

# DELHI PUBLIC SCHOOL JAMMU

Session: 2023-2024

List of Books

Class- PREP

S.NO.	NAME OF BOOKS	PUBLISHERS
1.	<b>LANGUAGE, COMMUNICATION &amp; LITERACY SKILLS (ENGLISH)</b> <ul style="list-style-type: none"> <li>Beginner 's English Reader Introductory</li> <li>Cursive Small Letters (Pre-school Series)</li> <li>Learning Cursive Strokes -C (Handwritten Script)</li> </ul>	Sunbeam Prachi Sunbeam
2.	<b>LANGUAGE, COMMUNICATION &amp; LITERACY SKILLS (HINDI)</b> <ul style="list-style-type: none"> <li>Shabd Level-B An Activity &amp; Inquiry Based ECCE Program</li> <li>Gun- Gun Bal kavitayen aur kahaniyan Creative Learning</li> </ul>	Nipun Bharat  P P Publications
3.	<b>ARITHMETICAL CONCEPTS</b> My Best Friend Numeracy- UKG Book	Orient Black Swan
4.	<b>ENVIRONMENTAL CONCEPTS</b> Young Learners Environmental Studies Book-2	Viva Education
5.	<b>ART &amp; CRAFT</b> Colours & Craft-C	Viva Education

## PRESCHOOL III

Goal 1: Children Maintain Good Health and Well-being		
Key Concepts/ Skills	Pedagogical Processes.	Early Learning Outcomes
<ul style="list-style-type: none"> <li>Awareness of self and others</li> <li>Development of positive self-concept</li> <li>Self-regulation</li> <li>Decision-making and problem-solving</li> <li>Development of prosocial behaviour like caring, sharing, collaboration, compassion and respect for other's feeling and rights</li> <li>Development of healthy habits, hygiene, sanitation and awareness for self-protection</li> <li>Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking)</li> <li>Fine motor skills and eye-hand coordination (threading, tearing, pasting scribbling, drawing, colouring printing, moulding, paper folding etc.)</li> </ul>	<p><b>Providing Opportunities and Experiences for:</b></p> <ul style="list-style-type: none"> <li>Children to know about themselves, their body parts, family members, neighbours, preschool staff and distinguish people and relationships (during daily activities such as circle time, pick-up and dispersal etc.)</li> <li>Supporting children for their sense of self-worth and pride in accomplishments</li> <li>Celebration of birthdays and festivals for example, display of children's work, appreciating their work/ creation</li> <li>Recognising and understanding the rules for being together with others such as group activities, playing in various activity areas, storytelling, playing outdoor games and follow the rules of the games/ activities etc.</li> <li>Children to learn how to control their emotions, become secure, confident, curious and communicative.</li> <li>Children to make choices such as choosing their favourite play material/ area</li> <li>Showing empathy and understanding for both children at times of conflict such as sharing of play material</li> <li>Interacting and building relationship with other children (e.g., dramatic play, puppet play, rule-based games, etc.)</li> <li>Familiarising with simple signs and/or gestures</li> <li>Adapting activities to ensure participation of children with special needs.</li> <li>Involving parents and community.</li> <li>Using toilet and washing hands independently</li> <li>Periodic health checkup (height, weight and general health), ensuring immunisation and safety of children.</li> <li>Developing healthy eating habits through conversation, role-play and stories etc.</li> <li>Discussion and demonstration on safety rules that children can follow.</li> <li>Creating awareness about good touch and bad touch.</li> </ul>	<ul style="list-style-type: none"> <li>Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes</li> <li>Exhibits understanding of relationships with extended family members</li> <li>Demonstrates independence in activities</li> <li>Follows rules in a game</li> <li>Shows adaptability to any changes in routine</li> <li>Shows increased attention span and persistence in daily activities</li> <li>Manages emotions appropriately in challenging situations</li> <li>Takes responsibility and makes choices based on own preferences and interests</li> <li>Suggests solutions to conflicts and makes adjustments when</li> <li>Working or playing in group.</li> <li>Demonstrates willingness to include other's ideas during interaction and play</li> <li>Helps peers who are in need during large and small group activities</li> <li>Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs.</li> <li>Maintains and displays basic health, hygiene and sanitation practices independently.</li> <li>Follows basic rules of safety at home, preschool and play ground.</li> </ul>

	<ul style="list-style-type: none"> <li>• Imitation games such as follow the leader, animal movements etc.</li> <li>• Engaging children in dance, action song involving simple turn, twist and stretch of body, creative and rhythmic movements</li> <li>• Games where children enjoy free formation such as musical game, number-up (grouping according to number), fire in the mountain run run...,etc., that involves sense of space, distance and direction</li> <li>• Individual, pair activities, small group and large group activities involving basic gross motor skills on different surfaces.</li> <li>• Using pincer grasp of a thumb/ forefinger (e.g., tearing, cutting and pasting small pieces of papers, peeling/ sticking stickers, picking up small objects with fingers)</li> <li>• Hands-on experiences using manipulative objects that encourage sorting, matching, imagining, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness about good touch and bad touch and maintains distance from strangers/ unfamiliar people.</li> <li>• Demonstrates gross motors skills with greater coordination, control and strength for e.g., running, jumping, throwing, kicking, and catching skills etc.</li> <li>• Explores space and participates actively and creatively in music and movement activities</li> <li>• Exhibits fine motor skills with precision and control</li> <li>• Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning etc.</li> <li>• Uses a pincer grip (coordination of the index finger and thumb to hold an item) to hold and manipulate tools for drawing, painting and writing.</li> </ul>
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## Goal 2: Children become Effective Communicators

Key Concepts/ Skills	Pedagogical Processes	Early Learning Outcomes
<b>Talking and Listening</b> <ul style="list-style-type: none"> <li>• Attention span and Listening</li> <li>• Convention of Speech</li> <li>• Creative Self Expression and Conversation</li> <li>• Language and Creative thinking</li> <li>• Vocabulary</li> </ul> <b>Emergent Reading</b> <ul style="list-style-type: none"> <li>• Print Awareness and Meaning Making</li> <li>• Visual Discrimination</li> <li>• Bonding with Books</li> <li>• Directionality</li> <li>• Pretend Reading</li> <li>• Phonological Awareness</li> <li>• Auditory Visual Association (Phonics)</li> <li>• Letter Recognition</li> </ul> <b>Emergent Writing</b> <ul style="list-style-type: none"> <li>• Relationships between thoughts and drawing</li> <li>• Creating self expression through drawing</li> <li>• Use of appropriate writings tools</li> <li>• Mark making and drawing</li> <li>• Differentiates between drawing and writing</li> <li>• Understands relationship of thought and speech with written language.</li> </ul> <b>Exposure to Second Language</b>	<b><i>Providing Opportunities and Experiences for:</i></b> <ul style="list-style-type: none"> <li>• Free and guided conversation and supporting them in using a variety of communication strategies including gestures, non-verbal expressions, talking in turns and listening to others</li> <li>• Playing games with children that require talking about recent events by asking simple questions</li> <li>• Picture reading with creative thinking (using problem-solving and anticipatory questions such as “what do you think why the boy in the picture is looking at the sky?”, what the little girl is saying to the balloon man?)</li> <li>• Rhythmic songs and movements involving a lot of body coordination Re-telling stories by children in their own words (e.g., talking about the events, characters, etc.)</li> <li>• Learning new words and vocabulary for e.g., “by creating a word wall”, “my first word book”</li> <li>• Taking advantage of everyday activities and talking about words and sounds</li> <li>• Asking open-ended questions to stimulate thinking like “what will you do if your favorite toy has been kept on the top of the almirah and you want to play with that?”; “if you could get wings and fly, where would you go?” “ what do you think this story book is about?” and so on.</li> <li>• Listening to and creating stories, rhymes, riddles, poems and songs in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Listens attentively to others and demonstrates social conventions of conversation such as eye-contact, waiting for one’s turn to speak</li> <li>• Talks in full sentences and communicates needs and thoughts</li> <li>• Follows complex instructions.</li> <li>• Participates and takes turns in conversation and shares likes and dislikes, personal experiences in a sequence with reasonable detail and with reasons</li> <li>• Recites longer and a larger number of poems, rhymes, stories and songs with comprehension and participates in rhythmic activities.</li> <li>• Asks questions to find information and answers questions, to give information</li> <li>• Demonstrates further increase in vocabulary and interest in learning new words</li> <li>• Recognises and points to a frequently occurring word/ picture in a story being read.</li> <li>• Demonstrates understanding that print carries meaning.</li> <li>• Re-tells a story in a sequence and answers complex questions</li> </ul>

	<ul style="list-style-type: none"> <li>● Interacting in a print-rich environment in the class (by labeling things, word walls, posters, etc.).</li> <li>● Environment-rich in prints which encourage children to read and initiate reading for others</li> <li>● Exploring print in the immediate environment ( signs in the environment, logos, sign boards labels on food containers, posters on the bus, hoardings etc);</li> <li>● Describing daily events to the children and providing print-rich classrooms (teachers points to narrative print or embedded in drawings and illustrations). Observing the teacher using her finger beneath the words across the page from left to right and top to bottom</li> <li>● Children to become familiar with the forms and formats of the books and other print resources</li> <li>● Children to read and point to the printed words and symbols at home and other places such as market, hospitals, preschools, work-places, etc.</li> <li>● Using the books showing the parts of the book such as title cover page, front and back cover and helping them to identify with print and illustrations (teachers tracking the print while reading the narrated text/print). Observing the teacher using her finger beneath the words across the page from left to right and top to bottom</li> <li>● Actively engaging children in different aspects of shared Reading (leveled text to do finger-print-voice matching) and read aloud sessions and helping them to explore different dimensions of language and literacy (interactive story reading sessions)</li> <li>● Display of daily routine with pictures and printed words and talking about it</li> <li>● Looking and reading the display of print in the classroom</li> <li>● Helping children making connections between words and concepts (adding pictures to the words)</li> <li>● Visual discrimination games (e.g., which letter/picture/ shape/ word is different?)</li> <li>● Visual perceptual activities (activities for spotting differences, mazes, finding the hidden word/ letter/ pictures, familiar word searches etc.).</li> <li>● Creating a “reading area” or “mini library area” in the classroom and equipping it with information books and graded story books; encouraging children to create their own mini books in small groups — it could be stories or information books</li> <li>● Reading aloud and providing graded story books to expose children to the written language, conversation on different themes focusing on many talking points for e.g., animals, transportation, plants etc.</li> <li>● Age-appropriate stories in various forms (orally, with props, pictures,</li> </ul>	<ul style="list-style-type: none"> <li>● Listens attentively to others and demonstrates social conventions of conversation such as eye-contact, waiting for one’s turn to speak</li> <li>● Talks in full sentences and communicates needs and thoughts</li> <li>● Follows complex instructions.</li> <li>● Participates and takes turns in conversation and shares likes and dislikes, personal experiences in a sequence with reasonable detail and with reasons</li> <li>● Recites longer and a larger number of poems, rhymes, stories and songs with comprehension and participates in rhythmic activities.</li> <li>● Asks questions to find information and answers questions, to give information</li> <li>● Demonstrates further increase in vocabulary and interest in learning new words</li> <li>● Recognises and points to a frequently occurring word/ picture in a story being read.</li> <li>● Demonstrates understanding that print carries meaning.</li> <li>● Re-tells a story in a sequence and answers complex questions</li> <li>● Plays with words and creates rhyming strings such as hat, fat, bat...or <i>ball, bell...</i></li> <li>● Identifies beginning and end sounds of words.</li> <li>● Taps out syllables in words</li> <li>● Recognises many letters and their corresponding sounds and tries to decode words</li> <li>● Creates own words by combining vowels and consonants.</li> <li>● Independently forms many letters correctly, uses sound-symbol correspondence to write invented spellings.</li> <li>● Uses and holds writing and drawing tools with better grip (starts using thinner crayons and pencils)</li> <li>● Writes own name correctly.</li> <li>● Listens to English words, greetings, polite forms of expressions, simple sentences, and responds in English or the home language.</li> <li>● Demonstrates understanding of simple instructions or a short story in the second language.</li> </ul>
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<b>Goal 3: Children become Involved Learners and Connect with their Immediate Environment</b>		
<b>Concepts / Skills</b>	<b>Pedagogical Processes</b>	<b>Early Learning Outcomes</b>
<b>Sensory Development</b> <ul style="list-style-type: none"> <li>• Sight</li> <li>• Sound</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul> <b>Cognitive Skills</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Identification</li> <li>• Memory</li> <li>• Matching</li> <li>• Classification</li> <li>• Pattern Making</li> <li>• Sequential thinking</li> <li>• Critical thinking</li> <li>• Problem-solving</li> <li>• Creative thinking</li> <li>• Reasoning</li> <li>• Curiosity</li> <li>• Experimentation</li> <li>• Exploration</li> </ul> <b>Concept formation such as</b> <ul style="list-style-type: none"> <li>• Colours, shapes, distance, measurement, size</li> <li>• length, weight, height, time</li> <li>• Spatial</li> <li>• Count and tell how many</li> </ul> <b>Number Sense</b> <ul style="list-style-type: none"> <li>• Numeral recognition</li> <li>• Sense of order (can count ahead of a number up to 10)</li> <li>• Numeral recognition</li> </ul> <b>Concepts related to environment</b> <ul style="list-style-type: none"> <li>• Biological (animals, fruits, vegetables, food)</li> <li>• Physical – water, air, season, sun, moon, day and night)</li> <li>• Social – myself, family, transport, festival, community helpers, etc.</li> </ul> <b>Use of Technology</b>	<b><i>Providing opportunities and experiences for:</i></b> <ul style="list-style-type: none"> <li>• Sensory development activities for taste, smell, sight, sound and touch such as games–tasting and guessing, exploring taste with edible fruits/ vegetables and telling name, fun with smelling bottles, creating with scented play dough, experimenting with objects that smell, name/letter scavenger hunt, I spy games, playing hide and seek, blindfold games, seriating sound boxes from loudest to softest and vise versa, outdoor sound hunt, sorting textured letters and so on</li> <li>• Making observations through the senses such as encouraging children — Listening to sounds of nature while walking on dry leaves, wind blowing, etc., smelling the dinner cooking, tasting the bitter and sweet chocolate, listening and playing musical instruments and experimenting with sense of hearing, going for a small walk, listening to sense-based stories, visual tracking different coloured bottle caps/fabric pieces, play with feely bag, etc.</li> <li>• Solving riddles on senses such as I am soft and furry and says meow, who I am? (Cat)</li> <li>• Discussion questions during circle time such as, when you wake up in the morning, what is the first thing you see/ hear/ touch/ smell/ taste?; which part of the body help you see/ listen/smell/taste/touch?</li> <li>• Picture reading posters on different topics and encouraging children to observe the picture and notice small details (how many animals and birds are in the picture?’ what colour were the two vehicle?)</li> <li>• Odd man out activities for e.g., three similar shapes and one different shape/3–4 pictures begins with the same initial sound and 1 with different sound, and so on followed by fun worksheets for practicing visual discrimination.</li> <li>• Encouraging children to, explore and notice things in the environment such as “where was the object/toy? How it was placed in relation to other objects?”</li> <li>• Manipulating objects/ materials such as interlocking blocks, Lego toys, nuts and bolts, construction toys</li> <li>• Hunting games/activities such as hunting letters in the sand tray/ hunting number symbols in the immediate environment.</li> <li>• Using concrete objects for matching and sorting... (matching number of dots to number symbols, matching of patterns, matching of toffee/biscuit wrappers, followed by matching of familiar words that they frequently see in story /text and environment)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses all senses to observe and explore the environment</li> <li>• Notices and describes finer details of common objects, sounds, people, pictures, animals, birds in the immediate environment.</li> <li>• Remembers and recalls 4–5 objects seen at a time,</li> <li>• Identifies 3–5 missing parts of a picture of a familiar object</li> <li>• Classifies a group of objects by two or more categories simultaneously for example, colour, shape and size</li> <li>• Creates new patterns</li> <li>• Arranges 4–5 picture cards/objects in a sequence.</li> <li>• Narrates events or stories in a sequence</li> <li>• Provides solutions to simple problem solving situations with reasons</li> <li>• Shows ability to understand relationship such as part and whole, odd one out, association</li> <li>• Gives reasons, analyses, predicts, makes inferences, and interprets.</li> <li>• Engages in investigating and manipulating objects in the environment, (asks questions, inquires, discovers, and constructs own ideas and predicts)</li> <li>• Compares and classifies objects by more than three factors like shape, colour and size</li> <li>• Seriates up to 5 objects on the basis of a particular property.</li> <li>• Counts and give up to 10 objects when asked to</li> <li>• Can count forward from a particular number up to 100</li> <li>• Identifies numerals with numbers and writes numerals up to 100 (with help)</li> <li>• Expresses curiosity about the immediate physical, social and biological environment, asks questions and develops related concepts</li> <li>• Demonstrates awareness and sensitivity towards environmental concerns such as not wasting water, watering plants, switching off lights etc.</li> <li>• Demonstrate awareness and interest in technology.</li> </ul>



- Offering thinking challenges throughout the day e.g., sorting/ grouping activities (two-three attributes at a time) such as sorting colourful buttons on the basis of colour, size and shapes in different bowls followed by touching and counting); sorting different fabric pieces on the basis of patterns/ designs, sorting different fruit pictures — fruits that are eaten directly or peeled and so on.
- Extending the patterns and creating patterns /design on their own using environmental materials such as twigs, flowers, leaves/objects, blocks, etc.
- Creating and extending patterns in music such as, clap-clap-snap-snap
- Putting letters or words in the pocket chart and reading them. AA BB, AA BB or similarly with words and numbers cat, cat, dog; cat, cat, dog; 44, 88, 11, 44, 88...?
- Listening, re-telling the stories in sequence and arranging the 5–6 story cards in sequence (from left to right); giving words to wordless picture books; talking about daily activities what they do first, next, then next and last.
- Posing problems and asking for solutions, e.g., “what will you do if you are locked in the room?”, “if it is raining, how will you go to school and why?”
- Completing 6–7 piece puzzles, solving maze, completes a picture, find outs the missing parts in a picture etc.
- Pairing pictures having relations e.g., cup and saucer
- Stimulating thinking skills e.g., pointing out cause and effect relationships, using open-ended questions to support estimation and prediction. Asking open-ended questions e.g., “what will happen next” “what would have happened if the tortoise had slept while he was racing with the rabbit?” and so on.
- Children to ask “why” questions and find answers through exploration (e.g., conducting simple experiments with teacher’s support such as making and floating paper boats, making and flying paper rocket, feeling air while blowing balloons etc.); asking questions arising from play activities
- Actively participating in early science experiences with teacher’s support (e.g., floating of toys, observing plants as they grow and name their basic parts, observing how water changes from one form to other, from ice to water etc.); using the senses to explore the world around and acquire information; exploring different materials and knowing the purposes; activities where children need to measure and make estimations using cups and glasses and carry out non-standard measurement such as handful of sugar, pinch of salt.
- Experimenting with colours, shapes e.g., mixing colours and exploring new colours, seriating colours from darkest to lightest and so on

महत्वपूर्ण अवधारणाएँ/कौशल	लक्ष्य :4 बच्चे प्रभावशाली संचारक बनें	
	शैक्षणिक प्रक्रिया	सीखने सिखाने की प्रक्रिया
<ul style="list-style-type: none"> <li>• प्रिंट जागरूकता और अर्थ बनाना</li> <li>• दृश्य भेदभाव</li> <li>• शब्दावली</li> <li>• भाषा और रचनात्मक सोच</li> <li>• रचनात्मक आत्म अभिव्यक्ति और बातचीत</li> <li>• पुस्तक से मित्रता</li> <li>• ध्वनि माध्यम से जागरूकता</li> <li>• ऑडियो-विजुअल एसोसिएशन</li> <li>• ध्यान अवधि और सुनना</li> <li>• पुस्तकों के साथ दृश्य भेदभाव संबंध</li> <li>• श्रवण जागरूकता</li> <li>• अक्षर पहचान</li> <li>• दृश्य संघ</li> <li>• लिखित भाषा के साथ विचार और भाषण के संबंधों को समझता है।</li> </ul>	<ul style="list-style-type: none"> <li>• मुक्त और निर्देशित बातचीत और इशारों, गैर-मुखिक अभिव्यक्तियों, बारी-बारी से चलने और दूसरों को सुनने सहित विभिन्न संचार रणनीतियों का उपयोग करने में उनका समर्थन करना।</li> <li>• बच्चों के साथ ऐसे खेल खेलना जिनमें सरल प्रश्न पूछकर हाल की घटनाओं के बारे में बात करने की आवश्यकता होती है।</li> <li>• रचनात्मक सोच के साथ चित्र पढ़ना और प्रत्याशित प्रश्नों का उपयोग करना।</li> <li>• छात्र हिन्दी के अक्षरों की आकृति और ध्वनि को पहचानना सीखते हैं।</li> <li>• छात्र भाषा की ध्वनियों और शब्दों के साथ खेलते हुए पढ़ने का आनंद लेते हैं व पढ़ने में सक्षम बनते हैं।</li> <li>• छात्र नए शब्दों से शब्दावली को सुदृढ़ बनाते हैं व स्वरों, व्यंजनों तथा वर्णमाला का ज्ञान प्राप्त करते हैं।</li> <li>• छात्र चित्रों के सूक्ष्म और प्रत्यक्ष पहलुओं का बारीक अवलोकन करते हैं।</li> <li>• छात्र लिखना सीखने की प्रक्रिया के दौरान अपने विकासत्मक स्तर के अनुसार चित्रों, आड़ीतिरछी रेखाओं, अक्षरों, आकृतियों के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से सिखने का प्रयास करते हैं।</li> <li>• छात्र पुस्तक में दिए गए हर प्रिंट के अर्थ को समझना व उन शब्दों का इस्तेमाल करना सीखते हैं।</li> <li>• छात्र शब्दों के चित्र बनाना तथा चित्रों को वाक्यों में प्रयोग करना सीखते हैं।</li> <li>• छात्रों द्वारा कविता का अभ्यास परे स्वर, ताल के साथ किया जाएगा। छात्र सुनी हुई सामग्री कविता (कहानी, विभिन्न विषय आदि के बारे में बातचीत करेंगे और अपनी राय देते हुए प्रश्न करते हैं।</li> <li>• छात्र सक्रिय रूप से हर प्रक्रिया में भाग लेंगे, बातचीत, व्यक्तिगत अनुभव, पसंद और नापसंद प्रस्तुत करते हैं।</li> <li>• छात्र विभिन्न शब्दों को पढ़ना और लिखना चित्रों के साथ सीखते हैं व छात्र पूर्ण वाक्यों में संवाद करने में और पढ़ने में सक्षम बनते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>• दूसरों की बात ध्यान से सुनता है और बातचीत के सामाजिक सम्मेलनों को प्रदर्शित करता है जैसे कि आँख से संपर्क करना, बोलने के लिए अपनी बारी की प्रतीक्षा करना।</li> <li>• जटिल निर्देशों का पालन करना।</li> <li>• सभी छात्रों को व्यक्तिगत, सामूहिक रूप के कार्य करने के अवसर को प्रोत्साहन देंगे।</li> <li>• छात्रों को नए शब्दों व वर्णों को सीखाने, छात्र स्वतंत्र रूप से पढ़ने में सक्षम बनेंगे।</li> <li>• छात्रों द्वारा लिखित पाठ को समझने व चित्रों को पहचानने की क्षमता बढ़ेगी।</li> <li>• छात्रों को अपनी बात कहने, बातचीत करने की भरपूर आज़ादी और अवसर मिलेंगे।</li> <li>• छात्रों में अधिक रूचि और उत्साह उत्पन्न करने के लिए रोचक सामग्री जैसे पोस्टर, फ्लैशकार्ड, ऑडियो-विजुअल सामग्री का उपयोग करेंगे।</li> <li>• छात्रों को वाचन कौशल के अंतर्गत शुद्ध –उच्चारण करने तथा अपने अनुभव बताते हुए शब्दों व वाक्यों को उचित ढंग से प्रस्तुत करने के अवसर प्रदान किए जायेंगे।</li> <li>• कविता को लयानुसार बोलकर, कविता का प्रत्यास्मरण करेंगे, सही विकल्प चुनना व सही पहचान करेंगे।</li> <li>• छात्रों को समय पर काम करने के लिए प्रेरित करना तथा उनमें परिश्रम करने की सीख को महत्व देगे।</li> <li>• छात्रों के द्वारा श्रवण –कौशल के अंतर्गत बनाए गए वाक्यों और भाषा की बारीकियों को समझने और उनका प्रयोग करने के लिए उन्हें प्रेरित करेंगे।</li> <li>• छात्रों में पूर्व ज्ञान हेतु पाठ संबंधित ज्ञान वर्धक प्रश्न पूछे जाएंगे जिसके अन्तर्गत नए शब्द, वाक्य बनाना व उनका प्रयोग करने का अवसर दिए जाएंगे।</li> <li>• अपना नाम सही लिखते हैं।</li> </ul>

**SUBJECT- LANGUAGE COMMUNICATION AND LITERACY SKILLS (ENGLISH)**

MONTH	TOPIC
April	<ul style="list-style-type: none"> <li>• A to Z Capital, a to l (small cursive)</li> <li>• Write the first letter</li> <li>• Match /Circle the correct letter</li> </ul> <b>Rhyme:</b> <ol style="list-style-type: none"> <li>1. ABC</li> <li>2. Twinkle – Twinkle</li> <li>3. Jack and Jill</li> </ol>
May	<ul style="list-style-type: none"> <li>• Small cursive - m to z</li> <li>• a to z</li> <li>• Missing letters.</li> <li>• Write the Capital &amp; Small letters.</li> </ul> <b>Rhyme:</b> <ol style="list-style-type: none"> <li>1. Teddy Bear</li> <li>2. Bits of paper</li> </ol>
July	<ul style="list-style-type: none"> <li>• Introduction of vowels a,e,i,o,u</li> <li>• Introduction of vowel 'a' - at</li> </ul> <b>Rhyme:</b> Revisions of previous Rhymes
August	<ul style="list-style-type: none"> <li>• Introduction of vowel 'a'- ab, ag, ad, ap &amp; am sound words.</li> <li>• Match</li> <li>• Name the picture.</li> <li>• Rhyming words.</li> </ul> <b>Rhymes:</b> <ol style="list-style-type: none"> <li>1. Little Bo peep.</li> <li>2. I hear thunder.</li> </ol>
September	<ul style="list-style-type: none"> <li>• Introduction of vowel 'a'- an, ar, sound words.</li> <li>• Introduction of vowel 'i'—it, in, ig, ip sound words.</li> <li>• Dictation.</li> <li>• Name the picture.</li> <li>• Circle the correct word.</li> </ul> <b>Rhymes:</b> <ol style="list-style-type: none"> <li>1. Incy wincy spider.</li> <li>2. Once I caught a fish alive.</li> </ol>
October	<ul style="list-style-type: none"> <li>• <b>Introduction of vowel 'i'</b>- ib &amp; id sound words.</li> <li>• <b>Introduction of vowel 'o'</b>- ot, op, og, sound words.</li> <li>• Dictation</li> <li>• Name the picture.</li> <li>• Rhyming words</li> </ul> <b>Rhymes :-</b> <ol style="list-style-type: none"> <li>1. I am a little teapot.</li> <li>2. Five Little monkeys.</li> </ol>
November	<ul style="list-style-type: none"> <li>• <b>Introduction of vowel 'o'</b>-od, ob, oy &amp; ox sound words.</li> <li>• <b>Introduction of vowel "e"</b>- et, en, sound words.</li> <li>• Word building.</li> <li>• Frame sentences.</li> </ul> <b>Rhymes:-</b> <ol style="list-style-type: none"> <li>1. Hickory dickory dock.</li> <li>2. Hop a little.</li> </ol>
December	<ul style="list-style-type: none"> <li>• <b>Introduction of vowel "e"</b>- ed, eg &amp; eb sound words.</li> <li>• Frame sentences.</li> <li>• Rhyming words.</li> <li>• Concept of "in &amp; on"</li> <li>• Dictation.</li> </ul> <b>Rhymes:-</b> <ol style="list-style-type: none"> <li>1. Old MacDonald.</li> <li>2. Little Miss muffet.</li> <li>3. Aeroplane</li> </ol>

January	<ul style="list-style-type: none"> <li>● <b>Introduction of vowel 'u'</b> – ut, un, ug sound words</li> <li>● Opposite Words</li> <li>● Frame sentences.</li> </ul> <b>Rhymes:-</b> 1. Pat - a cake
February	<ul style="list-style-type: none"> <li>● Introduction of vowel 'u' - um, ub, ud and up sound words</li> <li>● One and Many</li> <li>● Opposite Words</li> <li>● Rhyming words</li> <li>● Frame sentences</li> </ul> <b>Rhymes:-</b> 1. Open them shut them. 2. Miss Polly.
March	<ul style="list-style-type: none"> <li>● Revision of complete syllabus.</li> <li>● Comprehension passage.</li> <li>● Rhymes:-</li> <li>● Revision of all Rhymes</li> </ul>

#### Recapitulation – I Monday - 14.8.2023

- A to Z, a to z
- Missing letters.
- Write the first letter.
- at & ab sound words.
- Match the picture.
- Circle the correct word.

#### Recapitulation – II Monday - 4.11.2023

- ag, ad, ap, am, an, ar, it, in, ig, ip, ib, id, op, & of sound words
- Name the picture.
- Circle the correct word.
- Match.

#### Recapitulation – III Monday - 26.2.2024

- All sound words.
- Frame sentences.
- Use of "in & on"
- Opposite words.
- One & Many.
- Rhyming words.
- Word building.

#### **SUBJECT-LANGUAGE, COMMUNICATION & LITERACY SKILLS (HINDI)**

MONTH	TOPICS
अप्रैल	<ul style="list-style-type: none"> <li>● लेखन लेखन कार्य- अ से अ: ,क से ण</li> <li>● वर्ण पहचानें</li> <li>● सही अक्षर गोल करें</li> <li>● चित्रों का मिलान करें</li> </ul> <b>कविताएं :</b> 1. अ-आ-इ-ई-उ-ऊ 2. जिसने सारा जगत बनाया 3. हमारा तिरंगा



मई	<ul style="list-style-type: none"> <li>लेखन लेखन कार्य- त से ज्ञ</li> <li>चित्र पहचानें</li> <li>सही अक्षर गोल करें</li> <li>पहला अक्षर लिखें</li> </ul> <p>कविताएं :</p> <ol style="list-style-type: none"> <li>स्कूल बस</li> <li>रोज सवेरे</li> <li>दाँतो की सफ़ाई</li> </ol>
जुलाई	<ul style="list-style-type: none"> <li>दो वर्णों वाले शब्दों का पठित व लिखित अभ्यास</li> <li>चित्र पहचानें</li> <li>चित्रों का मिलान करें</li> </ul> <p>कविताएं :</p> <ol style="list-style-type: none"> <li>मम्मी की मदद</li> </ol>
अगस्त	<ul style="list-style-type: none"> <li>दो वर्णों वाले शब्दों के वाक्य बनाने का अभ्यास</li> <li>मिलते -जुलते शब्द</li> <li>सही शब्द गोल करें</li> <li>रिक्त स्थान भरें</li> </ul> <p>कविताएं :</p> <ol style="list-style-type: none"> <li>मेरी नानी</li> <li>सूरज दादा</li> <li>वर्षा</li> </ol>
सितम्बर	<p><u>दो वर्णों वाले शब्दों की</u></p> <ul style="list-style-type: none"> <li>शब्द लड़ी</li> <li>श्रुतलेख</li> <li>वाक्य बनाएं</li> <li>तीन वर्णों वाले शब्दों का पठित व लिखित अभ्यास</li> </ul> <p>कविताएं :</p> <ol style="list-style-type: none"> <li>कार</li> <li>सड़क</li> <li>नाव</li> </ol>
अक्तूबर	<ul style="list-style-type: none"> <li>तीन वर्णों वाले शब्दों के वाक्यों का अभ्यास</li> <li>चित्र पहचानें</li> <li>मिलते -जुलते शब्द</li> </ul> <p>कविताएं :</p> <ol style="list-style-type: none"> <li>चिड़ियाघर</li> <li>मछली रानी</li> <li>हाथी आया</li> </ol>
नवम्बर	<p><u>तीन वर्णों वाले शब्दों की</u></p> <ul style="list-style-type: none"> <li>शब्द लड़ी</li> <li>रिक्त स्थान भरें</li> <li>श्रुतलेख</li> <li>वाक्य बनाएं</li> <li>चार वर्णों वाले शब्दों का पठित व लिखित अभ्यास</li> </ul> <p>कविताएं :</p> <ol style="list-style-type: none"> <li>तोता</li> <li>तितली रानी</li> <li>बंदर मामा</li> </ol>

दिसम्बर	<p>चार वर्णों वाले शब्दों के</p> <ul style="list-style-type: none"> <li>• श्रुतलेख</li> <li>• सही शब्द गोल करें</li> <li>• वाक्यों में प्रयोग</li> <li>• शब्द लड़ी</li> </ul> <p>कविताएं :</p> <ol style="list-style-type: none"> <li>1. दुनिया गोल</li> <li>2. पतंग</li> <li>3. गुड़िया पड़ी बीमार</li> </ol>
जनवरी	<ul style="list-style-type: none"> <li>• आ (T) मात्रा वाले शब्दों का पठित व लिखित अभ्यास</li> <li>• चित्र पहचानें</li> </ul> <p>कविताएं :</p> <ol style="list-style-type: none"> <li>1. चुन्नु -मुन्नु</li> <li>2. प्यारे फूल</li> <li>3. फलों का राजा आम</li> </ol>
फरवरी	<p>आ (T) मात्रा वाले शब्दों के</p> <ul style="list-style-type: none"> <li>• वाक्य बनाएं</li> <li>• शब्द लड़ी</li> <li>• पठन अभ्यास</li> <li>• रिक्त स्थान</li> </ul> <p>कविताएं :</p> <ol style="list-style-type: none"> <li>1. आलू कचालू</li> <li>2. टमाटर</li> <li>3. गिनती</li> </ol>
मार्च	<ul style="list-style-type: none"> <li>• आ (T) मात्रा वाले शब्दों की पुनरावृत्ति</li> <li>• अपठित गद्यांश</li> </ul>

#### Recapitulation – I Monday - 21.8.2023

- अ से अः, क से झ, दो वर्णों वाले शब्द
- चित्रों का मिलान करें
- चित्र पहचानें
- सही शब्द गोल करें
- पहल अक्षर लिखें
- मिलते -जुलते शब्द
- वाक्य बनाएं

#### Recapitulation – II Monday - 11.12.2023

- दो वर्णों वाले शब्द, तीन वर्णों वाले शब्द
- चित्र पहचानें
- मिलते -जुलते शब्द
- वाक्य बनाएं
- शब्द लड़ी
- रिक्त स्थान भरें
- सही शब्द गोल करें

#### Recapitulation – III Monday - 4.3.2024

- चार वर्णों वाले शब्द, आ (T) मात्रा वाले शब्द
- चित्र पहचानें
- मिलते -जुलते शब्द
- वाक्य बनाएं
- शब्द लड़ी
- रिक्त स्थान भरें
- श्रुतलेख

**SUBJECT: ARITHMETICAL CONCEPTS**

MONTH	TOPIC
April	<ul style="list-style-type: none"> <li>• Number ( 1-50)</li> <li>• Pre-number concept.</li> <li>• Concept of zero.</li> <li>• Missing numbers.</li> <li>• Backward Counting (10-1)</li> </ul>
May	<ul style="list-style-type: none"> <li>• Number value (50- 100)</li> <li>• Shapes.</li> <li>• What comes after.</li> <li>• Put the sign <math>&lt;/&gt;/=</math></li> </ul>
July	<ul style="list-style-type: none"> <li>• Put the sign <math>&lt;/&gt;/=</math></li> <li>• What comes before.</li> <li>• Backward Counting (20-1)</li> </ul>
August	<ul style="list-style-type: none"> <li>• What comes In between.</li> <li>• Number names (one and two)</li> <li>• Concept of tens.</li> <li>• Circle the greatest and smallest number.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Number names (three, four and five)</li> <li>• Addition (single digit)</li> <li>• Backward Counting ( 30-1)</li> </ul>
October	<ul style="list-style-type: none"> <li>• Backward Counting (40-1)</li> <li>• Number Names(six, seven and eight)</li> <li>• Subtraction (single digit)</li> </ul>
November	<ul style="list-style-type: none"> <li>• Skip Counting (1-20)</li> <li>• Number names (nine, ten, eleven and twelve)</li> <li>• Ascending and Descending order.</li> </ul>
December	<ul style="list-style-type: none"> <li>• Forward Counting (1-100)</li> <li>• Backward Counting (40-1)</li> <li>• Number names (thirteen, fourteen, fifteen and sixteen )</li> <li>• Money</li> </ul>
January	<ul style="list-style-type: none"> <li>• Number names (seventeen, eighteen, nineteen and twenty)</li> <li>• Ordinal numbers.(1-10)</li> <li>• Time.</li> </ul>
February	<ul style="list-style-type: none"> <li>• Backward Counting (50-1)</li> <li>• Recap. Shapes.</li> <li>• Recap. skip counting.</li> </ul>
March	<ul style="list-style-type: none"> <li>• Revision of complete syllabus.</li> </ul>

- Backward Counting (50-1)

**Recapitulation – I Monday - 7.8.2023**

- Number value (1 to 100)
- Backward counting (20-1)
- What comes after and before
- Put the sign  $</>/=$

**Recapitulation – II Tuesday- 28.11.2023**

- Concept of tens
- Ascending and Descending Order
- Greatest and smallest number
- Addition
- Subtraction
- Backward Counting (40-1)
- Number names (1-10)

**Recapitulation – III Monday - 29.2.2024**

- Number names (1-20)
- Money
- Time
- Ordinal numbers (1-10)
- What comes after, before and in between numbers

**SUBJECT: ENVIRONMENTAL CONCEPTS**

MONTH	TOPIC
April	<ul style="list-style-type: none"><li>• My Self.</li><li>• My Home.</li><li>• My Family.</li></ul>
May	<ul style="list-style-type: none"><li>• My School.</li><li>• Colours.</li></ul>
July	<ul style="list-style-type: none"><li>• Seasons.</li></ul>
August	<ul style="list-style-type: none"><li>• Food we eat.</li><li>• Festivals.</li></ul>
September	<ul style="list-style-type: none"><li>• My Body.</li><li>• My Body Parts(Written)</li></ul>
October	<ul style="list-style-type: none"><li>• Be safe.</li><li>• Keeping healthy.</li><li>• Vegetable (written)</li><li>• Fruits (written)</li></ul>
November	<ul style="list-style-type: none"><li>• Our helpers.</li><li>• Transport and communication.</li></ul>
December	<ul style="list-style-type: none"><li>• Animals around us.</li><li>• Animal names (written)</li><li>• Animal and their babies (written)</li><li>• Animal and their homes (written)</li></ul>
January	<ul style="list-style-type: none"><li>• Parts of plant (written and label)</li><li>• Plants around us.</li></ul>
February	<ul style="list-style-type: none"><li>• Days of the week (written)</li><li>• Myself (written)</li></ul>
March	<ul style="list-style-type: none"><li>• Air &amp; Water.</li><li>• Revision.</li></ul>

**Recapitulation – I Monday - 24.8.2023**

- My Self.
- My Home.
- My Family.
- My School.
- Seasons.
- Colours.

**Recapitulation – II Tuesday - 14.12.2023**

- Food we eat.
- Festivals.
- My Body Parts(Written)
- Be safe.
- Keeping healthy.
- Vegetable (written)
- Fruits (written)
- Our helpers

**Recapitulation – III Monday - 7.3.2024**

- Transport and communication.
- Animal names (written)
- Animal and their babies (written)
- Animal and their homes (written)
- Parts of plant (written and label)
- Days of the week (written)
- Myself (written)

**SUBJECT: DANCE**

Months	TOPIC
April	<ul style="list-style-type: none"> <li>• Basic steps of dance.</li> <li>• Free style dance.</li> </ul>
May	<ul style="list-style-type: none"> <li>• Mother's day celebration.</li> <li>• Aerobics.</li> </ul>
July	<ul style="list-style-type: none"> <li>• Western dance [full body movement]</li> </ul>
August	<ul style="list-style-type: none"> <li>• Dance on Patrotic Song.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Janamashtami.</li> </ul>
October	<ul style="list-style-type: none"> <li>• Zumba.</li> </ul>
November	<ul style="list-style-type: none"> <li>• Diwali Celebration.</li> </ul>
December	<ul style="list-style-type: none"> <li>• Christmas Celebration.</li> </ul>
January	<ul style="list-style-type: none"> <li>• Dance on Patriotic Song.</li> </ul>
February	<ul style="list-style-type: none"> <li>• Punjabi dance.</li> </ul>
March	<ul style="list-style-type: none"> <li>• Repeat all dances.</li> </ul>

**Subject: Music**

Month	Topic
April	<ul style="list-style-type: none"> <li>• Introduction of music.</li> <li>• Type 1 alankar (first to four)</li> </ul>
May	<ul style="list-style-type: none"> <li>• Type 2 alankar (four to eight)</li> <li>• English rhyme.</li> </ul>
July	<ul style="list-style-type: none"> <li>• Hindi rhyme.</li> </ul>
August	<ul style="list-style-type: none"> <li>• Patriotic Song.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Teacher's Day Song.</li> </ul>
October	<ul style="list-style-type: none"> <li>• Gandhi Jayanti Song.</li> <li>• English rhyme.</li> </ul>
November	<ul style="list-style-type: none"> <li>• Children Day song.</li> <li>• Hindi rhyme.</li> </ul>
December	<ul style="list-style-type: none"> <li>• Christmas Carols.</li> <li>• English prayer.</li> </ul>
January	<ul style="list-style-type: none"> <li>• Patriotic song.</li> </ul>
February	<ul style="list-style-type: none"> <li>• First two Alankar of Type 1.</li> <li>• Hindi rhyme.</li> </ul>
March	<ul style="list-style-type: none"> <li>• Repetition of all the songs and Alankar.</li> </ul>

**SUBJECT: ART & CRAFT**

MONTH	TOPIC
May	Pg- 3, 4 & 5. <ul style="list-style-type: none"> <li>▪ Mother's day Activity</li> </ul>
July	Pg - 6, 7 & 8. <ul style="list-style-type: none"> <li>▪ Environment day Activity</li> </ul>
August	Pg-9, 10, 11, 12 & 13. <ul style="list-style-type: none"> <li>▪ Independence Day Activity</li> </ul>

September	Pg – 14, 15, 16, 17, 18 & 19. ▪ Teacher's Day Activity
October	Pg –20, 21, 22, 23, 24 & 25. ▪ Gandhi Jayanti Celebration
November	Pg –26, 27, 28, 29 & 30. ▪ Children's Day Activity
December	Pg – 31, 31, 32, 33 & 34. ▪ Christmas Celebrations
January	Pg –35, 36, 37 & 38. ▪ Republic day celebration
February	Pg –39, 40, 41 & 42 ▪ Best out of waste activity.
March	Pg- 43 & 44.

**SUBJECT: COMPUTER**

Month	Topic
April	• Manners to be followed in the Computer lab.
May	• Parts of a Computer CPU, Keyboard, Mouse, Monitor.
July	• Uses and places where Computers are used.
August	• Uses and places where Computers are used.
September	• Types and numbers of Keys on Keyboard.
October	• Uses of Keyboard ( Typing on Notepad)
November	• Types and number of buttons on Mouse.
December	• Uses of Monitor ( Colouring on Computer )
January	• Uses of Monitor – Contd. ( Colouring on Computer )
February	• Revision of Manners, Parts and uses of Computer.
March	• Revision of Keyboard, Monitor and Mouse.