

Delhi Public School Jammu
Session : 2024-2025
Class-Nursery

List of Books (2024-2025)

S.NO.	NAME OF BOOKS	PUBLISHERS
1.	<u>Language Communication & Literacy Skills (English)</u> Flowers (an integrated course in Literacy and Numeracy Part - 1) Flowers (an integrated course in Literacy and Numeracy Part – 2) Blooming Buds Writing Book (English A- Capital Letters) Blooming Buds Writing Book (English B- Small Letters) RHYMES & BALGEET (Level -B)	Ratna Sagar Ratna Sagar Sun Beam Sun Beam Ultra Learning
2.	<u>Language Communication & Literacy Skills (HINDI)</u> पंखुड़ी प्रवेशिका स्वर लेखन व्यंजन लेखन RHYMES & BALGEET (Level -B)	GEMS प्राची प्राची Ultra Learning
3.	<u>Environmental & Arithmetical Concepts (MATHS)</u> Flowers (an integrated course in Literacy and Numeracy Part - 1) Flowers (an integrated course in Literacy and Numeracy Part – 2) Blooming Buds Writing Book Maths Part -A (1 to 20)	Ratna Sagar Ratna Sagar Sun Beam
4.	<u>Environmental & Arithmetical Concepts (EVS)</u> Flowers (an integrated course in Literacy and Numeracy Part - 1) Flowers (an integrated course in Literacy and Numeracy Part – 2)	Ratna Sagar Ratna Sagar
5.	<u>COLOURS & CRAFT (B)</u>	VIVA EDUCATION

PRESCHOOL II

Goal 1: Children Maintain Good Health and Well-being		
Key Concepts/ Skills	Pedagogical Processes	Early Learning Outcomes
<ul style="list-style-type: none"> • Awareness of self and others • Development of positive self-concept • Self-regulation • Decision-making and problem-solving • Development of pro-social behaviour like caring, sharing, collaboration, compassion and respect for other's feeling and rights • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking) • Fine motor skills and eye-hand coordination (threading, tearing, pasting scribbling, drawing, colouring printing, moulding, paper folding etc.) 	<ul style="list-style-type: none"> • Providing Opportunities and Experiences for: • Children to know about themselves, their body parts, family members, and distinguish people and relationships • Supporting children for their sense of self-worth and pride in accomplishments by giving them small responsibilities, appreciate and display their contribution/ work and celebration of birthdays and festivals • Recognising and understanding the rules for being together with others such as group activities, playing in various activity areas and storytelling etc. • Read aloud stories or puppet plays in which the characters share, take turns, help and cooperate • Nurturing and responsive relationships to help children learn how to control their emotions, become secure, confident, curious and communicative • Making choices and attempts at solving problems and resolving conflict (during role-play, small group activities and solving puzzles) • Free play where children get opportunity to play independently and in groups such as puzzle solving, pegs and outdoor games etc. • Asking questions, understanding other's situation/ empathising and trying to solve the problem through stories having different problem situations. • Interacting and building relationship with other children and facilitating peer learning and interaction • Expressing and recognising feelings • Sharing of discomfort and anxiety experienced by children • Familiarisation with simple signs and/ or gestures • Participation of children with special needs through adaptation of activities as per their needs • Using toilet, washing hands with adult assistance etc. • Periodic health checkup (height, weight and general health), ensuring immunisation and safety of children • Having supplementary nutrition in 	<ul style="list-style-type: none"> • Describes self in terms of physical characteristics • Identifies close family members, friends and neighbours • Expresses own preferences and interests. • Follows instructions • Makes adjustment in the classroom and with other children • Completes an activity started • Expresses emotions appropriate to the situation. • Expresses own preferences, interests and makes choices • Suggests solutions to conflicts (with guidance) • Plays cooperatively with other children • Makes plan for what and how they will play • Shows caring behaviour (hugs, pats, kisses) and shares belongings with other children • Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs. • Demonstrates hygiene and sanitation practices, and • healthy eating habits with increased independence • Recognises common dangers/hazards and takes safety precautions • Demonstrates awareness about good touch and bad touch and maintains distance from strangers • Demonstrates gross motor coordination and control in play activities involving walking, running, jumping, climbing etc. • Participates in music, dance and creative movements • Exhibits fine motor skills and performs tasks that require more complex eye- hand

	<p>preschool</p> <ul style="list-style-type: none"> • Health and nutrition education to the children, parents and community • Educating children through stories, animated films, video clips, role-play etc., that their private parts should not be exposed, touched or photographed by others and they should not be touching the private parts of anyone • Sensitising children that any physical and mental abuse being subjected to them should be reported to the teacher or anybody close to them. • Using safe equipment and environments that vary in skill levels (e.g., tricycles, tires, hoops, balls, balance beam etc.) • Practising skills e.g., hopping, catching, throwing overhand, jumping • Engaging children in dance, action song involving simple turn, twist and stretch of body, creative and rhythmic movements • Messy play like sand play and water play, clay moulding, printing etc. • 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 • Individual, pair activities, small group and large group activities involving basic gross motor skills on different surfaces. • 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) • Hands-on experiences using manipulative objects that encourage sorting, matching, imagining, etc. 	<p>coordination such as cutting out shapes, free hand drawing, colouring, threading beads, stringing, copying, tearing, pasting, lacing etc., with moderate levels of precision and control</p>
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Goal 2: Children become Effective Communicators

Key Concepts/ Skills	Pedagogical Processes	Early Learning Outcomes
<p>Talking and Listening</p> <ul style="list-style-type: none"> • Attention Span and Listening • Conventions of speech • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary 	<p>Providing Opportunities and Experiences for:</p> <ul style="list-style-type: none"> • Free and guided conversation and supporting them in using a variety of communication strategies including gestures and non-verbal expressions • Listening to others and talking in turns • Participating in rhymes and songs involving a lot of rhyming words and repetitions with actions • Picture reading and conversation 	<ul style="list-style-type: none"> • Listens to others for short period of time and responds, • demonstrating some social conventions like eye contact • Communicates needs and thoughts verbally and non-verbally. • Follows oral instructions • Participates actively in conversation and shares personal experiences, likes and dislikes

<p>Emergent Reading</p> <ul style="list-style-type: none"> • Print Awareness and Meaning making • Visual Discrimination • Bonding with Books • Directionality • Pretend Reading • Phonological Awareness • Letter Perception/ Recognition <p>Emergent Writing</p> <ul style="list-style-type: none"> • Eye hand Coordination • Use of appropriate tools • Mark making/ Scribbling <p>Exposure to Second Language</p>	<ul style="list-style-type: none"> • Vocabulary development games • Asking open-ended questions to stimulate thinking and speaking during conversations, picture talk and story-telling • Observing and exploring print in the immediate environment (familiar signs, logos on toffee/ biscuit wrappers). • Creating a print rich environment in the class (by labeling things, shelves, posters, etc.) • Shared Reading (leveled text to do finger-print-voice matching) • Looking at display of signs, poems on charts, and labeled pictures in the classroom at children’s eye level. • Looking and reading display of daily routine with pictures and printed words and talking about it (with adult support as a daily morning activity) • Looking at print on the word wall, whiteboard, chalkboard or blackboard and exploring letters / words in a fun way • Playing with words during conversations and read aloud • Visual discrimination games (“which is different?” Play activity/game “what is missing”) • Creating a “reading area” or “mini library area” in the classroom and equipping it with picture books, information books and graded story books • Age-appropriate stories (10–15 minutes) in various forms (orally, with props, pictures, puppets etc.) • Read aloud from books to expose children to the written language(e.g., short, simple, meaningful texts with which they can relate) • Showing children how to move a finger across the page and have their eyes follow the finger (during the story- telling time/ reading the poem chart or looking at the sight words) • Allowing the children to handle the books in the “reading area” or “the mini library” created in the classroom (turning the pages, looking at the books, encouraging pretend reading). • Activities for awareness of sound segments (phonemes, rhyming words) e.g., phonic games with 	<ul style="list-style-type: none"> • Recites short poems, sings action rhymes, with comprehension and participates in rhythmic activities • Asks questions and gives answers appropriately during activities and conversations • Demonstrates increase in vocabulary and shows interest in learning new words. • Recognises familiar signs, logos and labels in the environment. • Re-tells a short story in a sequence and acts out important events in a story. • Invents her/his own story in her/his own words • Knows print conventions — top to bottom and left to right or right to left as per script ; Knows that print carries meaning • Turns pages of a story book (one at a time) and pretends to read on her/his • Enjoys and recalls words that rhyme. • Identifies beginning sound of common words • Taps out syllables in words (with support) • Recognises few letters and their corresponding sounds • Enjoys sharing emergent writing and drawing with others. • Shows interest for appropriate writing and colouring tools • Makes marks or drawings to represent an idea and describes the same • Uses frequently used English words, greetings, polite forms of expression and responds in english or the home language
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beginning and end sounds

- Playing rhyming games such as while singing a rhyme, or read aloud, leave out the rhyming word and pause and then ask children what comes next, for e.g., The teacher may say, "That's right!" 'Fish' rhymes with 'dish' and so on.
- Ask children about a particular word that rhymes with the word the teacher give (Initially children may use non- sense words for e.g.), "What a sweet that rhymes with porogulla?" "What is a colour that rhymes with preen?"
- Play with letter – picture /object dominos.
- Matching upper case and lower case letters
- Letter recognition and letter sound correspondence
- Making their own picture/ alphabet/ number books with assistance
- Letter formation activities using thick crayons/ markers
- Creating letters with clay/plasticine/ dough
- Hunting the letters in sand tray/ newspaper
- Playing with manipulative materials to refine eye-hand coordination e.g., threading beads
- Letting children see teacher write their names, write attendance, and notes to parents, for example(modeled writing)
- Scribbling on variety of papers
- Colouring-free and within large closed spaces
- Tracing and joining dots
- Tracing the letter (using the letter stencil)
- Making basic strokes/patterns that gradually results in the form of letters
- Listening to simple English words, action rhymes through audio-video
- Using Name Cards with child's photo and logo (each child be given one picture to go with her name)
- Listening to small poems/rhymes, repeating and singing them independently
- Greeting in the morning and

	<p>departing time and using small words of polite expressions in daily routine activities</p> <ul style="list-style-type: none"> • Listening to short story in english • Display of sight words or words that occur too frequently in stories. 	
Goal 3: Children become Involved Learners and Connect with their Immediate Environment		
Key Concepts/ Skills	Pedagogical Processes	Early Learning Outcomes
<p>Sensory Development</p> <ul style="list-style-type: none"> • Sight • Sound • Touch • Smell • Taste <p>Cognitive Skills</p> <ul style="list-style-type: none"> • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential Thinking • Critical Thinking • Problem-solving • Creative thinking • Reasoning • Curiosity • Experimentation • Exploration <p>Concept formation such as</p> <ul style="list-style-type: none"> • Colours, shapes, distance, measurement, size length, weight, height, time • Spatial • Count and tell how many • Number Sense • Numeral recognition • Sense of order (can count ahead of a number up to 10) <p>Concepts related to environment</p> <ul style="list-style-type: none"> • Biological (animals, fruits, vegetables, food) 	<p>Providing opportunities and experiences for:</p> <ul style="list-style-type: none"> • Sensory development activities and games for taste, smell, sight, sound, and touch such as games using textures, play with sound boxes and seriating the sound boxes • Play with embossed material such as puzzles with knobs • Visit to nearby park, children park, zoo, etc. • Observing different objects in their immediate surroundings during field trip/nature walk • Activities using sensory tray e.g., taste, smell, tray etc. • Visual discrimination cards, picture reading posters, memory cards, • Finding out the missing parts in a picture/ drawing • Playing what is missing games • Matching, sorting, classification, using concrete objects • Sorting on the basis of two categories e.g., shape and colour (blue squares, yellow triangles etc.) • Copying simple patterns using different material e.g., cut outs of shapes, colours, environmental materials • Arranging story cards up to 3-4 levels using appropriate vocabulary • Picture reading • Visual perceptual activities • Completing 4-5 piece puzzles, solving mazes • Solving simple problem-solving questions e.g., “if it is raining, how you will go to school”. • Answering open-ended questions e.g., if it is all right to pluck a flower or 	<ul style="list-style-type: none"> • Uses five senses to observe and explore the environment • Describes common objects, sounds, people, pictures, animals, birds, events etc. • Remembers and recalls 3–4 objects seen at a time • Identifies 3–5 missing parts of a picture of familiar object • Classifies a group of objects on the basis of two categories • Identifies the unit of repeat in a simple pattern and extends the pattern • Arranges 3–4 picture cards/ objects in a sequence • Narrates events or stories in a sequence • Provides solutions to simple problem situations • Shows ability to understand relationship such as part and whole, odd one out, association • Analyses situations, thinks and acts accordingly • Enjoys experimentation and seeks explanation about their immediate physical, social and biological environment • Compares and classifies objects by more than two factors like shape and colour, size and shape • Correctly uses position words • Seriates up to 5 objects on the basis of a particular property • Places 4–5 objects in one-to-one correspondence

<ul style="list-style-type: none"> Physical – water, air, season, sun, moon, day and night) Social – myself, family, transport, festival, community helpers, etc. <p>Use of Technology</p>	<p>not</p> <ul style="list-style-type: none"> Creative thinking and simple problem- solving ‘what will you do if you want a toy that is kept on the top of the almirah? Asking divergent (open ended) questions that probe and elicit expanded thinking and processing of information. Measuring objects using simple measuring tool such as cups, glasses and jars and non-standard measurement (e.g., handful of seeds/ toffees, a cup of water/ milk, pinch of salt etc.) Uses mathematical vocabulary such as in-out, on-under to describe objects. Observing numbers and symbols in the immediate surroundings Singing Number rhymes, games, completing self-corrective number puzzles Learning in real world contexts, carrying out projects involving exploration and investigations, talking, problem-solving, asking questions, sharing information, exchanging ideas, reflecting and integrating information with existing knowledge and skills Awareness towards environmental concerns such as not wasting water, watering plants, switching off lights etc. Interaction with digital technologies under teacher’s supervision, digital drawing/ painting, educational videos, digital storytelling 	<ul style="list-style-type: none"> Counts and gives upto five objects when asked to Identifies numerals with corresponding numbers up to 5 Expresses curiosity about the immediate surroundings and asks questions and develops related concepts Enjoys experimentation and seeks explanation about their immediate environment Demonstrates awareness and sensitivity towards environmental concerns. Demonstrates awareness about technology
	<p>लक्ष्य :4 बच्चे प्रभावशाली संचारक बनें</p>	
<p>महत्वपूर्ण अवधारणाए/कौशल</p>	<p>शैक्षणिक प्रक्रिया</p>	<p>सीखने सिखाने की प्रक्रिया</p>
<ul style="list-style-type: none"> प्रिंट जागरूकता और अर्थ बनाना दृश्य भेदभाव शब्दावली भाषा और रचनात्मक सोच 	<ul style="list-style-type: none"> मुक्त और निर्देशित बातचीत और इशारों, गैर-मौखिक अभिव्यक्तियों, बारी-बारी से चलने और दूसरों को सुनने सहित विभिन्न संचार रणनीतियों का उपयोग करने में उनका समर्थन करना सीखते हैं। 	<ul style="list-style-type: none"> दूसरों की बात ध्यान से सुनेंगे और बातचीत के सामाजिक सम्मेलनों को प्रदर्शित करेंगे जैसे कि आँख से संपर्क करना, बोलने के लिए अपनी बारी कि प्रतीक्षा करना।

<ul style="list-style-type: none"> • रचनात्मक आत्म अभिव्यक्ति और बातचीत • पुस्तक से मित्रता • ध्वनि माध्यम से जागरूकता • ऑडियो-विजुअल एसोसिएशन • ध्यान अवधि और सुनना • पुस्तकों के साथ दृश्य भेदभाव संबंध • श्रवण जागरूकता • अक्षर पहचान • दृश्य संघ • लिखित भाषा के साथ विचार और भाषण के संबंध को समझते हैं। 	<ul style="list-style-type: none"> • बच्चों के साथ ऐसे खेल खेलते हैं जिनमें सरल प्रश्न पूछकर हाल की घटनाओं के बारे में बात करने की आवश्यकता होती है। • बुनियादी स्ट्रोक/पैटर्न (जो धीरे-धीरे अक्षरों के रूप में परिणत होते हैं) बनाना सीखने का प्रयास करते हैं। • मिट्टी, आटा, रेत की ट्रे में अक्षर की आकृति को लिखने का प्रयास करते हैं। • पुस्तक से अक्षरों और चित्रों को जोर से पढ़ने का प्रयास करते हैं। • आयु उपयुक्त कहानियाँ विभिन्न रूपों में (मौखिक रूप, चित्र, कठपुतली आदि के साथ) सीखते हैं। • रचनात्मक सोच के साथ चित्र पढ़ना और प्रत्याशित प्रश्नों का उपयोग करना सीखते हैं। • छात्र हिन्दी के अक्षरों की आकृति और ध्वनि को पहचानना सीखते हैं। • छात्र अक्षरों की ध्वनियों और अक्षरों के साथ खेलते हुए पढ़ने का आनंद लेते हैं व पढ़ने में सक्षम बनते हैं। • छात्र नए शब्दों से शब्दावली को सुदृढ़ बनाते हैं व स्वरों, व्यंजनों तथा वर्णमाला का ज्ञान प्राप्त करते हैं। • छात्र चित्रों के सूक्ष्म और प्रत्यक्ष पहलुओं का बारीक अवलोकन करते हैं। • छात्र लिखना सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ीतिरछी रेखाओं, अक्षरों, आकृतियों के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं। • छात्र पुस्तक में दिए गए हर प्रिंट के अर्थ को समझना व उन शब्दों का इस्तेमाल करना सीखते हैं। • छात्र अक्षरों के चित्र बनाना, चित्र को सही अक्षर से मिलाना, पहला अक्षर लिखना, श्रुतलेख, पंक्ति पूरी करें, अगला अक्षर लिखें, नए शब्दों द्वारा शब्दावली को बढ़ाना, वर्णों को देखकर सही अक्षर गोल करना सीखते हैं। • छात्रों द्वारा कविता का अभ्यास पूरे 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। • छात्र सक्रिय रूप से हर प्रक्रिया में भाग लेंगे, बातचीत, व्यक्तिगत अनुभव, पसंद और नापसंद प्रस्तुत करते हैं। • छात्र विभिन्न अक्षरों को पढ़ना और लिखना चित्रों के साथ सीखते हैं। 	<ul style="list-style-type: none"> • जटिल निर्देशों का पालन करेंगे। • सभी छात्रों को व्यक्तिगत, सामूहिक रूप के कार्य करने के अवसर और प्रोत्साहन दिए जाएंगे। • छात्रों को नए शब्दों व वर्णों को सिखाना, छात्रों को स्वतंत्र रूप से पढ़ने में सक्षम बनाया जाएगा। • छात्रों द्वारा लिखित पाठ को समझना व चित्रों को पहचानना सिखाया जाएगा। • छात्रों को अपनी बात कहने, बातचीत करने की भरपूर आज्ञा दी और अवसर दिए जाएंगे। • छात्रों में अधिक रूचि और उत्साह उत्पन्न करने के लिए रोचक सामग्री जैसे पोस्टर, प्लाशकार्य, ऑडियो-विजुअल सामग्री का उपयोग किया जाएगा। • छात्रों को वाचन कौशल के अंतर्गत शुद्ध-उच्चारण करना तथा अपना अनुभव बताते हुए शब्दों को उचित ढंग से प्रस्तुत करने के अवसर प्रदान किया जाएगा। • कविता को लयानुसार बोल कर, कविता का प्रत्यास्मरण करना, सही विकल्प चुनना व सही पहचान करना सिखाया जाएगा। • छात्रों को समय पर काम करने के लिए प्रेरित करना तथा उनमें परिश्रम करने की सीख को महत्व दिया जाएगा। • छात्रों के द्वारा श्रवण-कौशल के अंतर्गत लिखे गए अक्षरों और चित्रों की बारीकियों को समझने और उनका प्रयोग भाषा में करने के लिए उन्हें प्रेरित किया जाएगा। • छात्रों में पूर्व ज्ञान हेतु पाठ संबंधित ज्ञान वर्धक प्रश्न पूछे जाएंगे जिसके अन्तर्गत छात्र अक्षरों के चित्र बनाना, चित्र को सही अक्षर से मिलाना, पहला अक्षर लिखना, श्रुतलेख, पंक्ति पूरी करें, अगला अक्षर लिखें, नए शब्दों द्वारा
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	<ul style="list-style-type: none"> • छात्रों के लिए कक्षा में बनाई गई मिनी लाइब्रेरी में पुस्तकों को संभालना ,पृष्ठों को पलटना , पुस्तकों को देखने के लिए प्रोत्साहित होते हैं। • छात्र पुस्तक पढ़ते समय ऊँगली को पूरे पृष्ठ पर ले जाना और आँखों को ऊँगली के पीछे ले जाना सीखते हैं। 	शब्दावली को बढ़ाना , वर्णों को देखकर सही अक्षर गोल करने का अवसर दिया जाएगा।
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SUBJECT- LANGUAGE COMMUNICATION AND LITERACY SKILLS (ENGLISH)

Month	Topic
April	<ul style="list-style-type: none"> • Oral: A to E with phonetic drill • Written: Standing Lines, Sleeping Lines , Slanting Lines ,Curves ,Zigzag • Talk about picture • Tour of the school • Letters : A ,B (a,b) • Rhymes Good Morning
May	<ul style="list-style-type: none"> • Oral : A to N with phonetic drill • Written: • Letters :C,D,E,F (c,d,e,f • Recapitulation • Match • Write the first letter • Fun Time • Rhymes 1. Good Morning 2. Cobbler -Cobbler
July	<ul style="list-style-type: none"> • Oral: A to N with Phonetic drill • Written: • Letters: G,H (g,h) • Dictation • Write the first letter • Circle the correct letter • Rhymes: 1) Toy Shop

<p>August</p>	<ul style="list-style-type: none"> • <u>Oral:</u> A to U with Phonetic drill , Opposites • <u>Written:</u> <u>Letters :I,J,K,L,M (I,j,k,l,m)</u> • Dictation • Write the first letter • Circle the correct picture • Talk about picture • A Rainbow in the sky • <u>Rhymes:</u> <ol style="list-style-type: none"> 1. My Family 2. Golden Rules
<p>September</p>	<ul style="list-style-type: none"> • <u>Oral:</u> A to Z with Phonetic drill • <u>Written:</u> <u>Letters : N,O,P,Q,R (n.o,p,q,r)</u> • Dictation • Write the first letter • Circle the correct picture • Circle the correct letter • We love to share • A picture story • <u>Rhymes:</u> <ol style="list-style-type: none"> 1. Two Little Black Birds 2. God
<p>October</p>	<p>Oral: A-Z with Phonetic drill Written: Letters: S,T,U,V,W (s.t.u,v,w)</p> <ul style="list-style-type: none"> • Dictation • Write the first letter • Circle the correct picture • Circle the correct letter • Complete the series • Write the missing letters (fill ups) • Draw the pictures of given letters. • Recapitulation • A picture story • Colours <p><u>Rhymes:</u></p> <ol style="list-style-type: none"> 1. Bits of Paper 2. Rain Rain Go away

<p>November</p>	<ul style="list-style-type: none"> • <u>Oral:</u> A-Z with Phonetic drill , He /She, In /On ,Under /Behind • <u>Written:</u> • Letters: X,Y,Z ,A To Z (x,y,z ,a to z) Sequence • Dictation • Write the first letter • Write the missing letters(fillups) • Complete the series • Write the next letter • Circle the correct letter. • Match the capital letter to the small letter. • Recapitulation • <u>Rhymes:</u> <ol style="list-style-type: none"> 1. Jingle Bells 2. Thank you
<p>December</p>	<ul style="list-style-type: none"> • <u>Oral:</u> A-Z with Phonetic drill • <u>Written:</u> A-Z in Sequence, <u>Cursive Letters</u> <i>a b c d e</i> • Dictation • Write the first capital and small letter of the given picture. • Draw the pictures of given letters. • Recapitulation • • <u>Rhymes:</u> <ol style="list-style-type: none"> 1. Baa Baa Black Sheep 2. Chubby Cheeks
<p>January</p>	<ul style="list-style-type: none"> • <u>Oral:</u> A-Z with Phonetic drill , This /That • <u>Cursive Letters</u> • <u>Written:</u> <i>f g h</i> • Sequence • Dictation • Write the first capital and small letter of the given picture. • Draw the pictures of given letters. • Match the capital letter to the small letter. • Circle the correct letter. • A Picture Story • <u>Rhymes:</u> <ol style="list-style-type: none"> 1. Two Little Ducks 2. Hop a little ,Jump a little

February	<ul style="list-style-type: none"> • Oral: A-Z with Phonetic drill • Written: <i>a to m</i> • Cursive Letters <i>i j k, l, m</i> • Sequence • Dictation • Write the capital and small letter of the given picture. • Draw the pictures of given letters. • Complete the series • Match the capital letter to the small letter. • Circle the correct letter. <p>Rhymes:</p> <ol style="list-style-type: none"> 1. Revision
March	<ul style="list-style-type: none"> • Revision of Sequence A to Z, <i>a to m</i> (with activities).

SYLLABUS FOR RECAPITULATION – I (21-08-23) (Monday)

- Letters :A to K
- Match
- Write the first letter
- Circle the correct picture
- Cross the odd one
- Circle the correct letter

SYLLABUS FOR RECAPITULATION – II (14-12-2023) (Thursday)

- A-Z in sequence
- Write the first letter
- Circle the correct picture
- Circle the correct letter
- Complete the series
- Write the next letter
- Write the missing letters
- Draw the pictures of given letters.
- Dictation

SYLLABUS FOR RECAPITULATION – III (07-03-2024) (Thursday)

- A-Z , *a to m* (sequence)

- Write the first capital & small letter
- Circle the correct picture
- Circle the correct letter
- Dictation
- Write the missing letters
- Draw the pictures of the given letters
- Complete the series
- Match the capital letter to the small letter

SUBJECT- LANGUAGE COMMUNICATION AND LITERACY SKILLS (HINDI)

Month	Topic
April	<ul style="list-style-type: none"> • मौखिक: अ से ऊ • लिखित: उ, ऊ • कविता : 1) सवेरा • कहानी: प्यासा कौवा
May	<ul style="list-style-type: none"> • मौखिक : अ से औ • लिखित: अ, आ, ओ, औ <ul style="list-style-type: none"> ▪ चित्र को सही अक्षर से मिलायें ▪ चित्र का पहला अक्षर लिखें • कविता :1) सवेरा 2) सूरज में है तेरी लाली • कहानी: प्यासा कौवा
July	<ul style="list-style-type: none"> • मौखिक: अ से अ: • लिखित: अं, अः, ए <ul style="list-style-type: none"> ▪ श्रुतलेख ▪ चित्र का पहला अक्षर लिखें ▪ मिलान करें ▪ वर्ण को देखकर सही चित्र गोल करें • कविता : 1) गर्मी जी अब Bye-Bye

<p>August</p>	<p>•<u>मौखिक</u>: अ से अ:</p> <p>•<u>लिखित</u> : ऐ,इ,ई,अ से अ:</p> <ul style="list-style-type: none"> ▪ श्रुतलेख ▪ पहला अक्षर लिखें ▪ मिलान करें ▪ रिक्त स्थान भरें ▪ चित्र देखकर सही अक्षर गोल करे ▪ अक्षर का अगला अक्षर लिखें ▪ पंक्ति पूरी करें <p>•कविता :1) सूरज गोल चंदा गोल 2) तितली रानी 3) मेरा झंडा</p> <p>•कहानी: सारस और लोमड़ी</p>
<p>September</p>	<p>•<u>मौखिक</u>: क से डः</p> <p>•<u>लिखित</u> : क,ख,ग,घ,ङः</p> <ul style="list-style-type: none"> ▪ श्रुतलेख ▪ पहला अक्षर लिखें ▪ चित्र को अक्षर से मिलाएं ▪ चित्र देखकर सही अक्षर गोल करें <p>•कविता :1) मेरे प्यारे दादा -दादीजी 2) सड़क</p> <p>•कहानी: सारस और लोमड़ी</p>

<p>October</p>	<p>•मौखिक : क से ज •लिखित: च, छ, ज, झ</p> <ul style="list-style-type: none"> ▪ श्रुतलेख : क से झ ▪ पहला अक्षर लिखें ▪ चित्र को अक्षर से मिलाएं ▪ अक्षर देखकर सही चित्र गोल करें ▪ पुनरावृत्ति : क से झ <p>•कविता : 1) आलू कचालू 2) मेरा झंडा 3) फलों की टोकरी</p>
<p>November</p>	<p>• मौखिक : क से ण • लिखित: ज, ट, ठ, ड</p> <ul style="list-style-type: none"> ▪ श्रुतलेख ▪ पहला अक्षर लिखें ▪ चित्र को अक्षर से मिलाएं ▪ चित्र देख कर सही अक्षर गोल करें ▪ पुनरावृत्ति क से ड <p>•कविता:1) अच्छे बच्चे 2)मेंढक जी 3) शेर और चूहा</p>
<p>December</p>	<p>•मौखिक : क से न •लिखित : ढ, ण, त, थ</p> <ul style="list-style-type: none"> • श्रुतलेख क से थ • पुनरावृत्ति क से थ ▪ पहला अक्षर लिखें ▪ मिलान करें ▪ चित्र देख कर सही अक्षर गोल करे अक्षर का अगला अक्षर लिखें <p>•कविता:1) गाय 2) आम</p>

January	<p>•मौखिक : क से न</p> <p>•लिखित: द, क से द तक</p> <ul style="list-style-type: none"> ▪ श्रुतलेख : क से द ▪ पहला अक्षर लिखें ▪ रिक्त स्थान भरें ▪ सही अक्षर गोल करें ▪ पंक्ति पूरी करें ▪ अक्षर से संबंधित चित्र बनायें ▪ अक्षरका अगला अक्षर लिखें <p>•कविता: 1) गुड़ियारानी 2) मेरा घर 3) मेरा झंडा</p>
February	<p>•मौखिक : अ से अः, क से न</p> <p>•लिखित: ध, न, अ से अः,</p> <ul style="list-style-type: none"> ▪ क से न तक ▪ श्रुतलेख : क से न ▪ पहला अक्षर लिखें ▪ रिक्त स्थान भरें ▪ सही चित्र गोल करें ▪ पंक्ति पूरी करें ▪ अक्षर से संबंधित चित्र बनायें ▪ अक्षरका अगला अक्षर लिखें <p>•कविता: 1) गुड़िया रानी 2) मेरा घर 3) मेरा झंडा</p>
March	अ से अः, क से न की गतिविधियों के साथ पुनरावृत्ति ।

SYLLABUS FOR RECAPITULATION – I (24-08-2023) (Thursday)

- अ से अः
- पहला अक्षर लिखें
- चित्र को अक्षर से मिलाएं
- सही अक्षर गोल करें
- सही चित्र गोल करें
- श्रुतलेख

SYLLABUS FOR RECAPITULATION – II (11-12-2023) (Monday)

- क से ज
- पहला अक्षर लिखें
- सही अक्षर गोल करें
- सही चित्र गोल करें
- श्रुतलेख

SYLLABUS FOR RECAPITULATION – III (04-03-2024) (Monday)

- अ से अ:
- क से न
- पहला अक्षर लिखें
- सही अक्षर गोल करें
- सही चित्र गोल करें
- श्रुतलेख
- रिक्त स्थान भरें
- पंक्ति पूरी करें
- अक्षर से सम्बंधित चित्र बनायें
- अगला अक्षर लिखें

SUBJECT- ARITHMETICAL CONCEPTS (MATHS)

Month	Topic
April	<u>Pre-Number Concept</u> <ul style="list-style-type: none">• Standing lines• Sleeping lines• Slanting lines• Curves• Big/ Small• Tall/Short• Long/Short• <u>Concept of Numbers 1, 2</u>
May	<u>Pre-Number Concept</u> <ul style="list-style-type: none">• More/Less• Heavy/Light <u>Concept of Numbers 1, 2, 3</u> <ul style="list-style-type: none">• Count and Circle• Count and Write• Count and Match
July	<u>Pre-Number Concept</u> <ul style="list-style-type: none">• Left/Right• Full/Empty• Shape (Square) <u>Concept of Numbers 4,5</u> <ul style="list-style-type: none">• Count and Write• Count and Match• Count and Circle

August	<u>Pre- Number Concept</u> <ul style="list-style-type: none"> • Fun Time • Talk about Pictures • Shape(Rectangle) <u>Concept of Numbers 6,7,8</u> <ul style="list-style-type: none"> • What comes after • Count and Write • Count and Circle
September	<u>Pre-Number Concept</u> <ul style="list-style-type: none"> • Shape(Triangle) <u>Concept of Numbers 9,0,10</u> <ul style="list-style-type: none"> • What comes after • Count and Write • Circle the correct number • Fun Time
October	<u>Pre-Number Concept</u> <ul style="list-style-type: none"> • Shape (Circle) <u>Concept of Numbers 11 & 12</u> <ul style="list-style-type: none"> • Count and circle • Count and Write • Count and Match • Trace and Write the numbers • Fun Time
November	<u>Pre-number concept</u> <ul style="list-style-type: none"> • Let us Revise • Talk about Pictures <u>Concept of Numbers 13 & 14</u> <ul style="list-style-type: none"> • What Comes Inbetween • Cross the odd number
December	<u>Pre-number concept</u> <ul style="list-style-type: none"> • Near/Far • Shape (Half Circle) <u>Concept of Numbers 15 & 16</u> <ul style="list-style-type: none"> • Count and Draw • Count and Colour the picture • Dodging
January	<u>Pre-number concept</u> <ul style="list-style-type: none"> • <u>Thick/Thin</u> • <u>Shapes</u> <u>Concept of Numbers 17 & 18</u> <ul style="list-style-type: none"> • Fun Time • What comes after • Write missing numbers • What comes Inbetween

February	<p><u>Pre-number Concept</u></p> <ul style="list-style-type: none"> • Many/Few <p><u>Concept of Numbers 19 & 20</u></p> <ul style="list-style-type: none"> • Sequence • Write missing numbers • Complete the Series • Count and draw • Cross the odd one • What comes after • What comes Inbetween
March	<ul style="list-style-type: none"> •Revision of Numbers 1 to 20 •Sequence •Revision of missing numbers •Revision of complete the series •Revision of Count and draw •Revision of Count and write •Revision of What comes after •Revision of What comes Inbetween

SYLLABUS FOR RECAPITULATION – I (14-08-2023) (Monday)

- Counting 1 to 5
- Count and Match
- Count and Write
- Circle the correct number
- Pre-number concepts done so far.

SYLLABUS FOR RECAPITULATION – II (04-12-2023) (Monday)

- Counting 1 to 14
- Count and Match
- Count and Write
- Circle the correct number
- What comes After
- What comes Inbetween
- Pre-number concepts done so far

SYLLABUS FOR RECAPITULATION – III (29-02-2024) (Monday)

- Counting from 1 to 20
- Count and Write
- Circle the correct number
- Count and draw
- What comes After
- What comes Inbetween
- Complete the series
- Write the missing numbers

- Dodging

SUBJECT: ENVIRONMENTAL CONCEPTS (EVS)

Month	Topic
April	<ul style="list-style-type: none"> • My body • Colours (Red & Blue) • Festivals -Eid
May	<ul style="list-style-type: none"> • Keep clean •My house • Colours (Yellow & Green)
July	<ul style="list-style-type: none"> • My School •Colours (Pink & Brown)
August	<ul style="list-style-type: none"> •At Play •Fruits and vegetables •Polite words •Festivals -Raksha Bandhan Independence Day
September	<ul style="list-style-type: none"> •Pet and Wild Animals •Land and Water Animals
October	<ul style="list-style-type: none"> • Animal babies • Animal homes • Festivals -Dussehra Gandhi Jayanti
November	<ul style="list-style-type: none"> • They Help Us • Trees • Flowers • Festivals -Diwali Gurupurab
December	<ul style="list-style-type: none"> • Means of Transport • Traffic Light • Festival -Christmas
January	<ul style="list-style-type: none"> • Seasons • Clothing • Festivals -Republic Day
February	<ul style="list-style-type: none"> • Eating Healthy Food •Day And Night
March	<ul style="list-style-type: none"> • Revision of all the Concepts done so far.

SYLLABUS FOR RECAPITULATION – I (14-08-2023) (Monday)

- My body
- Colours
- My house
- Keep clean

SYLLABUS FOR RECAPITULATION – II (04-12-2023) (Monday)

- Fruits and vegetables
- Pet and Wild and animals
- Land and water animals
- Animals babies and homes

SYLLABUS FOR RECAPITULATION – III (29-02-2024) (Monday)

- They help us
- Means of transport
- Seasons and clothing
- Festivals

Subject:-Dance

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

Subject:-Music

Month	Topic
April	<ul style="list-style-type: none"> • Introduction of music • Type 1 alankar first to four
May	<ul style="list-style-type: none"> • Type 2 alankar four to eight • English rhyme
July	<ul style="list-style-type: none"> • Hindi rhyme
August	<ul style="list-style-type: none"> • Patriotic Song
September	<ul style="list-style-type: none"> • Teacher's Day Song.
October	<ul style="list-style-type: none"> • Gandhi Jayanti Song • English rhyme
November	<ul style="list-style-type: none"> • Children's Day song • Hindi rhyme
December	<ul style="list-style-type: none"> • Christmas carols • English prayer
January	<ul style="list-style-type: none"> • Patriotic song
February	<ul style="list-style-type: none"> • First two Alankar of Type1 • Hindi Rhyme
March	<ul style="list-style-type: none"> • Repetition of all the songs and Alankar

Subject:-Art

Month	TOPIC
April	<ul style="list-style-type: none">• Colours we see• Easy Shapes• Tasty Grapes• Curves and Loops• Beautiful Butterfly• Yummy Fruits
May	<ul style="list-style-type: none">• Tree and Sparrow• Find the Path• Teddy Bear• Christmas Tree• Colourful fish
July	<ul style="list-style-type: none">• Grid fun• Beautiful Butterflies• Smily Octopus
August	<ul style="list-style-type: none">• Preety Flowers• Sail in the Ship• Big Fat Elephant• Sea Animals• Colourful Capsicums
September	<ul style="list-style-type: none">• Little Hut• Lonely Fish• Friendly Snake• Fruits with Leaves
October	<ul style="list-style-type: none">• Save Trees• Night Sku• Talking Parrot• School Van
November	<ul style="list-style-type: none">• Dancing Peacock• Lazy Snail• Draw Animals• Hidden Animals
December	<ul style="list-style-type: none">• Fluffy Rabbit• Crafty Mouse• Colourful hut• Happy Bee
January	<ul style="list-style-type: none">• Colourful Gorilla with a Ball• Fun with a ball• Dancing duck• Baby Tortise
February	<ul style="list-style-type: none">• Blue Whale• Monkey Mask

Subject:-Games

Month	Topic
April	1. Pick and run 2. Action game
May	1. In and out Activity 2. Pick the bottle
July	1. Bucket and ball game
August	1. Stick and cup race 2. Passing the ball
September	1. Rabbit and carrot race 2. Ballon bursting race
October	1.zig Zag race 2.Action game
November	1. Repeat pick the bottle 2. Repeat passing the ball
December	1. Repeat rabbit and carrot race 2. Repeat Ballon bursting race
January	1. Repeat zig Zag race
February	1. Repeat action game 2. Repeat passing the ball

March	1. Repeat stick and cup race
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