

# Delhi Public School Jammu

## List of Books (2025-2026)

### Class- Pre-Nursery

S.No.	Title	Subject	Publisher
1.	Lines and Patterns	Hands on Activity	Som Sudha
2.	Jadu Ka Pitara Hindi Geetmala A	Rhymes [ Hindi]	Creative Kids Edu. Solutions
3.	Jadu Ka Pitara Hindi A	Hindi	Creative Kids Edu. Solutions
4.	Rhymes and Stories	Rhymes [ English ]	Volt Junior
5.	Learning to Numbers Activity	Arithmetical Thinking	Som Sudha
6.	Artistry Art & Craft -A	Art and Aesthetic Skills	Sunbeam
7.	Gateway to English-1	Lang. Comm & Lit. Skills	Har Anand Publications Pvt. Ltd

### PRESCHOOL I

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</li> <li>Development of positive self-concept</li> <li>Self-regulation</li> <li>Decision-making and problem solving</li> <li>Development of pro-social behavior like caring, sharing, collaboration, compassion and</li> <li>respect for other's feeling and rights</li> <li>Development of healthy habits,</li> <li>hygiene, sanitation and awareness for self-protection</li> <li>Development of gross motor skills (walking, running, jumping,</li> <li>hopping, crawling, climbing, rhythmic movement,</li> </ul>	<p><b><i>Providing Opportunities and Experiences for:</i></b></p> <ul style="list-style-type: none"> <li>Knowing about themselves, their body parts and family members</li> <li>Knowing the names and understanding the relationships through different games and activities for example, clapping name and friendship walk etc.</li> <li>Recognising their role in different settings and their value for example through celebration of birthdays and appreciate and display their contribution/ work</li> <li>Free conversation and</li> </ul>	<ul style="list-style-type: none"> <li>Begins to state some physical characteristics, about self</li> <li>Identifies close family members</li> <li>Participates in the activities and takes initiative</li> <li>Waits for their turn while playing or during activities and follows simple rules</li> <li>Expresses emotions through verbal and non-verbal modes (gestures, drawing etc.)</li> <li>Makes choices and expresses preferences</li> <li>Resolves minor conflicts with the help of adults</li> <li>Expresses joy while working and playing with</li> </ul>

<p>throwing,</p> <ul style="list-style-type: none"> <li>• catching, kicking)</li> <li>• Fine motor skills and eye-hand coordination (threading, tearing,</li> <li>• pasting scribbling, drawing, colouring printing, moulding, paper folding etc.)</li> </ul>	<p>free play where children can express themselves such as playing on playground (climbing, swinging, running, drawing, colouring, painting etc.)</p> <ul style="list-style-type: none"> <li>• Engaging children in interesting activities and talking to them to make them feel comfortable and adjusted</li> <li>• Games and activities having simple rules and instructions such as freeze dance, follow my clap, loud or quiet etc.</li> <li>• Turn taking games and activities such as listen and move, finger game etc.</li> <li>• Drawing, painting, colouring etc.</li> <li>• Solving problems and resolving conflict (during role-play, small group activities and solving puzzles)</li> <li>• Free play where children get opportunity to play independently and in groups such as puzzle solving, pegs and outdoor games etc.</li> <li>• Stimulating social interactions among children.</li> <li>• Building relationship with other children and facilitating peer learning and interaction such as role-play and pretend play</li> <li>• Expressing and recognising feelings (happy, sad, angry) using feeling cards and stories</li> </ul>	<p>other children</p> <ul style="list-style-type: none"> <li>• Helps other children, cares and shares belongings with them</li> <li>• Begins to understand differences among people (on the basis of ethnicity, culture, and abilities and disabilities) and demonstrates sensitivity to diversity</li> <li>• Communicates immediate needs and follows hygiene and healthy eating habits</li> <li>• Maintains distance from strangers and is aware about good touch and bad touch</li> <li>• Recognises common dangers and hazardous objects and places and keeps distance</li> <li>• Exhibits gross motor coordination in play/ routine activities like walking, running, jumping, climbing, dancing etc.</li> <li>• Explores and participates in music, dance and creative movements</li> <li>• Exhibits fine motor skills and simple eyehand coordination in various activities like scribbling, printing, threading, colouring, clay moulding, tearing and pasting etc.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Familiarisation with simple gestures like <i>namaste</i> and hello etc.</li> <li>• Sharing of discomfort and anxiety experienced by children</li> <li>• Promoting whole group activities such as having lunch together</li> <li>• Small group activities such as storytelling, dramatic play, free play, puppet play to stimulate children's imagination</li> <li>• Periodic health checkup (height, weight and general health), and ensuring immunisation and safety of children</li> <li>• Ensuring the provision of meal in preschools</li> <li>• Demonstration and practicing healthy habits and sanitation like washing hands with adult assistance etc.</li> <li>• Discussing health, nutrition and sanitation-related issues with children in classroom and with parents during PTM or planned/ occasional meetings</li> <li>• Discussing good and bad touch and telling them if they face such situation they must inform teachers/ parents and anybody close to them</li> <li>• Developing gross motor skills through a variety of activities such as walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching,</li> </ul>	
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	<ul style="list-style-type: none"> <li>kicking</li> <li>Doing dance, rhythmic and other movement activities such as bending, twisting, stretching, balancing etc.</li> <li>Messy play like sand play and water play, clay moulding, printing etc.</li> <li>Tactile discrimination</li> <li>Tearing and pasting small pieces of papers, peeling/ sticking stickers, picking up small objects with fingers etc.</li> </ul>	
<b>Goal 2: Children become Effective Communicators</b>		
<b>Key Concepts/ Skills</b>	<b>Pedagogical Processes</b>	<b>Early Learning Outcomes</b>
<p><b>Talking and Listening</b></p> <ul style="list-style-type: none"> <li>Attention Span and Listening</li> <li>Creative Self Expression and Conversation</li> <li>Language and creative thinking</li> <li>Vocabulary</li> </ul> <p><b>Emergent Reading</b></p> <ul style="list-style-type: none"> <li>Print Awareness and Meaning Making</li> <li>Bonding with Books</li> <li>Directionality</li> <li>Pretend Reading</li> <li>Phonological Awareness</li> <li>Letter Perception/Recognition</li> </ul> <p><b>Emergent Writing</b></p> <ul style="list-style-type: none"> <li>Eye hand Coordination</li> <li>Use of appropriate tools</li> <li>Mark making/ Scribbling</li> <li>Creative self expression through scribbling/ drawing</li> </ul> <p><b>Exposure to Second Language</b></p>	<p><b><i>Providing Opportunities and Experiences for:</i></b></p> <ul style="list-style-type: none"> <li>Shared play activities in smaller groups, that help children learn to work together and enhance their listening skills.</li> <li>Variety of communication strategies including gestures.</li> <li>Listening to simple instructions during classroom activities and transitional time (e.g., “Find the block and bring it to me”, “Keep the toys on the shelves”).</li> <li>Listening to others and talking in turns that help in extension of the attention span.(e.g., gradually extending story time; using close ended</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use active listening skills and communicates needs clearly.</li> <li>Makes eye contact, and shows gestures and facial expression appropriately when communicating with others.</li> <li>Follows one or two simple oral instructions.</li> <li>Participates in conversations, stories and shares immediate experiences</li> <li>Recites and repeats small poems, action songs and participates in music and rhythmic activities.</li> <li>Asks many “what” and “why” questions.</li> <li>Uses appropriate vocabulary for some common and familiar objects and pictures (e.g., tells her/ his name, names of friends, common objects and pictures )</li> <li>Shows awareness of print in the classroom, and home settings (e.g., recognises favourite biscuit/toffee,</li> </ul>

	<p>materials such as simple two piece story related puzzle; Picture reading poster keep looking to find out and speaking)</p> <ul style="list-style-type: none"> <li>• Listening to different sounds such as recording on tape or CD/DVD of different sounds heard in the environment. For example, home, school, outdoors, and community.</li> <li>• Encouraging children to listen to recorded sounds and listen carefully to identify the sounds.</li> <li>• Small group activities and childinitiated activities where the children get opportunities to generate questions (e.g., activities like “ what would happen if...”; creating wonder wall where teacher would paste some new pictures/object to encourage curiosity to question and brainstorm)</li> <li>• Stimulate by asking questions during talking time and storytelling (e.g., circle time, free conversations and small group activities).</li> <li>• Group singing, music / rhythm activities and small action songs</li> <li>• Creating a print rich classroom (labelling the shelves, and</li> </ul>	<p>hocolate wrapper, pictures, etc.)</p> <ul style="list-style-type: none"> <li>• Identifies own name when printed in familiar script (with hint)</li> <li>• Enjoys age appropriate short stories and responds by answering simple questions</li> <li>• Tells a familiar story using the pictures of a story book.</li> <li>• Handles books appropriately( e-g.</li> </ul> <p>dentifies front and back cover of the book) and shows an interest and explores a range of age appropriate texts such as picture books, alphabet books, story books, rhyme books and posters.</p> <ul style="list-style-type: none"> <li>• Demonstrates introductory phonological awareness skills such</li> </ul> <p>s rhyming, identifies familiar sounds in the environment.</p> <ul style="list-style-type: none"> <li>• Explores, manipulates material like letters of the alphabet (plastic, sponges, foam, and magnetic letters), larger /thicker colouring, stamping and scribbling tools (easy to hold)</li> <li>• Displays the use of prewriting / emergent skills (scribbling, stamping, fingerpainting, using thicker crayons, markers/brushes etc.) for variety o purposes.</li> <li>• Scribbles from left to right in lines across the page with repeated patterns and increased muscle control.</li> <li>• Uses frequently used English words, greetings, polite forms of expression</li> </ul>
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	<p>storage boxes, poems, posters, etc.)</p> <ul style="list-style-type: none"> <li>• Looking at pictures, big books, alphabet books, and language-related charts, posters, and flash cards in the reading / mini library area.</li> <li>• Making name card for each child and using for activities such as roll call or turn taking activity.</li> <li>• Display of daily routine with pictures and printed words and talking about it.</li> <li>• Observing teacher write children's names on their drawing/ scribbling work.</li> <li>• Identifying and giving special attention to children with special needs</li> <li>• Playing games that involve children in visual discrimination activities. Such as matching pictures, object colours, and shapes; matching with dominoes with either matching pictures / colours/dots and so on.</li> <li>• Visual perceptual activities: Matching directions; picture games/ activities</li> <li>• Creating a "reading area" or "mini library area" in the classroom and equipping it with big books, picture books, information books and graded story books.</li> <li>• Storytelling and read</li> </ul>	
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	<p>aloud from big books, picture books and story books (teacher using the index finger beneath the print and moving it from left to right and drawing children's attention to the print)</p> <ul style="list-style-type: none"><li>• Read Aloud or Shared Reading: Reading to children several times daily. Read in small or large groups and to individual children; children to look at how to turn the pages of the book</li><li>• Showing children how to move a finger across the page and have the eyes follow the finger (during the storytelling time/ reading the poem chart or looking at the sight words)</li><li>• Using variety of puppets, props, pictures, flash cards while telling a story or during conversation</li><li>• Playing "I spy" games such as "I spy something green in the classroom that starts with the sound /s/"</li><li>• Call out 3 short words like log, cat, fog. Ask children to pick out the word that doesn't rhyme.</li><li>• Play with shape templates/ sensory or textured letters; Exploring familiar letters in the print-rich classroom</li><li>• Drawing children's attention towards print /letters (In their</li></ul>	
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	<p>names/favourite cookies/ toffees etc.)</p> <ul style="list-style-type: none"> <li>• Singing alphabet rhymes, playing with cutouts/ magnetic letters; collage making in small group with cutouts of letters</li> <li>• Stamping, scribbling on papers</li> <li>• Colouring – free and within enclosed space(using thick crayons and markers)</li> <li>• Playing with manipulating concrete toys/objects/ materials to develop eye hand coordination e.g., stringing beads with big holes, handling objects/ puzzles with knobs</li> <li>• Playing and handling blocks, inset puzzle boards with knobs, sorting objects etc.</li> <li>• Greeting in the morning and departing time</li> <li>• Frequently used english words in daily routine activities (e.g., good morning, thank you, welcome etc.)</li> </ul>	
<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>
<p><b>Sensory Development</b></p> <ul style="list-style-type: none"> <li>• Sight</li> <li>• Sound</li> <li>• Touch</li> <li>• Smell</li> <li>• Taste</li> </ul> <p><b>Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Identification</li> </ul>	<p><i><b>Providing opportunities and experiences for:</b></i></p> <ul style="list-style-type: none"> <li>• Sensory development activities for taste, smell, sight, sound and touch such as using materials like real and concrete objects, visual coordination and discrimination activities,</li> </ul>	<ul style="list-style-type: none"> <li>• Uses all senses to observe and explore the environment</li> <li>• Identifies and names common objects, sounds, people, pictures, animals, birds, events etc.</li> <li>• Remembers and recalls 2–3 objects seen at a time</li> <li>• Identifies the missing part of a picture of a familiar object</li> <li>• Compares and classifies on the basis of any one category</li> <li>• Follows/reproduces a simple pattern</li> </ul>



<ul style="list-style-type: none"> <li>• Memory</li> <li>• Matching</li> <li>• Classification</li> <li>• Patterns</li> <li>• Sequential Thinking</li> <li>• Creative Thinking</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Reasoning</li> <li>• Curiosity</li> <li>• Experimentation</li> <li>• Exploration</li> </ul> <p><b>Concept Formation</b></p> <ul style="list-style-type: none"> <li>• Colours, shapes, distance, measurement size length, weight, height, time</li> <li>• spatial sense</li> <li>• One-to-one correspondence</li> </ul> <p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Count and tell how many</li> <li>• Numeral recognition</li> <li>• Sense of order (can count ahead of a number up to 10)</li> </ul> <p><b>Concepts related to environment</b></p> <ul style="list-style-type: none"> <li>• Natural-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> <p><b>Use of Technology</b></p>	<p>auditory discrimination activities and so on</p> <ul style="list-style-type: none"> <li>• Observing and exploring nearby places e.g., park, garden</li> <li>• Visual discrimination /classification activities using games, activities, objects, picture cards, sorting trays, memory cards/games, etc.</li> <li>• Using picture reading posters and encouraging children to observe and talk about the picture</li> <li>• Matching and sorting picture cards on the basis of one category such as keeping all animal pictures in one box and birds in another; all red buttons/blocks in one bowl/box and yellow buttons/blocks in another bowl/box</li> <li>• Repeating a given pattern, recalling events and stories in correct sequence</li> <li>• Arranging in order, etc. using objects, picture cards etc.</li> <li>• Solving simple mazes and completing, 2–3 piece puzzles</li> <li>• Solving of problems like relationship cards (matching and finding relations in pictures e.g., cup-saucer/comb-hair etc.)</li> <li>• Solving simple problem situations e.g., matching the appropriate bottle cap to the bottle and try to close /open the same</li> <li>• Finding 1–2 missing parts in a familiar picture</li> <li>• Play in ‘sand area’, ‘water play area’, ‘discovery</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges 2–3 picture cards/ objects in a sequence</li> <li>• Solves simple day-to-day problems</li> <li>• by themselves or with adult support</li> <li>• Shows ability to understand relationship such as part and whole, odd one out, association</li> <li>• Expresses curiosity about the immediate surroundings and asks related questions</li> <li>• Identifies, names of basic colours, shapes</li> <li>• Compares two objects on the basis of observable properties, for example–heavy/ light, tall/short/ more/less, big/small, hot/cold</li> <li>• Places 3–4 objects in one-to-one correspondence</li> <li>• Counts and gives up to three objects when asked to</li> <li>• Demonstrates awareness and sensitivity towards environmental concerns</li> <li>• Enjoys watching songs, rhymes on television/smart board</li> </ul>
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	<p>area' using appropriate play toys/tools such as sand tray, water tub, scoops , sifters, sieves, water can, shovels, floating toys, etc.</p> <ul style="list-style-type: none"> <li>• Exploring colours during creative activities</li> <li>• Playing games, activities using objects, flash cards, dominos, etc., for learning about different concepts</li> <li>• Singing songs and action rhymes on different concepts</li> <li>• Talking and showing pictures/posters on different concepts during circle time</li> <li>• Creative art activities using large and thick paint brushes/ crayons</li> <li>• Measuring objects using cups, bowls, etc.</li> <li>• Playing Shadow games etc.</li> <li>• Singing number rhymes, listening to number stories</li> <li>• Using number matching dominos, flash cards</li> <li>• Matching concrete objects/pictures / numerals</li> <li>• Observing numbers and symbols in the immediate surroundings/day-today life like numbers on mobile phone, calendar, etc.</li> <li>• Using spatial relationship in games, movement activities, etc.</li> <li>• Exploring immediate surroundings to know about their world e.g., visiting parks, gardens, drawing images of the places visited and speaking about it, etc.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Talking about environmental concerns during circle time activities, e.g., not wasting water, closing the faucet when not in use while brushing teeth, throwing the litter in dustbins, keeping back the toys to the storage after the play, etc.</li> <li>• Interaction with age-appropriate technology under teacher's supervision</li> <li>• Exposure to interactive and age appropriate websites, educational videos and software</li> <li>• Read aloud followed by digital stories etc.</li> </ul>	
	लक्ष्य :4 बच्चे प्रभावशाली संचारक बनें	
महत्वपूर्ण अवधारणाएँ/कौशल	शैक्षणिक प्रक्रिया	सिद्धि 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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 ।</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</li> </ul>	<ul style="list-style-type: none"> <li>• दूसरों की बात ध्यान से सुनता हैं और बातचीत के सामाजिक सम्मेलनों को प्रदर्शित करता हैं जैसे कि आँख से संपर्क करना, बोलने के लिए अपनी बारी कि प्रतीक्षा करना ।</li> <li>• जटिल निर्देशों का पालन करना ।</li> <li>• सभी छात्रों को व्यक्तिगत, सामूहिक रूप के कार्य करने के अवसर का प्रोत्साहन देंगे ।</li> <li>• छात्रों को नए शब्दों व वर्णों को सीखाने ,छात्रों को स्वतंत्र रूप से पढ़ने में सक्षम बनाएंगे ।</li> <li>• छात्रों लिखित पाठ को समझेंगे व चित्रों की पहचान करेंगे ।</li> <li>• छात्रों को अपनी बात कहने,</li> </ul>

<p>संबंध कौं समझता हैं ।</p>	<p>हुए पढ़नेका आनंद लेते हैं व पढ़ने में सक्षम बनते हैं।</p> <ul style="list-style-type: none"> <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 विकासात्मक 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> </ul> <p>छात्र विभिन्न शब्दों को पढ़ना और लिखना चित्रों के साथ सीखते हैं व छात्र पूर्ण वाक्यों में संवाद करने</p>	<p>बातचीत करने की भरपूर आज़ादी के अवसर देंगे।</p> <ul style="list-style-type: none"> <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 करना तथा अपना अनुभव बताते हुए शब्दों व वाक्यों को उचित ढंग से प्रस्तुत करने के अवसर प्रदान करेंगे।</li> <li>• कविता को लयानुसार बोल कर, कविता का प्रत्यास्मरण करेंगे।</li> <li>• छात्रों को समय पर काम करने के लिए प्रेरित करने तथा उनमें परिश्रम करने की सीख को महत्व देंगे।</li> <li>• छात्रों के द्वारा श्रवण-कौशल के अंतर्गत 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 अक्षर, शब्दों का प्रयोग करने के अवसर देंगे।</li> </ul>
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	में और पढ़ने में सक्षम बनते हैं।	
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## SUBJECT- ENGLISH

MONTH	TOPICS
April	<ul style="list-style-type: none"> <li>Rhymes / Letters</li> </ul>
May	<ul style="list-style-type: none"> <li>Rhymes</li> <li>Letters - L, T, I, H.</li> </ul>
July	<ul style="list-style-type: none"> <li>Rhymes</li> <li>Letters - E, F.</li> </ul>
August	<ul style="list-style-type: none"> <li>Rhymes</li> <li>Letters - V, Z, N, X.</li> </ul>
September	<ul style="list-style-type: none"> <li>Rhymes</li> <li>Letters - M, K, Y.</li> </ul>
October	<ul style="list-style-type: none"> <li>Rhymes</li> <li>Letters - A, C, W.</li> </ul>
November	<ul style="list-style-type: none"> <li>Rhymes</li> <li>Letters - P, J, D.</li> </ul>
December	<ul style="list-style-type: none"> <li>Rhymes</li> <li>Letters - U, O, Q.</li> </ul>
January	<ul style="list-style-type: none"> <li>Rhymes</li> <li>Letters - R, S.</li> </ul>
February	<ul style="list-style-type: none"> <li>Rhymes</li> <li>Letters—B,G.</li> </ul>
March	<ul style="list-style-type: none"> <li>Revision of alphabets A to Z.</li> </ul>

## SUBJECT: HINDI

Month	Topic
□□□□□□	<ul style="list-style-type: none"> <li>□□□□□□□</li> </ul>
□□	<ul style="list-style-type: none"> <li>□□□□□□□</li> </ul>

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## **SUBJECT : NUMBER CONCEPTS**

<b>Month</b>	<b>Topic</b>
April	<ul style="list-style-type: none"><li>• Recognition of no. 1</li><li>• Page no.24,25(Red day)</li></ul>
May	<ul style="list-style-type: none"><li>• Recognition of no. 2</li><li>• Square</li><li>• Concept : Big/Small</li></ul>
July	<ul style="list-style-type: none"><li>• Recognition of no. 3</li><li>• Rectangle</li><li>• Page no.66(Green day)</li></ul>
August	<ul style="list-style-type: none"><li>• Recognition of no. 4</li><li>• Concept: Long/Short</li><li>• Page no.34,35(Yellow day)</li></ul>
September	<ul style="list-style-type: none"><li>• Recognition of no. 5</li><li>• Triangle</li><li>• Concept:In/Out</li><li>• Page no.54,55(Blue day)</li></ul>
October	<ul style="list-style-type: none"><li>• Recognition of no. 6</li><li>• Concept : Tall/Short</li></ul>
November	<ul style="list-style-type: none"><li>• Recognition of no. 7</li><li>• Concept:More/Less</li></ul>
December	<ul style="list-style-type: none"><li>• Recognition of no. 8</li><li>• Circles</li></ul>
January	<ul style="list-style-type: none"><li>• Recognition of no. 9</li></ul>
February	<ul style="list-style-type: none"><li>• Recognition of no. 10</li><li>• Concept:Fat/Thin</li></ul>
March	<ul style="list-style-type: none"><li>• Revision of No 1 to 10</li></ul>

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## **LINES AND PATTERNS**

Month	Topic
April	<ul style="list-style-type: none"> <li>• Scribbling</li> <li>• Standing Lines</li> </ul>
May	<ul style="list-style-type: none"> <li>• Sleeping lines</li> </ul>
July	<ul style="list-style-type: none"> <li>• Standing Lines</li> <li>• Sleeping Lines</li> </ul>
August	<ul style="list-style-type: none"> <li>• Slanting Lines</li> <li>• Up and Down strokes</li> </ul>
September	<ul style="list-style-type: none"> <li>• Curves</li> </ul>
October	<ul style="list-style-type: none"> <li>• Curves</li> </ul>
November	<ul style="list-style-type: none"> <li>• Circles</li> </ul>
December	<ul style="list-style-type: none"> <li>• Spirals</li> </ul>
January	<ul style="list-style-type: none"> <li>• Different strokes</li> </ul>
February	<ul style="list-style-type: none"> <li>• Different strokes</li> </ul>
March	<ul style="list-style-type: none"> <li>• Mother's day Activity</li> </ul>
July	<ul style="list-style-type: none"> <li>• Different Patterns</li> <li>• Pg - 6, 7 &amp; 8.</li> </ul>
	<ul style="list-style-type: none"> <li>• Environment day Activity</li> </ul>
August	<ul style="list-style-type: none"> <li>• Pg–9, 10, 11, 12 &amp;13</li> <li>• Independence Day Activity</li> </ul>
September	<ul style="list-style-type: none"> <li>• Pg – 14, 15, 16&amp;17</li> <li>• Teacher's Day Activity</li> </ul>
October	<ul style="list-style-type: none"> <li>• Pg –18,19,20 &amp; 21.</li> <li>• Gandhi Jayanti Celebration</li> </ul>
November	<ul style="list-style-type: none"> <li>• Pg –22,23,24,25 &amp;26</li> <li>• Children's Day Activity</li> </ul>
December	<ul style="list-style-type: none"> <li>• Pg – 27, 28, 29, 30 &amp; 31</li> <li>• Christmas Celebrations</li> </ul>
January	<ul style="list-style-type: none"> <li>• Pg –32 &amp; 33</li> <li>• Republic day celebration</li> </ul>
February	<ul style="list-style-type: none"> <li>• Pg –34,35,36&amp;37</li> </ul>

**SUBJECT:  
ART  
AND  
CRAFT**



	<ul style="list-style-type: none"> <li>• Best out of waste activity</li> </ul>
March	<ul style="list-style-type: none"> <li>• Pg- 38,39 &amp;40</li> </ul>

### Subject: Games

Month	Topic
April	<ul style="list-style-type: none"> <li>• Pick and Run Race</li> <li>• Action Word</li> </ul>
May	<ul style="list-style-type: none"> <li>• Find the candy</li> <li>• Bowling Game</li> </ul>
July	<ul style="list-style-type: none"> <li>• Ball and Bucket</li> </ul>
August	<ul style="list-style-type: none"> <li>• Balancing Game</li> </ul>

	<ul style="list-style-type: none"> <li>• Pick the Bottle</li> </ul>
September	<ul style="list-style-type: none"> <li>• Stick and Cup Race</li> <li>• Elephant and Ring Game</li> </ul>
October	<ul style="list-style-type: none"> <li>• Passing the Ball</li> <li>• Balloon Bursting</li> </ul>
November	<ul style="list-style-type: none"> <li>• Hop Race</li> <li>• In and Out Game</li> </ul>
December	<ul style="list-style-type: none"> <li>• Repeat Pick and Run</li> <li>• Cone and Ball Race</li> </ul>
January	<ul style="list-style-type: none"> <li>• Simple Race</li> </ul>
February	<ul style="list-style-type: none"> <li>• Repeat Ball and Bucket</li> <li>• Repeat Balancing Game</li> </ul>
March	<ul style="list-style-type: none"> <li>• Repeat Action Word Game</li> <li>• Repeat Passing the Ball</li> </ul>