand paper letters, Magnetic board and stencils, A B C flash cards and Picture book, Alphabet snake, Alphabet bibs
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. - Little Rats - Tortoise

RHYMES	Pretty Petals -A 1. Fly an Aeroplane Pg. 29 2. My BlueShip Pg. 30 3. मेरी नैया Pg. 45 4. लाल पीली मोटर Pg. 45 AUDIO SESSION 5. Johnny, Johnny (traditional rhyme) Pg. 33
MATHS Orals Jodo Gyan Activities Khan Academy Kids Activities Pre School Age-3 TLM	1. Counting 0-20 Number object association till 10 Pre-number Vocabulary 2. Fast / Slow Learning Made Easy Number-A - C.W. Pg. 22 3. Number -2 Math with Maxi C.W. Pgs. 32, 34 H.W. Pg. 33, 35 Learning Made Easy Number-A - C.W. Pgs. 24, 26 H.W. Pgs. 25, 27 4. Revision of Numbers 1, 4 & 7 on slate 5. Shapes Working with shapes Intro of 'circle' shapes Learning Made Easy Number-A - H.W. Pg. 23 Online : Synchronous - e-book / video Asynchronous - e-worksheet/ e-quiz, escape room (based on all the concepts covered for the month) 1. Counting 0 - 10 ♦ Mithai ka dibba bhara (Dot Dice and Mathmat) ♦ Ammu ke liye motiyo ki mala (teacher can give one number to whole class) (Stringing Beads) 2. Shape - Circle ♦ Cap story (Aakar Parivar) ♦ Circle : Shapes - Main (Circle), Practice 1 (Circle) Stringing Beads, Spindle box, Number strips, Small to big rings, Magnetic number and stencils, Shape stencils, Number chart, Pocket chart, Number bibs Jodo Gyan TLM - Mathmat, Dot Dice, Stringing Beads, Aakar Parivar

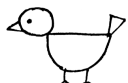
Learner's Comate	- Letters Mm, Zz, Kk, Ww (H.W.) - Pattern Writing 4 and 5 (H.W.) - Number Work - 2 (H.W.) - Revisional Assignment of letters A, V, X, Y, N after the completion of letters M, Z, K, W - Revisional Assignment of numbers 1, 4, and 7 after the completion of number 2 - Value Education & Safety Rules Assignment -Transport (C.W. & H.W.) - Free hand scribbling with ball crayon (C.W. & H.W.) - Conversation Corner Sheet -Cinnamon –Afragrant spice made from tree bark (C.W.) - Almanac Theme Page - Health & Well-Being (C.W.) - Chetna - My Safe People worksheet (H.W.)
C.W.Assignment	Monthly C.W. Assignment of English, Maths and Drawing will be taken at the end of the month once the syllabus is covered for the month of November.
Ev.S. & G.K.	Treasures of Joy - Diwali Pg. 41 (C.W.) - Children's Day Pg. 42 (C.W.) - Gurupurab Pg. 67 (H.W.) - Road Transport Pg. 29 (C.W.), Pg.30 (H.W.) - Water Transport Pg. 31 (C.W.) - Air Transport Pg. 32 (C.W.) - People Who Help Us Pgs. 52, 54 (C.W.) - Professions Pg. 53 (H.W.) - Get well soon Pg. 55 (H.W.) - Shapes and Colours Pg. 27 (C.W.), Pg. 28 (H.W.) Online : Synchronous - e-slides/ video Asynchronous - e-quiz / e-worksheet, escape room (based on all the topics covered for the month)
Orals	Q.1 Which is the fastest vehicle ? Ans. An aeroplane is the fastest vehicle. Q.2 Name two vehicles that move on road / air / water. Ans. (i) On road - car, bus (ii) In water - boat, ship (iii) In air - helicopter, aeroplane (any other answer of the child's choice will be appreciated) Q.3 Name the colours of the traffic light. Ans. Red, yellow, green Q.4 Name two vehicles that have two wheels. Ans. (i) Bicycle (ii) Motor Cycle
TLM	Traffic lights, Community helpers look and tell cards, Stencils, Peg boards

Science Experiment based on STEM	Hot and Cold (Learner's Comate)
Early Engineering Activity based on STEM	Bridge
LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building (two words per week will be taken up by teacher) wear , move , turn , chew , hungry , thirsty , want , little 2. Sentence Construction Our Helpers : Few questions related to the topic are as follows: Q.1 Who teaches you in school ? Ans. A teacher teaches in the school. Q.2 Who brings milk ? Ans. A milkman brings milk. Q.3 Who drives the car ? Ans. A driver drives the car. Q.4 Who sells vegetables ? Ans. A greengrocer sells vegetables. Q.5 Who stitches clothes ? Ans. A tailor stitches clothes. 3 Simple Etiquettes See you tomorrow, May I help you.
COMPUTER SCIENCE	e-content on all topics covered for the month ♦ Transport ♦ Shapes ♦ Our Helpers
COMPUTATIONAL THINKING	Abstraction Activity – Pick the cards and complete the set (Twice) 1. Class work Assignment – 6 & 7 2. Home Work Assignment – 4 Details of Activity – Pick the cards and complete the set ♦ This is an individual activity. ♦ Teacher will provided picture cards of means of transport in a small basket to each child. ♦ She will ask children to take out pictures of water transport only. ♦ Teacher will go to each child and check. ♦ Teacher can also use other set of cards eg. colours, animals, flowers etc.

DRAWING (Copy Work)	Free Hand Drawing-Draw and Colour (C.W. and H.W.) 1. wheel  2. face  3. Imaginative Drawing (children's pencil grip will be corrected) - To be done on a separate sheet (to be assessed by the School Counsellor) (C.W)
COLOURING & CRAFT	L'il Strokes Part-B C.W. Pgs. 6, 8 H.W. Pgs. 7, 9 1. Spray Painting (Craft Copy) strainer & tooth brush will be used 2. Elephant Hand Puppet - DIY Craft (individual) 3. Thematic Sticking (Craft Copy) 4. Stick one object of Brown Colour (Craft Copy) 5. Mirror Painting (Craft Copy) 6. Solid Shape Activity (dip and print circle) (Craft Copy)
TLM	Brown colour bag with the same colour objects.
STORY TIME	1. Little Red Riding Hood (given on pg. 98 in the syllabus) 2. The Magical Pen (value-etiquettes)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Birthday Celebrations (Oct, Nov, Dec.) 2. Children's Day Celebrations - Texture Art Activity (Class Project) (Sensory Pre-Writing Activity) 3. Grip Sheet (Learner's Comate) 4. Singing Competition 5. Traffic Lights Activity - Asynchronous - Slides (Pre class activity) 6. Road Signs Activity 7. Tracing on Name Tag (with chalk) 8. Shape Walk 9. Puppet Show (Hand puppet) 10. Seasonal Fruits and Vegetable 11. Nature Walk (<i>children will carry a nature box in which they will collect four objects from nature eg. leaves, flowers, soil and stone etc.</i>) 12. Visit to washroom 13. PPT of Emergency Situations (fire, terror and earthquake drill) 14. Paper strip cutting activity (Sensory Pre-Writing Activity) 15. Value based story - Water tap and the child 16. Ramayana Week 17. Flower Rangoli (with plastic flowers)

DECEMBER		W.D. 25 days
Colour	Orange	Doha & Shlok- Shlok No. 2 (Learner's Comate II-Term-Pg. No. 3)
Theme	Animal world	
Thought	Sympathy	
Tongue Twister	Busy buzzing bumble bees	
Seasonal Fruits	Guava	
Seasonal Vegetables	Cauliflower, Carrot, Cabbage, Spring onions Activity : Activity on fruits and vegetables will be done as given for the month of April.	
Theme Lines : Animals can be found everywhere on earth. We keep some animals in our homes and some in farms. Some animals live in jungle. Some animals are big like, elephant and some are small like mouse. Note : Regular revision of theme lines in school and at home is important.		
ENGLISH Orals	Discussion on weather of the day . (to be done daily) The Magic of Phonics Revision Pgs. 3 to 28 C.W. Pgs. 29, 30, 31 H.W. Pgs. 32, 33, 34 1. Letters A to Z - Revision 2. Revision of recognition of alphabets A to Z with phonic sounds Sand Paper letters C, G, O Letters P, R, D, B, J Learning Made Easy English-A Book-II 1. Pages related to letters P, R, D, B, J will be done 2. Revision of letters M, Z, K, W on slate 3. Dictation (L, T, I, H, E, F, A, V, X, Y, N, M, Z, K, W, P, R) C.W. Pgs. 7, 10, 13, 15, 17, 18, 20, 21, 23 H.W. Pgs. 8, 9, 11, 12, 14, 16, 19, 22, 23 Step by Step - Vol - II C.W. Pgs. 28, 29, 34, 46, 40, 42, 50, 51, 52 H.W. Pgs. 30, 32, 35, 47, 39, 41, 53, 55 Online : Synchronous - e-book / video / slides Asynchronous - e-worksheet / e-quiz, escape room (based on all the letters covered for the month)	
Tracing Written		

Jodo Gyan Activities	1. Counting 0 - 10 ♦ Ammu ke liye motiyo ki mala (chit activity – chit with number on one side and corresponding dots on the other side) (Stringing Beads) 2. Few / Many ♦ Train making (Jodo Blocks) 3. Shape-Semi Circle ♦ Free Play (Aakar Parivar) ♦ Mix-Mithai –sorting activity (Aakar Parivar) TLM Spindle box, Number strips, Pocket chart, Small to big rings, Magnetic number and stencils, Shape stencils, Number chart, Number snake, Number bibs Jodo Gyan TLM - Stringing Beads, Jodo Blocks, Aakar Parivar
Learner's Comate	1. Letters Pp, Rr, Dd, Bb, Jj (H.W.) 2. Number Work-3, 5 (H.W.) 3. Jungle Week Assignment (C.W. and H.W.) 4. Revisional Assignment of letters M, Z, K, W after the completion of the letters P, R, D, B and J 5. Revisional Assignment of Numbers 1, 2, 4 and 7 to be done after the completion of numbers 3 and 5 6. Value Education & Safety Rules Assignment -Animal World (C.W. and H.W.) 7. Free hand scribbling with ball crayon (C.W. and H.W.) 8. Conversation Corner Sheets- Ropeway –A cable transport system in hilly areas & Christmas (C.W.) 9. Almanac Theme Page - Rooted in Tradition (C.W.)
C.W. Assignment	Monthly C.W. Assignment of English, Maths and Drawing will be taken at the end of the month once the syllabus is covered for the month of December.
Ev.S. & G.K.	Treasures of Joy 1. Zoo Scene Pg. 33 (H.W.) 2. Animals and their food Pg. 34 (C.W.) 3. Animals Pg. 35 (C.W.) 4. Load carrying Animals Pg. 36 (C.W.) 5. Water Animals Pg. 43 (C.W.) 6. Onion printing Pg. 44 (H.W.) 7. Winter Season Pg. 49 (H.W.) 8. Merry Christmas Pg. 50 (H.W.) Online : Synchronous - e-slides/ video Asynchronous - e-quiz / e-worksheet, escape room (based on all the topics covered for the month)

	Details of Activity –Small to big (Aakar Pariwar) ♦ This is an individual activity. ♦ Teacher will provide one shape of different sizes of “Aakar Pariwar” to the children. Ex. If teacher will select circle then only circles of different sizes to be given to one child. ♦ Children will arrange those pieces from small to big / big to small. 
DRAWING (Copy Work)	Free Hand Drawing - Draw and Colour (C.W. and H.W.) 1. rat  2. bird  3. Imaginative Drawing (children’s pencil grip will be corrected) (C.W.)
COLOURING & CRAFT	L’il Strokes Part - B C.W. Pgs. 10, 12, 14 H.W. Pgs. 11, 13, 15 1. Thematic Sticking (Craft Copy) 2. Stick one object of Orange colour (Craft Copy) 3. Free hand brush painting (fishes with water) (Craft Copy) 4. Activity on Shape - Semi circle (Craft Copy) 5. Sponge Painting (Craft Copy) 6. Block Printing (Craft Copy)
TLM	Orange colour bag with the same colour objects
STORY TIME	1. The Ant And The Grasshopper (given on pg. 99 in the syllabus) 2. Nini and Her Granny (value - sympathy)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Table Manners - Asynchronous - Slides (Pre class activity) 2. Paper strip cutting activity (Sensory Pre Writing Activity) 3. Christmas Celebrations(Puppet Show or Skit) 4. Christmas Card Making 5. Grip Sheet (Learner’s Comate) 6. ill effects of Chocolates, Sugar and Candies (PPT to be shown) 7. Story Telling Competition 8. Tracing on Name Tag (with crayon) 9. Shape Walk 10. Seasonal Fruits and Vegetables 11. Value based story - Flower and the Butterfly 12. Brushing Activity
Holiday Home Work	Step by Step Vol-II Pgs. 14, 33, 44 Math with Maxi Pgs. 5 to 14 L’il Strokes Part - B Pgs. 16, 17

JANUARY		W.D. 23 days
Colour	White	Doha & Shlok- Doha No. 3 (Learner's Comate II-Term-Pg. No. 3)
Theme	Environment	
Thought	Wastage	
Tongue Twister	Green globes, glow greenly	
Seasonal Fruits	Grapes, Strawberry, Papaya, Orange	
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	Discussion on weather of the day . (to be done daily) The Magic of Phonics Revision Pgs. 3 to 28, C.W. Pg. 38 Letters A to Z - reading and recognition from the book. Sand paper letters Q, S, U Letters C, G, O Learning Made Easy English-A Book-II 1. Pages related to letters C, G, O will be done. 2. Revision of letters P, R, D, B, J on slate 3. Dictation (L, T, I, H, E, F,A, V, X, Y, N, M, Z, K, W, P, R, D, B, J, C) C.W. Pgs. 24, 26, 28, 30, 32, 33, 34 H.W. Pgs. 25, 27, 29, 31, 34 Step by Step Vol - II C.W. Pgs. 10, 12, 15, 20 H.W. Pgs. 11, 16, 17, 19, 21, 27 Online : Synchronous - e-book / video / slides Asynchronous - e-worksheet / e-quiz, escape room (based on all the letters covered for the month)	
Tracing Written		
Khan Academy Kids Activities in Letters Kindergarten TLM	Writing letter C G O ♦ Writing Uppercase C (basic), Uppercase G (basic), Uppercase O(basic) Alphabet bags, Alphabet strips, Pocket chart, Pattern strips, Alphabet Stencil, Sand paper letter, Magnetic board and stencils, A B C flash cards and picture book, Alphabet snake, Alphabet bibs.	

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. Rainy Day 2. Three Friends
RHYMES	Pretty Petals - A 1. Wind, Wind, Wind the cradle Pg. 40 2. गिनती (fine motor dev.) Pg. 52 3. बारिश Pg. 56 4. Early to Bed (traditional rhyme) Pg. 41
MATHS Orals	1. Counting 0 - 30 Number picture association till 10 Pre - number Vocabulary 2. Thick - Thin / Fat - Thin Learning Made Easy Number A - C.W. Pg. 37 3. Numbers 6 and 8 4. Write 1 to 7 Math with Maxi C.W. Pgs. 50, 52, 53, 59, 61 H.W. Pgs. 51, 54, 58, 60, 62 Learning Made Easy-A Number-A - C.W. Pgs. 39, 41, 43, 44, 46 H.W. Pgs. 40, 42, 45, 46 5. Revision of Numbers 1, 2, 3, 4, 5 & 7 on slate 6. Dictation (1-8) 7. Shapes Working with shapes Intro of 'oval' shape Learning Made Easy-A Number-A - H.W. Pg. 38 Online : Synchronous - e-book / video Asynchronous - e-worksheet/ e-quiz, escape room (based on all the concepts covered for the month)
Jodo Gyan Activities	1. Counting 0 - 10 ♦ Ammu ke liye motiyo ki mala (chit activity – chit with number on one side and corresponding dots on the other side) (Stringing Beads) ♦ Aaj humari class mein kitne bachche? (Head Counting) ♦ Duckling in the pond (Dot Dice) 2. Shapes ♦ Guided Free Play (Aakar Parivar) ♦ Mix-Mithai –sorting activity (Aakar Parivar)

TLM	Spindle box, Number chart, Pockert chart, Number strips, Small to big rings, Magnetic number stencils, Shape stencils, Number chart, Number snake Jodo Gyan TLM - Stringing Beads, Aakar Parivar, Dot Dice
Learner's Comate	1. Letters Cc, Gg, Oo (H.W.) 2. Number Work 6 and 8 (H.W.) 3. Revisional Assignment of letters P, R, D, B and J after the completion of the letters C, G and O 4. Revisional Assignment of Numbers 1 to 5 and 7 to be done after the completion of numbers 6 and 8 5. Value Education & Safety Rules Assignment- Environment (C.W. & H.W.) 6. Free hand scribbling with ball crayon (C.W. & H.W.) 7. Conversation Corner Sheet - Statue of Unity – A famous symbol of freedom (C.W.) 8. Almanac Theme Page-Adaptability to Tech / New Practices (C.W.) 9. Chetna - Private Parts worksheet (C.W.)
C.W.Assignment	Monthly C.W.Assignment of English, Maths and Drawing will be taken at the end of the month once the syllabus is covered for the month of January.
Ev.S. & G.K.	Treasures of Joy 1. Birds and Their Food Pg. 39 (C.W.) 2. Handprint Flamingo Pg. 40 (C.W.) 3. Picture Reading Pg.48 (C.W.) 4. Nature Walk Pg. 45 (C.W.) 5. Windy Day Pg. 46 (H.W.) 6. I Love My India - Jai Hind Pg. 51 (H.W.) Online : Synchronous - e-slides/ video Asynchronous - e-quiz / e-worksheet, escape room (based on all the topics covered for the month)
Orals	Q.1 What is environment? Ans. Things around us are called environment. Q.2 What do we breathe in? Ans. We breathe in air. Q.3 Which bird cannot fly ? Ans. An ostrich can not fly. Q.4 Which insects do you see in your garden ? Ans. I see grasshopper, ants, bee. Q.5 What makes air polluted? Ans. Smoke makes air polluted.
TLM	Birds and Nature stencils, Magnetic board and Magnetic stencils, Flash cards and Peg boards.

LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building (two words per week will be taken up by teacher) apply, spread, rest, fold, crawl, think, like, touch 2. Sentence Construction Seasons : Few questions related to the theme are as follows : Q.1 What do you take with you when it rains? Ans. I take an umbrella or a raincoat . Q.2 What things do you see in the rainy season ? Ans. I see frogs, mushrooms, puddles, etc. (the answer can be of the child's choice) Q.3 What do you like to eat during summer ? Ans. I like to eat ice-creams, watermelon, etc. (the answer can be of the child's choice) Q.4 What do you wear when it is very cold ? Ans. I wear sweaters, cardigans, coat, etc. (original answers from children will be appreciated) 3. Simple Etiquettes Revision
COMPUTER SCIENCE	e-content on all topics covered for the month ♦ Water animals ♦ Birds ♦ Insects
COMPUTATIONAL THINKING	Algorithm 1. Class work Assignment – 10 & 11 2. Home Work Assignment – 6
DRAWING (Copy Work)	Free Hand Drawing-Draw and Colour (C.W. and H.W.)
	1. egg  2. penguin  3. Imaginative Drawing (children's pencil grip will be corrected) (C.W.)
COLOURING & CRAFT	L'il Strokes Part-B C.W. Pgs. 18, 20 H.W. Pgs. 19, 21 1. Origami (Craft Copy) 2. Balloon Printing (Craft Copy) 3. Thematic Sticking (Craft Copy) 4. Stick one object of White colour (Craft Copy) 5. Solid Shape Activity (dip and print oval) (Craft Copy)
TLM	White colour bag with the same colour objects

STORY TIME	1. Little Red Hen (given on pg. 100 in the syllabus) 2. At the Picnic (value - wastage)	
PARALLEL CURRICULUM ENRICHMENT MODULE	1. I want to be – (Individual Activity) - Developing Entrepreneurship Skills and also thinking and speaking skills. 2. Lohri Celebrations 3. ill effects of Chocolates, Sugar and Candies (PPT to be shown) 4. Grip Sheet (Learner’s Comate) 5. Handwriting Competition 6. Tracing on Name Tag (with crayon) 7. Shape Walk 8. Seasonal Fruits and Vegetables 9. Kitchen Corner - Khichdi 10. Visit to washroom 11. Kite Flying 12. Republic Day - Unity in Diversity	
FEBRUARY		W.D. 21days
Colour	Black	Doha & Shlok- Revision (Learner’s Comate II-Term-Pg. No. 3)
Theme	Keep Healthy	
Thought	Truth	
Tongue Twister	A good cook cooks good food	
Dry Fruits	Walnuts, Pistachios, Dates <i>* Real dry fruits will be shown in class.</i>	
Note : A grip sheet will be done for the assessment of grip over the writing medium. Theme Lines : We must follow these golden rules to keep healthy. They are * Brush twice a day * Wash hands before and after meals *Always use handkerchief or a tissue while sneezing *Sleep atleast for 8 hours a day *Avoid junk food *Exercise daily. Note : Regular revision of theme lines in school and at home is important.		
ENGLISH Orals	Discussion on weather of the day . (to be done daily) The Magic of Phonics Revision Pgs. 3 to 28 C.W. Pgs. 35, 36, 37 H.W. Pgs. 39 & 40 Letters A to Z - reading and recognition from the book. Pushing beads into play dough activity	
Sensory Pre-writing Written	Letters Q, S, U Learning Made Easy English-A Book-II 1. Pages related to letters Q, S, U will be done.	

Khan Academy Kids Activities in Letters Kindergarten TLM	2. Dictation (A to Z) 3. Write A to Z in four lines C.W. Pgs. 35, 37, 39, 41, 43, 45, 46, 48, 49, 51, 53, 55 H.W. Pgs. 36, 38, 40, 42, 44, 47, 48, 50, 52, 54, 56 Step by Step Vol - II C.W. Pgs. 22, 24, 56, 57, 61, 62, 63, (Bottom), 74, 75 H.W. Pgs. 23, 45, 58, 63 (Top), 65, 66, 72, 76, 77 Online : Synchronous - e-book / video / slides Asynchronous - e-worksheet / e-quiz, escape room (based on all the letters covered for the month) Writing letter Q S U ♦ Writing Uppercase Q(basic), Uppercase S(basic), Uppercase U(basic) Alphabet bags, Alphabet strips, Pattern strips, Alphabet Stencil, Sand paper letters, Magnetic board and stencils, A B C flash cards and picture book, Alphabet snake, Alphabet bibs, 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. Elephant Ride
RHYMES	Pretty Petals-A 1. Good Manners Pg. 42 2. See the Little Hands (gross motor dev.) Pg. 44 3. आलू बोला मुझको खालो Pg. 48 4. बीमारी को दूर भगाओ Pg. 53
MATHS Orals	1. Counting 0 - 30 Number picture association till 10 Pre-number Vocabulary 2. Heavy / Light Math with Maxi C.W. Pgs. 24, 26 H.W. Pg. 25 Learning Made Easy Number-A- C.W. Pg. 47 3. Numbers 9, 10, 0 Write 0 to 10 Dictation (0 - 10) Math with Maxi - C.W. Pgs. 63, 65, 68, 69, 71, 74, 75, 77 H.W. Pgs. 64, 66, 67, 70, 72, 73, 76, 78 Learning Made Easy Number-A- C.W. Pgs. 48, 50, 52, 54, 55, 56, 57, 60, 62, 63, 64, 65 H.W. Pgs. 49, 51, 53, 57, 58, 59, 61, 62, 63, 64, 65

Sensory Pre-writing Jodo Gyan Activities TLM	Shapes Revision Pushing beads into play dough activity Online : Synchronous - e-book / video Asynchronous - e-worksheet/ e-quiz, escape room (based on all the concepts covered for the month) 1. Counting 0 -10 ♦ Counting Activities (Stringing Beads, Jodo Blocks) ♦ Ticket activity and train making (Jodo Blocks) ♦ Aaj humari class mein kitne bachche? (Head Counting) 2. Heavy / Light ♦ Comparison activity (Jodo Blocks) 3. Shape - Revision ♦ Free-Play/ Story telling/ Mix-mithai (Aakar Parivar) Spindle box, Pocket chart, Number strips, Small to big rings, Magnetic number stencils, Shape stencils, Number chart Jodo Gyan TLM - Stringing Beads, Jodo Blocks, Aakar Parivar
Learner's Comate	1. Letters Qq, Ss, Uu (H.W.) 2. Number Work - 9, 10 and 0 (H.W.) 3. Value Education & Safety Rules Assignment - Keep Healthy (C.W. & H.W.) 4. Free hand scribbling with ball crayon (C.W. & H.W.) 5. Conversation Corner Sheet - Harmanpreet Kaur – Captain of the Indian Women's Cricket Team (C.W.)
C.W.Assignment	Monthly C.W. Assignment of English and Maths will be taken at the end of the month on the syllabus covered for the month of February.
Ev.S. & G.K. Orals	Treasures of Joy 1. Healthy and Junk Food Pg. 17 (C.W.) 2. Good Manners Pg. 69 (C.W.), Pg. 70 (H.W.) 3. Saraswati Puja Pg. 68 (H.W.) 4. Eid Mubarak Pg. 59 (H.W.) 5. Holi Pg. 56 (C.W.) Online : Synchronous - e-slides/ video Asynchronous - e-quiz / e-worksheet, escape room (based on all the topics covered for the month) Q.1 Where should we throw the toffee wrappers ? Ans. In the dustbin. Q.2 What do you use to cut your nails ? Ans. I use a nail-cutter. Q.3. How can we keep ourselves healthy ? Ans. We can keep healthy by brushing, bathing, eating healthy food, etc. (Any other answer will be appreciated)

TLM	Q.4 How many times should we brush our teeth ? Ans. We must brush our teeth twice daily. Hygiene kit
LANGUAGE DEVELOPMENT Orals	1. Vocabulary Building - Revision 2. Sentence Construction Etiquettes : Few questions related to the theme are as follows : Q.1 How to greet everyone ? Q.2 Usage of all the magic words. Ans. (i) Thank you (ii) Sorry (iii) Please (Revision) Q.3 Concept of-'May I help you ?'/'Can you please help me ?' Simple Etiquettes - Revision
COMPUTER SCIENCE	e-content on all topics covered for the month ♦ Opposites ♦ Shapes ♦ Good Manners
COMPUTATIONAL THINKING	Algorithm 1. Class work Assignment – 12 & 13 2. Home Work Assignment – 7&
DRAWING (Copy Work)	Free Hand Drawing - Draw and Colour C.W. and H.W.  1. scenery 2. Imaginative Drawing (children's pencil grip will be corrected) (C.W.)
COLOURING & CRAFT	L'il Strokes Part - B C.W. Pgs. 22, 24 H.W. Pg.23 1. Umbrella (Tear and Paste) Step by Step - II - Pg. 68 (Bottom) 2. Thematic Sticking (Craft Copy) 3. Stick one object of Black colour (Craft Copy) 4. Sand pasting (Craft Copy)
TLM	Black colour bag with the same colour objects
STORY TIME	The Shepherd Boy (value -truth)
PARALLEL CURRICULUM ENRICHMENT MODULE	1. Birthday Celebrations (Jan, Feb., March) 2. Grip Sheet (on a separate sheet) 3. ill effects of Chocolates, Sugar and Candies (PPT to be shown) 4. Shape Walk 5. Dry Fruits Activity 6. Value based story - Dustbin and the Vegetable
Note : Global Assignment given in Learner's Comate has to given as H.W. at the end of the session	
MARCH	W.D. 22 days
Revision [Nursery/70]	

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. Sa Re Ga Ma (to be sung in music class) 3. Father we thank thee (to be sung in music class)
June & July	1. * Everything I am (to be sung in Music Class and Assembly) 2. Gayatri Mantra (Almanac) (to be recited in music class) 3. दाना खाने (to be sung in music class)
August	1. Do-Re- Me (to be sung in Music Class and Assembly) 2. Birthday song (to be sung in music class) 3. नन्हा मुन्ना राही हूँ (to be sung in music class)
September	1. Do-Re- Me (to be sung in Music Class and Assembly) 2. Revision of songs sung in music class

Annual

October	1. * The Ants go marching one by one (to be sung in Music Class and Assembly) 2. National Anthem (Almanac) (to be sung in music class) 3. चंदा मामा दूर के (to be sung in music class)
November	1. * The Ants go marching one by one (to be sung in Music Class and Assembly) 2. लकड़ी की काठी (to be sung in music class)
December	1. Uma Paloma Blanca (to be sung in Music Class and Assembly) 2. रे मामा रे मामा रे (to be sung in music class)
January	1. Uma Paloma Blanca (to be sung in Music Class and Assembly) 2. दादी अम्मा दादी अम्मा मान जाओ (to be sung in music class)
February + March	Hooray! Hooray! It's Holi- Holiday (to be sung in Music Class and Assembly)

SONG LYRICS	
सरगम- आरोह - सा रे ग म प ध नि सा । अवरोह - सा नि ध प म ग रे सा ।	National Anthem - Refer to Almanac pg. 43
Father we thank thee - Refer to Almanac pg. 42	चंदा मामा दूर के चंदा मामा दूर के, पुए पकाए बूर के आप खाए थाली में, मुन्ने को दे प्याली में प्याली गई टूट, मुन्ना गया रूठ लाएँगे नई प्यालियाँ, बजा-बजा के तालियाँ, मुन्ने को मनाएँगे, हम दूध मलाई खाएँगे
Gayatri Mantra - Refer to Almanac pg. 43	
दाना खाने गाना गाने दाना खाने गाना गाने आती है ये चिड़िया दाना खाकर मीठा गाना गाती है ये चिड़िया नन्हीं नन्हीं एक चोंच है नन्हीं सी दो आँखे नन्हा सिर नन्हें पंजे हैं नन्हीं नन्हीं पांखे नन्हें रवि को सबसे ज्यादा भाती है ये चिड़िया दाना खाकर मीठा गाना गाती है ये चिड़िया दाना खाने गाना गाने	लकड़ी की काठी लकड़ी की काठी, काठी पे घोड़ा घोड़े की दुम पे जो मारा हथौड़ा दौड़ा दौड़ा दौड़ा घोड़ा दुम उठा के दौड़ा घोड़ा पहुंचा चौक में चौक में था नाई घोड़े जी की नाई ने हजामत जो बनाई टग-बग- 4 घोड़ा था घमंडी.....
नन्हां मुन्ना राही हूँ नन्हां मुन्ना राही हूँ, देश का सिपाही हूँ बोलो मेरे संग जय हिंद, जय हिंद, जय हिंद रस्ते में चलूंगा न डर-डर के चाहे मुझे जीना पड़े मर-मर के मंजिल से पहले ना लूंगा कहीं दम आगे ही आगे बढ़ाऊंगा कदम दाहिने-बाएं, दाहिने-बाएं, थम नन्हां मुन्ना...	रे माम्मा रे माम्मा रे सुन लो सुनाता हूँ तुमको कहानी रूठो ना हमसे ओ गुड़ियों की रानी रे माम्मा रे माम्मा रे हम तो गए बाज़ार में लेने को आलू आलू वालू कुछ न मिला पीछे पड़ा भालू रे माम्मा रे माम्मा... हम तो गए बाज़ार में लेने को लट्ठू लट्ठू वट्ठू कुछ न मिला पीछे पड़ा टट्ठू रे माम्मा रे माम्मा...
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.	दादी-अम्मा दादी-अम्मा मान जाओ दादी-अम्मा दादी-अम्मा मान जाओ - 2 छोड़ो जी ये गुस्सा ज़रा हँस के दिखाओ दादी-अम्मा दादी-अम्मा मान जाओ - 2 छोटी-छोटी बातों पे न बिगड़ा करो - 2 गुस्सा हो तो ठण्डा पानी पी लिया करो खाली-पीली अपना कलेजा न जलाओ दादी-अम्मा दादी-अम्मा मान जाओ - 2

FURTADOS - Music is Fun (Nursery)

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- Meet Me – Me Mole And Her Friends Sessions - 1 to 4 English Song – Everything I am (to be sung in Music Class & Assembly) Hindi Song – दाना खाने (to be sung in Music Class)
June & July	Theme- Meet Me – Me Mole And Her Friends Sessions - 5 to 9 English Song – Everything I am (to be sung in Music Class & Assembly) Hindi Song – दाना खाने (to be sung in Music Class)
August	Theme- Me – Me's family Sessions - 10 to 15 English Song – Do-Re- Me (to be sung in Music Class & Assembly) Hindi Song – नन्हा मुन्ना राही हूँ (to be sung in Music Class)
September	Theme- Me – Me's family Sessions - 16 to 18 English Song – Do-Re- Me (to be sung in Music Class & Assembly) Hindi Song – नन्हा मुन्ना राही हूँ (to be sung in Music Class)

Annual

October	Theme- Transport Sessions - 19 to 22 English Song - The Ant go marching one by one (to be sung in Music Class & Assembly) Hindi Song – लकड़ी की काठी (to be sung in Music Class)
November	Theme- Transport Sessions - 23 to 27 English Song - The Ant go marching one by one (to be sung in Music Class & Assembly) Hindi Song - लकड़ी की काठी (to be sung in Music Class)
December	Theme- Food and Healthy Eating Sessions - 28 to 31 English Song – Uma Paloma Blanca (to be sung in Music Class & Assembly) Hindi Song – दादी अम्मा, दादी अम्मा मान जाओ (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 – दादी अम्मा, दादी अम्मा मान जाओ (to be sung in Music Class)
February + March	Hooray! Hooray! It's Holi- Holiday (to be sung in Music Class & Assembly)

TORRINS MUSIC SYLLABUS Note : This music syllabus will be followed ONLY for those who are using TORRINS	
Half Yearly Month: April & May PHASE 1: FOUNDATIONS Total Sessions: 10 Focus: Sound discovery + basic cues + comfort with instruments Songs: • Shake, Shake, What Do You Hear? • Lakdi Ki Kaathi • Clap, Clap, Tap Your Knees • High, High, Like a Bird Months: June & July PHASE 2: RHYTHM & MELODY Total Sessions: 10 Focus: Pitch awareness + calm listening + storytelling + Assessment 1 Songs: • High, High, Like a Bird • Chanda Mama Door Ke • Chirp Like a Bird, Roar Like a Lion • Nani Teri Morni Month: August PHASE 3: CONTROL & PATTERNS Total Sessions: 8 Focus: Rhythm precision + instrument discipline Songs: • Clap, Clap, Tap Your Knees • High, High, Like a Bird • Mixed Reinforcement Month: September PHASE 4: FESTIVAL & MOVEMENT Total Sessions: 8 Focus: Movement coordination + joyful ensemble playing Songs: • Hooray Hooray! It's a Holi Holiday • Chirp Like a Bird, Roar Like a Lion	Annual Month: October PHASE 5: IDENTITY & CONFIDENCE Total Sessions: 6 Focus: Emotional expression + self-awareness Songs: Everything I Am Month: November PHASE 6: STORY & CALM LISTENING Total Sessions: 6 Focus: Story sequencing + soundscapes + regulation Songs: • Chanda Mama Door Ke • Nani Teri Morni Month: December PHASE 7: DISCIPLINE & PATRIOTIC SONG Total Sessions: 4 Focus: Respect + posture + group singing Songs: • Nanna Munna Raahi Hun / National Anthem Month: January PHASE 8: REVISION & ASSESSMENT 2 Total Sessions: 4 Focus: Consolidation + Assessment 2 Songs: • Mixed Revision • Nanna Munna Raahi Hun / National Anthem Month: February PHASE 9: CULMINATION Total Sessions: 8 Focus: Revision + rehearsal + culmination presentation Songs: • Mixed Revision • Hooray Hooray! It's a Holi Holiday • Everything I Am
CIRCLE TIME ♦ 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)	BYE BYE CIRCLE ♦ 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

Drill Syllabus 2026-27

	Anp	Lht/ Knowledge Partners	Vrn	Bgn	Snt	Sct	Ing
KG	Karate & PEC	Karate & Sticks	Karate & Tambourine	Karate & PEC	Karate & Tambourine	Karate & POMPOM	Karate & Ball
I-V	Cloth Panel	Elastic	Rhythmic drill with stick	Body percussion drill	Rhythmic drill with Hula Hoops	Hula Hoops	Skipping Rope
VI-VIII	Elastic	Body percussion drill	Hula Hoops	Rhythmic Drill with ribbon	Parachute	Basket Ball	Cloth Panel
Support Staff	Hula Hoops	Lazium	Basket Ball	Maypole	Cloth Panel	Parachute	Cones

Note: These drills must be performed on 26th January and have to be practiced in the mass drill period.

- Karate classes to be conducted throughout the session and it is necessary for students to perform on Republic Day.
- Both male and female support staff must be part of the support staff drill on 26th January.

POTTERY

Pottery or moulding of clay has multiple benefits at the junior level which includes strengthening of finger muscles for development of fine motor skills. It is an excellent activity for the stimulation of the senses and helps in easy movement of the hand while making patterns. Spatial perception and hand eye coordination can best be developed through this activity. Besides building self-esteem, pottery enhances children's motivation to learn and thereby adding to his / her knowledge.

Half Yearly

1. Basic shape - Spherical
2. Children will be used creativity and explore textures using clay
3. Rolling and making of ball giving pressure on palm. 
4. Chapati 

Annual

1. Apple 
2. Diya 
3. Caterpillar 
(with seven little balls)

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 and imagination in children.

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

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

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

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

Physical Education			
Play provides active & stimulating learning opportunities to children which is organized in different ways in our Precept as per the guidelines of NCF. Physical Education curriculum is organized under 3 heads : Free Play : is completely child initiated and self directed wherein children choose what they would like to play, how would they like to play. Guided Play : Children lead the activity but teacher facilitates the play activity. Structured Play : These are Teacher directed, carefully thought through activities which are fun and playful but with specific rules and guidelines. - As per NCF traditional games have been added.			
Month	Half Yearly Term		
	Guided	Structured	Free Play
April & May	1.Basic movements- walk, run & jump 2.Catch & Throw-Big ball		Free play in the playground
June & July	1.Basic movements- walk ,run, jump & hop 2. Bubble Catch 3.Catch & Throw-Big ball 4. Balancing Activity- Penguin Walk	Oonch Neech - Game (Traditional game)	Free play in the playground
August	1.Basic movements- walk , run,jump,hop & crawl 2.Catch & Throw-Soft ball 3. Balancing Activity- Kangaroo Hop	Crazy Hoops & bean bag- Game	Free play in the playground
Sept.	1. Basic movements- walk , run,jump,hop crawl &jog 2. Catch & Throw-Soft ball 3.Balancing Activity- Kangaroo Hop	Posham Pa - Game (Traditional game)	Free play in the playground
Annual Term			
Oct.	1.Catch & Throw-tennis ball 2. Parachute play 3. Balancing Activity- Frog Jump	Beanbag Relay	Free play in the playground
Nov.	1.Catch & Throw-tennis ball 2. Balancing Activity- Balance walk with obstacles 3. Spinning Top (Traditional Game) 	Obstacle Race	Free play in the playground
Dec	1.Catch & Throw-Bean bag 2. Balancing Activity- Balance walk with obstacles	Aankh Micholi (Blindfold) - Game (Traditional Game)	Free play in the playground
Jan.	1.Catch & Throw-Bean bag 2. Balancing Activity- Walk on the line	Agility Run with hoola hoop & bean bag-Game	Free play in the playground
Feb.	1. In & out of Hoola Hoop 2. Animal friends -movement of different animals	Agility Run with hoola hoop & bean bag-Game	Free play in the playground
March	Revision		

YOGA

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

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

KARATE DO

Half Yearly		Annual	
April & May	• About Karate • Wishing style • Warming Up Exercise • Stance -YOI • Stance -HAISHOKO DACHI • Stance - YAMI	October & November	• Revision of April to September • Stance- ZEN KUSTU-DACHI • Hand Strike- KIZAMI SUGI
June & July	• Revision of April & May • Stance - HEIKO DACHI • Hand Strike - JODAN SUGI	December & January	• Revision of April to November • Leg strike - YOKO GERI (in Heiko Dachi) • Block - JODAN UKE
August	• Revision of April to July • Hand Strike -CHUDAN SUGI • Leg strike - MAY HLZA GERI		
September	• Revision of April to August • Hand Strike -GEDAN SUGI • Leg strike - MAY GERI	February	• Revision

DANCE

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

Half Yearly		Annual	
April & May	Leg steps, Hand steps Body movement	October	Leg steps, Hand steps Body movement
June & July	Aerobics	November	Aerobics
August	Western dance - 1	December+ January	Bharat Natyam hand movement of fish (Matsya)
September	Revision	February	Bharat Natyam hand movement (Pataka Mudra)
		March	Revision

Agile Kids Dance

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

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

April & May	General & Personal space Game (play stop)
	In the jungle
	Baby shark
	Goldfish
	Sitting and stretching
June, July & August	Bounce like a bunny
	Machliya
	I can settle down
	So many things that grow
	Birds are flying
September & October	Tabata
	Gummy bear
	Good morning farm animals
	CM
	5 senses(slower version}
November & December	Ready set dance
	Koi kahe kehta rahe(To be reshot)
	Shake your sillies
	Sammy's Imagination
	Full body stretch
January, February & March	Music Warm up
	Cant stop the feeling
	Feel the music
	wiggy wiggle
	Stretch & relax

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 : ToIncrease 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 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 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 hum the rhyme and do the action, but use no words. Note: It is important that the teacher is very clear in her instructions. She should also closely observe all the children to ensure each of them have understood the instructions and are following it.

Calming down	The teacher gets the children to sit up straight in their places, in the circle, hold each other's hand, close their eyes, take a few deep breaths for a few seconds, open their eyes and give a big smile to each other and proceed to the next class. 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	1. After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating 2. The teacher then asks the children to hold each other's hands and close their eyes and sit quietly. 3. The teacher tells the students, 'Take a deep breath in and deep breath out slowly'. The teacher can demonstrate how this is done and guide the children through this or about 5 times. 4. The teacher tells the students, 'Open your eyes slowly, slowly, slowly' lowering her voice as she says it.
Warming up	1. The teacher tells the students that they would be playing clapping and tapping game today, and demonstrates what does she mean by clap and tap? 2. The teacher asks the children to closely observe and follow her, while she claps and taps. The teacher does this a few times till all the children get the hang of it.
Calming down	The teacher asks the children to sit back in the circle, sit up straight, keep their hands on their laps and close their eyes. She then plays some soft calming instrumental music and asks the children to listen to it with their eyes closed, for a couple of minutes. She then stops the music and asks them to open their eyes. Note: The teacher ensures the students line up and leave the class with minimal noise, movement and confusion.
Lesson Plan – 3 Month – July	
Theme : 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 a 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 all will play this game, but all of you have to talk very softly, in whispers.' Minky shows the students what a whisper is by it. 3. Minky explains the rules of the game here: 'If anyone wants to say something please raise your hand. I will respond only to the child who raises her or his hand, and talks softly in whispers.' 4. The teacher says, 'Minky is meeting you all for the first time and she wants to know all of you better. She will ask a few questions and all of you will get a chance to answer her, but you have to wait for you turn and you should speak softly in whispers. 5. Minky starts asking the children simple questions: What is your name? (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 to clap loudly and then clap softer and softer till there is no sound at all. The teacher repeats this activity 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.	

Calming down	Pass a smile Teacher will ask the children to hold each other's hand and sit in circle and look at the next child and pass a smile. The smile goes around the circle.
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	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. As the children settle down, the teacher 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 children to their right and so on, till the round completes, and the hand-shake comes back to her. 3. The teacher guides them by saying 'Rohit, please shake hands with Rhea. Rhea, please shake hands with Tanya and so on. 4. 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	1. Today we have two new friends Ali and Tinku with us (the teacher has one puppet in each hand). 2. The teacher after ensuring she has the attention of all the students starts with the puppet activity. 3. Tinku moves towards Ali saying, would you like to play ball with me? Ali replies, 'Yes, I would really like to. Thank you for inviting me'. 4. Tinku and Ali hold and move around in a circle. Ali accidentally bumps into Tinku and Tinku falls down. 5. Ali rushes to Tinku saying. 'I am sorry Tinku, are you hurt? Do you need any help? 6. Tinku says ' Thank you Ali' I am fine now. 7. So children, as Ali and Tinku used the magic words, so we must also use all the magic words, please, sorry and thank you.
Calming down	The teacher switches off the lights. She tells the children to close their eyes and take deep breaths. She repeats this instruction a few times. Teacher talks about the rainy season using soothing log. She uses the soothing log for the sound of water. She says 'It is raining outside and you all are sitting near the window. Now take out your hands outside, feel the raindrops on your fingers. She will then ask the children to gradually open their eyes.

Lesson Plan – 7		Month - September
Theme	:	Developing Confidence
Competency	:	Self Management
Objective	:	To build confidence of the children by giving them an opportunity to share their thoughts with other children.
Resources Required	:	A Ball Revisit the five skills required for QCT.
Meeting Up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating.	
Warming Up	1. The teacher asks the children whether they would like to play & share each other's toys and why. (Children will put out their thumbs and answer) 2. Which is your favourite toy ? Children will answer one by one. My favourite toy is.....	
Calming down	The teacher gives the ball to the child next to her and asks the child to pass it to the next without dropping. It continuous and ball goes round the circle.	
Lesson Plan – 8		Month - September
Theme	:	Healthy habits
Competency	:	Self Management
Objective	:	Helps in building body coordination and memory of the children.
Resources Required	:	Parachute 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. Every one introduces themselves. I am....	
Warming Up	1. The Children recite the song with the action. 2. This is the way we wash our face early in the morning. This is the way we brush our teeth early in the morning. This is the way we take our bath early in the morning. This is the way we comb our hair early in the morning. This is the way we wear our dress early in the morning. This is the way we go to school early in the morning. 3. Teacher talks about healthy habits. She also discusses on good food habits. To avoid junk food. All good children should eat healthy food. 4. Children speak: I eat good food like -.....	
Cheering Up	Parachute activity up & down, Peekaboo - when the parachute goes up children look at each other.	

Quality Circle Time (Term- II)	
Lesson Plan – 9	
Month - October	
Theme Competency Objective Resources	: Shapes : Self Management : Helps to develop observation and thinking skills of the children : Shape Cards-Square & Triangle, depending on the number of children, two baskets(the number of shapes should be more than the class strength to enable the child to choose)
Meeting Up	After ensuring all the students are sitting in a circle , the teacher takes them through the 5 skills with actions- Thinking, Looking, Speaking, Listening and concentrating
Warming up	1. The teacher takes the baskets having two shapes-Square and Triangle to each child.She asks each child to pick up ONLY one of the two shapes. 2. Once all the children have a shape with them, the teacher asks "Which shape do you have?" She uses the sentence starter -I have a....." As an example the teacher can start by naming the shape which she has chosen. She says, " The child who is ready to speak should take the thumb out"
Cheering Up	The teacher gets the children to recite a rhyme on Square and Triangle-e.g Square is the box, Square is the box, It has 4 sides, they are all the same. Triangle is the roof, Triangle is the roof, It has three sides 1,2,3
Lesson Plan –10	
Month - November	
Theme of the lesson Competency Objective	: Fruit : Self Management : Helps in building the concentration skills of children.
Meeting Up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating
Warming Up	Fruit Basket Game : Children will be either apple or mango. When the teacher calls out apple, students who are apple exchange seats among themselves. Similarly when teacher calls out mango they exchange seats. But when teacher says “FRUIT BASKET” all the students change their seats.

Opening up	Teacher will talk about the fruits. Teacher will ask which fruit do you like most? Students talk about : I like _____
Cheering up	Energizer : Sometimes I want an apple. Sometimes I want a pear. Sometimes I feel too hungry. So I want to eat them all. Sometimes I want a Mango. Sometimes I want a banana. Sometimes I feel too hungry. So I want do eat them all.
Lesson Plan –11 Month - November	
Theme : Emotions Competency : Self Management Objective : Helps the students identify the emotion they are feeling Resource required: 1. A chart with an outline of the head of a giraffe/any animal with circles drawn around the face like a bubble. 2. A bowl with emotion cards (3 emotions – happy, sad, angry). The number of cards depends on the size of the group including the teacher, along with the 3-4 extra cards. 3. Glue stick.	
Meeting up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating
Warming up	1. Before the activity starts, the teacher pastes the chart on a wall, making it accessible for children to stick on it. 2. The teacher starts off by saying, 'Let us do something different today. I will come around with this basket. The basket has faces that are happy, sand and angry. You have to pick a face that you are feeling today. After you pick the face you have to paste it on that chart.' 3. The teacher asks who would like to start first, and goes with the basket of emotions to the child who raises his/her hand first. 4. The teacher prompts the child to pick the emotion he/she is feeling and helps the child stick the face on the chart.
Opening up	1. The teacher looks at the chart with the variety of emotions on them and says, 'Aah! That's nice to see so many different emotions. I see a few angry faces. Would any of you who put the angry face like to share the reason for it? The teacher waits for the children to volunteer and share why they are angry. 2. Similarly the teacher asks the students about the other 2 faces – sad faces and happy faces. 3. The teacher ensures that she does not force children to share the reason. And makes sure that she does not comment when they share, but simply thank them for sharing. 4. The teacher ends the round by saying 'Let me tell how I am feeling today. I am feeling happy

Cheering up	Rhyme or energizer. (if you are happy and you know it, clap your hands)
Lesson Plan –12 Month - December	
Theme Competency Objective Resources Required	: Hard & soft : Self Management : To develop the sensorial skill of touch. : A big soft ball (white, red or any other colour). Revisit the five skills required for QCT.
Meeting up	After ensuring all the students are sitting in a circle, the teacher takes them through the 5 skills with actions – Thinking, Looking, Speaking, Listening and Concentrating.
Warming up	1. The teacher starts the activity by saying : Today we will do something with this beautiful soft magic ball. I want you all to sit up straight. 2. Teacher passes the ball to the child next to her. Children pass the ball to next person. 3. The teacher asks whether the ball was soft or hard. Children reply..... The ball is..... (by putting out their thumbs) 4. The teacher asks: Name any thing that is soft. Children reply.
Cheering up	Blow bubbles activity. The teacher blows out the bubbles and children try to catch the bubbles.
Calming down	The teacher asks the children to sit back in the circle. Teacher passes the smile to the child next to her. Children pass the smile to next person.
Lesson Plan –13 Month - December	
Theme Competency Objective Resources Required	: Friendship. : Self Management : Helps in building the confidence of the children by giving them an opportunity to share their thoughts with other children. : 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. Every one introduces themselves and also add what do they like to play. I am..... and I love to play

Warming up	1. The children stand up in the circle. 2. The teacher says I am going to begin an action (jump on spot, touch your head etc.) where I am going to make some actions. Please pay attention and observe me carefully. I want you to do the actions as I am doing. Children repeat the teacher's actions. 3. Teacher takes out an animal puppet and makes it speak: I am alone I don't have any friends. How will I play. We must always have friends to play. 4. The puppet asks a question how do you like to play. Alone or with friends. Children take out their thumbs to give the answer. 5. Teacher asks name the person in your family with whom you like to play. Children answer I like to play with.....
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.
Cheering up	The teacher tells children to stand in a circle. Holding hands. Then they move forward slowly to the center, bring the hands up together, look up and laugh.
Calming down	Teacher plays a soft music and asks the children to sit straight. Close their eyes and listen to the soft music. She then stops the music ask the children to open the eyes, line up and go back to the class.
Lesson Plan –14 Month - January	
Theme Competency Objective Resources : Value : Social Awareness : Helps them to appreciate others and be thankful for it. : A big chart with a tree trunk and leaves drawn on it. Pieces of green paper in the shape of a leaf	
Meeting up	1. Revisit the five skills required for QCT. 2. Shake hands-The teacher shakes hand to the child sitting to her Right and asks him/her to shake hand to the next child . This continues till the round completes.
Warming up	1. The teacher starts by saying," Today I have a special tree for you in our Circle Time room. We will call it Thank you tree. The teacher shows the picture of the tree trunk put on the wall/board. 2. The teacher starts the activity and shows them how it is done. She picks up a leaf and says"I want to say thank you to all my children as they wish everyone". The teacher goes to the tree and pastes the leaf. 3. She then asks them,"Who would like to start? You can start by saying I want to say thank you to..... and then paste the leaf."She says, " The child who is ready to speak should take the thumb out"

	4. As each child comes up, the teacher encourages them with smiles, gives a thumbs up sign. The teacher may need to help the children stick their leaves on the tree. 5. The teacher needs to make sure the children come up voluntarily and should not force any child to stick a leaf. She also ensures that this activity is being done one child at a time with minimal noise.
Cheering up	The teacher asks the children to do the 'Rain Clap'. Teacher says, "Take out your left hand. When I say one, tap your left hand palm with index finger, when I say two, tap your left hand palm with index and middle finger, when I say three, tap your left hand palm with index and middle finger and ring finger, when I say four, tap your left hand palm with index , middle finger and ring finger. Lastly when I say five , clap loudly". Teacher demonstrates the rain clap .
Lesson Plan –15 Month - February	
Theme for the term Competency Objective of the QCT session Resources required : Thanks Giving : Relationship Management : To help children to appreciate others. : The teacher should write one strong quality/skill of each child behind the picture. This makes it easier during the QCT session.	
Meeting up	1. After ensuring all the children are sitting in a circle, the teacher takes them through the 5 skills with actions - Thinking Looking, Speaking, Listening and Concentrating. 2. The teacher tells the children, 'Let us all sit up straight and close our eyes till count to 10. With our eyes closed, let's all rub our hands together. Feel the hands getting warmer and warmer. Now cover your eyes with your lovely soft hands. Now bring your hands down and keep them on your knees and open your eyes slowly.' the teacher could ring a bell very softly as the children go through this round.
Warming up	1. Once the children are settled after the Meeting Up the teacher speaks with a bit of dramatization and says. 'Ah! I have something special to say about Veer.' The teacher then praises him for one of his qualities so he feels proud and happy. The teacher can even relate an incident briefly wherein she observed that quality/skill in the child. 2. The teacher does the same thing for all the children. 3. Some examples of how the quality/skill can be spoken about are : Veer sings very well / Rohan always helps in clearing up the room/Sia helps her friends and so on. 4. To make it more personal the teacher could start the sentence by saying, 'I think Veer sings well, I like it when Rohan helps me in clearing the room, I have observed Sia helping her friends' etc.

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

August	Session-6 (for students) (i) Child safety – physical, emotional, cyber, social and personal areas to be discussed. (ii) Activity – My Safe People to be done by the children with help of parents(via worksheet in Learner's Comate)	Counsellor
Annual Term		
November	Session-1- (for students) (i) Revision of Half Yearly Syllabus (ii) Activity – Private Parts (via worksheet in Learner's Comate) (iii) Movies to Inspire Children to Overcome their fears and embrace new challenges. • Promoting Hope: Film Link • Overcoming Fear: Film Link	Counsellor
December	Session-2(for students) Discussion on HUMAN TRAFFICKING after showing the video clip. https://drive.google.com/file/d/1sbUOyESli_TUp6QjFL3ZMgZaKP/VWNHYg/view?usp=sharing	Counsellor
	Session-3- (Revision) (for students) 'What if' game and role play to help them develop skills needed in certain situations	QCT Teacher
January	Session-4- (Revision) (for students) (i) Child safety – physical, emotional, cyber, social and personal areas to be discussed. (ii) An Inspiring Movie to Encourage Healthy Eating Habits in Children, Followed by a Fun Quiz on Healthy vs. Unhealthy Food • Promoting Healthy Eating Habits: Film Link • Healthy vs. Unhealthy Foods Quiz: Quiz Link	Counsellor
<u>Rhyme on safety with actions</u> Head, shoulders, knees and toes, Knees and toes- 2 And eyes and, ears and, mouth and nose. Head, shoulders, knees and toes, Knees and toes. This is my chest It belongs to me Me,me,me. This is my back It belongs to me Me,me,me. 		

APRIL & MAY

**STORIES OF THE MONTHS
THE LION AND THE HARE**

In a thick jungle, there lived a lion. He was the king of that jungle and used to kill all the animals.

One day, the animals went to the lion and said, 'We will send you one healthy animal every morning. So you may feed on it.' The lion agreed.

From the next day the animals began to go one by one. The pig, the deer, the buffalo, the giraffe and it went on.

Now it was the turn of the hare. It walked slowly and reached late to the den. Seeing the hare, the lion became angry, "You are so late and small".

The hare said that we were six hares but on the way five were caught and eaten by another lion.

So, the lion became angry and went to kill the other lion. The hare took the lion near a well and told the lion that the other lion stays inside the well. So the lion peeped into the well and roared. There he saw his own image in the water and thought that there was a lion inside. He pounced at the lion and jumped into the well and died.

Thus all the animals were saved and lived happily.

JUNE & JULY

THE GINGERBREAD MAN

Once an old lady made a man from ginger bread. When it was baked and the old lady took it out from the oven it jumped and ran out. While running it met a cow. The cow said, "I think you will be better than my grass". But it ran fast as it could. Next came a horse and said, "You really look good to eat". But the ginger bread man paid no attention and said, "I am too fast to be caught by anyone." After that it met a cunning fox. But it avoided her and kept running to the bank of a river. It didn't know how to cross the river. The clever fox offered it to help to cross the river. Poor ginger bread man accepted the invitation of the fox. When they crossed the river the sly fox tossed him up right into her mouth and it brought a tragic end to the adventure of the ginger bread man.

"Run, Run, as fast as you can but you can't catch me, I am the Gingerbread Man".

AUGUST

CRAB AND THE CRANE

Once upon a time there was a crane. He lived near the tank. There were many fishes in the pond and it was the food for the crane. After many years when the crane grew old and weak, he found it difficult to catch the fish. So he became very sad. One day he thought of an idea. He went and stood near the tank.

The fish, frogs and crabs in the tanks noticed the unhappy crane, so they asked him, "Why are you sad uncle"? The Crane said, "I am worried about you all, soon the water of this tank is going to dry up and without water you all will die".

After hearing this all the fish, crabs and the frogs became afraid and began to wonder. The Crane gave them an idea to save their life. He said, "At the other end of this jungle is a tank full of water. I will take you one by one and put in that tank". After hearing this plan they all

agreed with the crane. And one by one he started taking the fishes. One day the crab said, "Uncle please take me also". The crane agreed he took the crab.

After he reached the other end of the jungle the crab asked, "Uncle, where is the water. The crane told the crab that it was his trick to collect food for himself easily as he was too weak and old to catch them all from the water. Hearing this the crab jumped over his neck and dug his sharp claws into his neck. Soon the crane fell dead to the ground.

SEPTEMBER

THE HARE AND THE TORTOISE

There was a Tortoise and a Hare.

The tortoise challenged the hare to run a race with him. The race started. The hare ran fast. Soon he was far ahead of the tortoise.

As the hare came near the winning post, he thought, "Let me not finish the race right now. I shall sit here under a tree and wait for the tortoise. When he comes here, I shall run fast and cross the winning post before him. This will make him angry and I shall have a lot of fun."

So, the hare sat under a tree. The tortoise was still far behind. After some time, the hare fell asleep. When he woke up, he saw the tortoise crossing the winning post.

SLOW AND STEADY WINS THE RACE.

OCTOBER

RAMAYANA

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

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

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

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

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

NOVEMBER

LITTLE RED RIDING HOOD

Once upon a time, there lived a cheerful little girl. She always wore her favourite red cap and hood and was called as the little Red Riding Hood. One day Red Riding Hood set off for her granny's house with a basketful of cakes and sweets. She was going through the jungle.

Suddenly a wolf came and asked her softly, "Where are you going alone through this jungle?" "I am going to my granny's place to have tea with her. Please excuse me," said Red Riding Hood. The cunning wolf lied and told the girl, "This is the longer route, change your route. The Red Riding Hood changed her way and the cunning wolf took the shorter route and went to granny's house.

Soon the cunning fox posed himself like a salesman and knocked the door of granny. Granny asked him to come in. He locked her up in the cupboard. Then the wolf dressed himself like granny and started waiting for Red Riding Hood. He darkened the room.

As Red Riding Hood arrived, she was eager to meet her granny, but was surprised to see her granny with long ears, big eyes and teeth. As soon as the wolf came out of the bed, the girl ran into her granny's arms and they shut the cupboard door.

Luckily, a bird saw all this and called a hunter nearby to help them. The hunter picked up his shotgun and chased the wolf. The wolf ran out never to return.

Then, the granny prepared a grand feast and they all had a great party. The girl promised not to trust any stranger again.

DECEMBER

THE ANT AND THE GRASSHOPPER

Once upon a time, on a bright sunny day, a little ant was very busy.

Back and forth, back and forth, the ant carried tiny bits of food.

Nearby, a cheerful grasshopper sat on a leaf.

He sang songs.

He played happily in the warm sunshine.

"Why are you working so hard?" asked the grasshopper.

"I am saving food for the winter," said the ant.

"Winter is far away," laughed the grasshopper.

"Come and play with me!"

But the ant kept working.

Days passed.

Soon the air grew cold.

Snow covered the ground.

Winter had arrived.

The grasshopper shivered.

"I am so cold... and so hungry," he said.

He went to the ant's home and knocked gently.

"Dear Ant, may I have some food?"

The ant looked at the grasshopper.

Then the ant smiled kindly.

"Yes, come in. You may share my food."

The grasshopper felt warm and happy.

And from that day on, the grasshopper learned to work a little... and play a little.

JANUARY

Little Red Hen

Once upon a time, there was a little red hen who lived on a farm. She was friends with a lazy dog, a sleepy cat and a noisy yellow duck. One day, the little red hen found some seeds on the ground and she had an idea. "I should plant the seeds," she thought. So, the little red hen asked her friends, "Who will help me plant the seeds?" "Not I!" barked the lazy dog. "Not I!" purred the sleepy cat. "Not I!" quacked the noisy duck. "Then I will!" said the little red hen. So off she went to plant the seeds all by herself.

When the seeds were grown, the little red hen asked her friends, "Who will help me cut the wheat?" "Not I!" barked the lazy dog. "Not I!" purred the sleepy cat. "Not I!" quacked the noisy duck. "Then I will!" said the little red hen. So off she went to cut the wheat all by herself.

When all the wheat was cut, the little red hen asked her friends, "Who will help me take the wheat to the mill to be ground into flour?" "Not I!" barked the lazy dog. "Not I!" purred the sleepy cat. "Not I!" quacked the noisy duck. "Then I will!" said the little red hen. So the little red hen brought the wheat to the mill all by herself, ground the wheat into flour and carried the heavy sack of flour back to the farm.

The tired little red hen then asked her friends, "Who will help me to bake the bread?" "Not I!" barked the lazy dog. "Not I!" purred the sleepy cat. "Not I!" quacked the noisy duck. "Then I will!" said the little red hen. So, she baked the bread all by herself.

Finally, the bread was ready, hot and smelling wonderfully, the tired little red hen asked her friends, "Who will help me to eat the bread?" "I will!" barked the lazy dog. "I will!" purred the sleepy cat. "I will!" quacked the noisy duck. "Then I will!" said the little red hen. "You didn't want to help me with any of the work, so now you won't eat the bread!" said the little red hen. So, the little red hen ate the bread all by herself and her chicks had some, too.