

DELHI PUBLIC SCHOOL JAMMU**Session: 2025-2026****List of Books****Class- PREP**

| S.NO. | NAME OF BOOKS | | PUBLISHERS |
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| 1. | Jolly English Reader Level-1 (text-cum-workbook) | Language, Communication and Literacy Skills (English) | Sunbeam |
| 2 | Rhymes For Toddlers-B | Rhymes English | Wonder kids |
| 3. | Swati Shabd Gyan | Language, Communication and Literacy Skills (Hindi) | Go Education India |
| 4. | Magic in a Box -C | General Awareness (EVS) | Creative Kids Education |
| 5. | Numeracy Starter Set | Arithmetical Concepts | Madhuban |
| 6 | Creative Canvas Book - B | Art and Aesthetic skills | Haranand |
| 7 | Timbuktu Pitara Kavitayen & Kahaaniyan Balvatika step -2 | Rhymes (Hindi) | My stone Education |
| 8 | Learning Cursive Strokes – (Part C) | Hands on worksheet | Sunbeam |
| 9 | The world around me (Introductory) | General knowledge | Sultan Chand |
| 10 | Fitzroy Readers Stories 1-10 | Language, Communication and Literacy Skills (English) | SAAR |

PRESCHOOL III

| Goal 1: Children Maintain Good Health and Well-being | | |
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| 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 prosocial 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.) | <p><i>Providing Opportunities and Experiences for:</i></p> <ul style="list-style-type: none"> ● 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.) ● Supporting children for their sense of self-worth and pride in accomplishments ● Celebration of birthdays and festivals for example, display of children's work, appreciating their work/creation ● 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. ● Children to learn how to control their emotions, become secure, confident, curious and communicative. ● Children to make choices such as choosing their favourite play material/ area ● Showing empathy and understanding for both children at times of conflict such as sharing of play material ● Interacting and building relationship with other children (e.g., dramatic play, puppet play, rule-based games, etc.) ● Familiarizing with simple signs | <ul style="list-style-type: none"> ● Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes ● Exhibits understanding of relationships with extended family members ● Demonstrates independence in activities ● Follows rules in a game ● Shows adaptability to any changes in routine ● Shows increased attention span and persistence in daily activities ● Manages emotions appropriately in challenging situations ● Takes responsibility and makes choices based on own preferences and interests ● Suggests solutions to conflicts and makes adjustments when ● Working or playing in group. ● Demonstrates willingness to include other's ideas during interaction and play ● Helps peers who are in need during large and small group activities ● Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs. ● Maintains and displays basic health, hygiene and sanitation practices independently. ● Follows basic rules of safety at home, preschool and |

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| | <p>and/or gestures</p> <ul style="list-style-type: none"> ● Adapting activities to ensure participation of children with special needs. ● Involving parents and community. ● Using toilet and washing hands independently ● Periodic health checkup (height, weight and general health), ensuring immunization and safety of children. ● Developing healthy eating habits through conversation, role-play and stories etc. ● Discussion and demonstration on safety rules that children can follow. ● Creating awareness about good touch and bad touch. | <p>play ground.</p> |
| | <ul style="list-style-type: none"> ● Imitation games such as follow the leader, animal movements etc. ● Engaging children in dance, action song involving simple turn, twist and stretch of body, creative and rhythmic movements ● 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. | <ul style="list-style-type: none"> ● Demonstrates awareness about good touch and bad touch and maintains distance from strangers/ unfamiliar people. ● Demonstrates gross motors skills with greater coordination, control and strength for e.g., running, jumping, throwing, kicking, and catching skills etc. ● Explores space and participates actively and creatively in music and movement activities ● Exhibits fine motor skills with precision and control ● Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning etc. ● 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. |

Goal 2: Children become Effective Communicators

| Key Concepts/ Skills | Pedagogical Processes. | Early Learning Outcomes |
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| <ul style="list-style-type: none"> • Talking and Listening • Attention span and Listening • Convention of Speech • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary • Emergent Reading • Print Awareness and Meaning Making • Visual Discrimination • Bonding with Books • Directionality • Pretend Reading • Phonological Awareness • Auditory Visual Association (Phonics) • Letter Recognition • Emergent Writing • Relationships between thoughts and drawing • Creating self expression through drawing • Use of appropriate writings tools • Mark making and drawing • Differentiates between drawing and writing • Understands relationship of thought and speech with written language. • Exposure to Second Language | <ul style="list-style-type: none"> • <i>Providing Opportunities and Experiences for:</i> • 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 • Playing games with children that require talking about recent events by asking simple questions • 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?”) • 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.) • Learning new words and vocabulary for e.g., “by creating a word wall”, “my first word book” • Taking advantage of everyday activities and talking about words and sounds • 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. • Listening to and creating stories, rhymes, riddles, poems and songs in small groups | <ul style="list-style-type: none"> • Listens attentively to others and • demonstrates social conventions of conversation such as eye-contact, waiting for one’s turn to speak • Talks in full sentences and communicates needs and thoughts • Follows complex instructions. • Participates and takes turns in conversation and shares likes and dislikes, personal experiences in a sequence with reasonable detail and with reasons • Recites longer and a larger number of poems, rhymes, stories and songs with comprehension and participates in rhythmic activities. • Asks questions to find information and answers questions, to give information • Demonstrates further increase in vocabulary and interest in learning new words • Recognises and points to a frequently occurring word/ picture in a story being read. • Demonstrates understanding that print carries meaning. • Re-tells a story in a sequence and answers complex questions |

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| | <ul style="list-style-type: none"> • Interacting in a print-rich environment in the class (by labeling things, word walls, posters, etc.). • Environment-rich in prints which encourage children to read and initiate reading for others • Exploring print in the immediate environment (signs in the environment, logos, sign boards labels on food containers, posters on the bus, hoardings etc); • 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 • Children to become familiar with the forms and formats of the books and other print resources • Children to read and point to the printed words and symbols at home and other places such as market, hospitals, preschools, work-places, etc. • 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 • Actively engaging children | <ul style="list-style-type: none"> • Listens attentively to others and • demonstrates social conventions of conversation such as eye-contact, waiting for one's turn to speak • Talks in full sentences and communicates needs and thoughts • Follows complex instructions. • Participates and takes turns in conversation and shares likes and dislikes, personal experiences in a sequence with reasonable detail and with reasons • Recites longer and a larger number of poems, rhymes, stories and songs with comprehension and participates in rhythmic activities. • Asks questions to find information and answers questions, to give information • Demonstrates further increase in vocabulary and interest in learning new words • Recognises and points to a frequently occurring word/ picture in a story being read. • Demonstrates understanding that print carries meaning. • Re-tells a story in a sequence and answers complex questions • Plays with words and creates rhyming strings such as hat, fat, bat...or <i>ball, bell...</i> • Identifies beginning and end sounds of words. • Taps out syllables in words |
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| | <p>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)</p> <ul style="list-style-type: none"> • Display of daily routine with pictures and printed words and talking about it • Looking and reading the display of print in the classroom • Helping children making connections between words and concepts (adding pictures to the words) • Visual discrimination games (e.g., which letter/picture/ shape/ word is different?) • Visual perceptual activities (activities for spotting differences, mazes, finding the hidden word/ letter/ pictures, familiar word searches etc.). • 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 • 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. | <ul style="list-style-type: none"> • Recognises many letters and their corresponding sounds and tries to decode words • Creates own words by combining vowels and consonants. • Independently forms many letters correctly, uses sound-symbol correspondence to write invented spellings. • Uses and holds writing and drawing tools with better grip (starts using thinner crayons and pencils) • Writes own name correctly. • Listens to English words, greetings, polite forms of expressions, simple sentences, and responds in English or the home language. • Demonstrates understanding of simple instructions or a short story in the second language. |
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- Age-appropriate stories in various forms (orally, with props, pictures, dramatisation, puppets etc.)
- Using REBUS books (Combination of text and small pictures or icons) where a picture of a familiar noun is placed instead of word. For example, The bus (instead of word bus place a picture of a bus) is big
- Creating a quiet, special place for a child to read, write and draw such as 'literacy area' (making books and other reading materials easily accessible)
- Solving and creating simple riddles in context (4–5 lines)
- Awareness of sound segments (phonemes, syllables, rhyming words) e.g., phonic games with beginning and ending sounds
- Asking children to point out rhyming words in books by themselves.
- Follow the beat — Helping children to learn about syllables by clapping the 'beats' s/he hears in words e.g., the teacher selects the word elephant. Pause as you say each syllable – e-lephant and clap out for each syllable together
- Making a rhyming word chain for example, rain-chain-drain-train-grainpain-gain-...
- Letter recognition and letter sound correspondence
- Making their own alphabet

/ my favourite words
books
Play with letter–
picture /object dominos.

- Matching and naming upper case and lower case letters (using cut outs/ magnetic letters/ textured letters)
- Using inset alphabet puzzles with knobs for children with motor challenges.
- Expressing their experiences, feelings and ideas through their own way of early attempts of writing and drawing.
- Model writing-encouraging and letting children see teacher write their names in front of them (like during attendance, worksheets)
- Observing and copying the environmental prints they see (classroom, roads, home)
- Interaction with lots of print materials that enable them to copy as they wish
- Practicing drawing lines or early attempts of writing on a variety of papers (lined and plain)
- Letter formation activities using thick pencils, creating letters with clay/play, dough/plasticine
- Signing their daily attendance in the chart displayed in the classroom
- Adaptations and inclusions for children with special needs
- Using simple English words through conversations (during circle time, small group activities, adults talking)

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| | <ul style="list-style-type: none"> • Using name cards • Listening to rhymes, poems in English • Using audio-video aids, stories (age appropriate graded stories) | |
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| Goal 3: Children become Involved Learners and Connect with their Immediate Environment | | |
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| Concepts / Skills | Pedagogical Processes | Early Learning Outcomes |
| <ul style="list-style-type: none"> • Sensory Development • Sight • Sound • Touch • Smell • Taste • Cognitive Skills • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking • Critical thinking • Problem-solving • Creative thinking • Reasoning • Curiosity • Experimentation • Exploration • Concept formation such as • 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) • Numeral recognition • Concepts related to environment | <ul style="list-style-type: none"> • <i>Providing opportunities and experiences for:</i> • 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 vice versa, outdoor sound hunt, sorting textured letters and so on • 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 | <ul style="list-style-type: none"> • Uses all senses to observe and explore the environment • Notices and describes finer details of common objects, sounds, people, pictures, animals, birds in the immediate environment. • Remembers and recalls 4–5 objects seen at a time, • Identifies 3–5 missing parts of a picture of a familiar object • Classifies a group of objects by two or more categories simultaneously for example, colour, shape and size • Creates new patterns • Arranges 4–5 picture cards/objects in a sequence. • Narrates events or stories in a sequence • Provides solutions to simple problem solving situations with reasons • Shows ability to understand relationship such as part and whole, odd one out, association • Gives reasons, analyses, predicts, makes inferences, and interprets. • Engages in investigating |

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| <ul style="list-style-type: none"> • Biological (animals, fruits, vegetables, food) • Physical – water, air, season, sun, moon, day and night) • Social – myself, family, transport, festival, community helpers, etc. • Use of Technology | <p>bottle caps/fabric pieces, play with feely bag, etc.</p> <ul style="list-style-type: none"> • Solving riddles on senses such as I am soft and furry and says meow, who I am? (Cat) • 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?. • 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?) • 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. • 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?” • Manipulating objects/ materials such as interlocking blocks, Lego toys, nuts and bolts, construction toys • Hunting games/activities such as hunting letters in the sand tray/ hunting number symbols in the immediate environment. • Using concrete objects for | <p>and manipulating objects in the environment, (asks questions, inquires, discovers, and constructs own ideas and predicts)</p> <ul style="list-style-type: none"> • Compares and classifies objects by more than three factors like shape, colour and size • Seriates up to 5 objects on the basis of a particular property. • Counts and give up to 10 objects when asked to • Can count forward from a particular number up to 100 • Identifies numerals with numbers and writes numerals up to 100 (with help) • Expresses curiosity about the immediate physical, social and biological environment, asks questions and develops related concepts • Demonstrates awareness and sensitivity towards environmental concerns such as not wasting water, watering plants, switching off lights etc. • Demonstrate awareness and interest in technology. |
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| | <p>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)</p> | |
| | <ul style="list-style-type: none"> • 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 | |

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| | <p>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?”</p> <ul style="list-style-type: none"> • 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, | |
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| | <p>shapes e.g., mixing colours and exploring new colours, seriating colours from darkest to lightest and so on</p> <ul style="list-style-type: none"> • Talking about their drawings using simple prepositions (e.g., up-down left-right, top-bottom, in-out, on, under) • Narrating what happened the day before, or what they did after their favourite field trip etc.? • Hands-on experiences for comparing using charts, concrete objects, and books • Activities for spatial relationships such as stand in front of chair, behind a chair, next to the chair, on top and under the chair, music and movement activities and exploring how much space my body will take, followed by fun worksheets; using spatial language in everyday language (stand straight, bend body, squeeze and become a tiny seed etc.) • Activities for ordering/ seriation e.g., arranging objects/pictures from biggest to smallest/heaviest to lightest and so on. • Counting objects in the immediate surroundings in a meaningful way to find out how many objects are there • Observing numbers/symbols in the immediate surroundings, hunting numerals, counting dice • Using numbers and counting in day-to-day life and recognises that numbers represent quantity (e.g., give me three toffees from the box) • Matching/pairing one object or name with a number, keeping one pebble under each leaf, | |
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| | <p>putting one straw in each glass and so on</p> <ul style="list-style-type: none"> • Counting down days to an event such as birthday celebration/festival celebration using concrete materials (e.g., using twigs/sticks/picture calendar) • Completing maze of numbers, making number tower, creating numeracy-rich classroom. • Taking care of garden/ plants in their surroundings and appreciate their beauty, play activities related to different concepts • Visiting nearby parks, gardens, markets, neighbourhood where children can observe and discuss about their environment (e.g., animals, birds, plants, community helpers etc.) • Developing sensitivity towards animals e.g., feeding animals, birds, not hurting them, playing with them, etc. • Talking about their past events and next day plans during the day (e.g., during circle time, etc.) • Interacting with family members about family and community history (e.g., family album, family tree, grandparents visiting to preschool and sharing their childhood experience, etc.) • Using technology for watching digital rhymes/songs/stories. • Using drag and drop or colouring activities. • Using age-appropriate apps and other digital tools to support further learning. • Using technology for virtual tour (for learning further about different concepts). | |
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लक्ष्य :4 बच्चे प्रभावशाली संचारक बनें

| महत्वपूर्ण अवधारणाएँ/ कौशल | शैक्षणिक प्रक्रिया | सीखने सिखाने की प्रक्रिया |
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| <ul style="list-style-type: none"> ● प्रिंटजागरूकता और अर्थबनाना ● दृश्यभेदभाव ● शब्दावली ● भाषा और रचनात्मक सोच ● रचनात्मक आत्म अभिव्यक्ति और बातचीत ● पुस्तक से मित्रता ● ध्वनि माध्यम से जागरूकता ● ऑडियो-विजुअल एसोसिएशन ● ध्यान अवधि और सुनना ● पुस्तकों के साथ दृश्यभेदभाव संबंध ● श्रवण जागरूकता ● अक्षर पहचान ● दृश्यसंघ ● लिखित भाषा के साधन विचार और भाषण के संबंध को समझता है। | <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 संचारण नीतियों का उपयोग करने में उनका समर्थन करना। ● बच्चों के साथ ऐसे खेल खेला जायें जिनमें सरल प्रश्न पूछकर हाल की घटनाओं के बारे में बात करने की आवश्यकता होती है। ● रचनात्मक सोच के साथ चित्र पढ़ना और प्रत्याशित प्रश्नों का उपयोग करना। ● छात्र हिन्दी के अक्षरों की आकृति और ध्वनि को पहचानना सीखते हैं। ● छात्र भाषा की ध्वनियों और शब्दों 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 विकास के 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 शब्दों के चित्र बनाना तथा चित्रों को वाक्यों में प्रयोग करना सीखते हैं। ● छात्रों द्वारा कविता का अभ्यास परस्पर, 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 शब्दों को पढ़ना और लिखना चित्रों के साथ सीखते हैं व छात्र पूर्ण वाक्यों में संवाद करने में और पढ़ने में सक्षम बनते हैं। | <ul style="list-style-type: none"> ● दूसरों की बात ध्यान से सुनना है और बातचीत के सामाजिक सम्मेलनों को प्रदर्शित करता है जैसे कि आँख से संपर्क करना, बोलने के लिए अपनी बारी की प्रतीक्षा करना। ● जटिल निर्देशों का पालन करना। ● सभी छात्रों को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर को प्रोत्साहन देंगे। ● छात्रों को नए शब्दों व वर्णों को सीखाने, छात्र स्वतंत्र रूप से पढ़ने में सक्षम बनेंगे। ● छात्रों द्वारा लिखित पाठ को समझने व चित्रों को पहचानने की क्षमता बढ़ेगी। ● छात्रों को अपनी बात कहने, बातचीत करने की भरपूर आज़ादी और अवसर मिलेंगे। ● छात्रों में अधिक रुचि और उत्साह उत्पन्न करने के लिए रोचक सामग्री जैसे पोस्टर, फ्लैश कार्ड, ऑडियो-विजुअल सामग्री का उपयोग करेंगे। ● 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 जाएंगे। ● कविता को लयानुसार बोलकर, कविता का प्रत्यास्मरण करेंगे, सही विकल्प चुनना व सही पहचान करेंगे। ● छात्रों को समय पर काम करने के लिए प्रेरित करना तथा उनमें परिश्रम करने की सीख को महत्व देंगे। ● 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। ● छात्रों में पूर्व ज्ञान हेतु पाठ संबंधित ज्ञान वर्धक प्रश्न पूछे जाएंगे जिसके अन्तर्गत नए शब्द, वाक्य बनाना व उनका प्रयोग करने का अवसर दिया जाएगा। ● अपना नाम सीखते हैं। |

SUBJECT- LANGUAGE COMMUNICATION AND LITERACY SKILLS (ENGLISH).

| MONTH | TOPIC |
|------------------|--|
| April | <ul style="list-style-type: none">• Capital - A to Z.• Small Cursive – a to i• Write the first letter.• Match /Circle the correct letter. <p>Rhymes:</p> <ol style="list-style-type: none">1. Good Morning.2. The cat3. Little Robin |
| May | <ul style="list-style-type: none">• Small Cursive – j to z anda to z.• Missing letters..• Write the Capital & Small letters.• Introduction of Vowels - a, e,i,o,u. <p>Rhymes:</p> <ol style="list-style-type: none">1. Butterfly2. Little Bo peep3. Ding dong Bell |
| July | <ul style="list-style-type: none">• Introduction of vowel “a” – at, ag, ap sound words.• Rhyming Words.• Match /Name the picture. <p>Rhyme:</p> <ol style="list-style-type: none">1. One and one |
| August | <ul style="list-style-type: none">• Introduction of vowel “a” – an, am, ad, ar sound words.• Match.• Circle the correct word.• Rhyming words. <p>Rhymes:</p> <ol style="list-style-type: none">1. Bits of paper2. Mummy and daddy3. Chubby cheeks |
| September | <ul style="list-style-type: none">• Introduction of vowel “i” -- in, it, ig, id sound words.• Dictation.• Name the picture.• Rhyming words.• Odd one out. <p>Rhymes:</p> <ol style="list-style-type: none">1. Peter Peter.2. Hot cross buns3. Ten little fingers |

| | |
|-----------------|---|
| October | <ul style="list-style-type: none"> • Introduction of vowel “i” - ip&ib sound words. • Introduction of vowel “o” - ot, og sound words. • Word Building. • Rhyming words. • See the picture & unscramble the word. <p>Rhymes</p> <ol style="list-style-type: none"> 1. Little Miss muffet 2. Humpty dumpty |
| November | <ul style="list-style-type: none"> • Introduction of vowel “o” - op, od, & ox sound words. • Introduction of vowel “e” - eb, et, sound words. • Word building. • Frame sentences. • One and Many. <p>Rhymes:</p> <ol style="list-style-type: none"> 1. Hickory Dickory, dock 2. Baa baa black sheep |
| December | <ul style="list-style-type: none"> • Introduction of vowel “e” - en, sound words. • Introduction of vowel “u” - up, un, ug, ut sound words. • Frame sentences (using in, on, and & has) • Rhyming words. • Fill Ups. <p>Rhymes:</p> <ol style="list-style-type: none"> 1. Engine engine no. 9 2. teddy bear |
| January | <ul style="list-style-type: none"> • Dictation. • Opposite Words. • One Many • Frame sentences. <p>Rhymes:</p> <ol style="list-style-type: none"> 1. Peter the clown • Postman |
| February | <ul style="list-style-type: none"> • Concept of “This & That” • Opposite Words. • Frame sentences. • Word Building. • Rhyming words. • Action words. <p>Rhymes:</p> <ul style="list-style-type: none"> • Little jack horner |
| March | <ul style="list-style-type: none"> • Revision of complete syllabus. • Comprehension passage. • Revision of all Rhymes. |

Recapitulation – I Monday - 18.8.2025

- A to Z, a to z
- Missing letters.

- Write the first letter.
- at, ag & ap sound words.
- Match / Circle the correct word.
- Name the picture.
- Rhyming Words.

Recapitulation – II Monday –01.12.2025

- an, am, ad, ab, ar, in, it, ig, id, ip, ib, ot, og, op & od sound words.
- Name the picture.
- Word Building, Match / Circle the correct word.
- One Many.
- Frame Sentences.
- Unscramble the word.

Recapitulation – III Monday –02.03..2026

- All sound words.
- Frame sentences (Using in, on, and & has)
- Opposite words.
- Rhyming words.
- Word building.

SUBJECT-LANGUAGE, COMMUNICATION & LITERACY SKILLS (HINDI)

| MONTH | TOPICS |
|--------|--|
| अप्रैल | <ul style="list-style-type: none"> • लेखन लेखन कार्य- अ से अः, क से न • वर्ण पहचानें • सही अक्षर गोल करें • चित्रों का मिलान करें <p>कविताएं :</p> <ol style="list-style-type: none"> 1. प्रार्थना 2. जागोभाई 3. मेराघर |
| मई | <ul style="list-style-type: none"> • लेखनलेखनकार्य- पसेज्ञ • चित्रपहचानें • सहीअक्षरगोलकरें • पहलाअक्षरलिखें • दोवर्णोंवालेशब्दकापठितवलिखितअभ्यास <p>कविताएं :</p> <ol style="list-style-type: none"> 1. आसमानकेतारें 2. परी 3. मेरेभैया |

| | |
|---------|---|
| जुलाई | <ul style="list-style-type: none"> • दोवर्णोंवाले शब्दों का पठित व लिखित अभ्यास • चित्रपहचानें • चित्रों का मिलान करें <p>कविताएं :</p> <ol style="list-style-type: none"> 1. बरखा 2. गरमी आई |
| अगस्त | <ul style="list-style-type: none"> • दोवर्णोंवाले शब्दों के वाक्य बनाने का अभ्यास • मिलते - जुलते शब्द • सही शब्द गोल करें • रिक्त स्थान भरें <p>कविताएं :</p> <ol style="list-style-type: none"> 1. कबूतर 2. ताता थैया 3. पतंग |
| सितम्बर | <ul style="list-style-type: none"> • तीनवर्णोंवाले शब्दों का पठित व लिखित अभ्यास • चित्रपहचानें • वर्तनी पूरी करें • मिलते - जुलते शब्द • श्रुतलेख <p>कविताएं :</p> <ol style="list-style-type: none"> 1. पेड़ 2. तितली 3. आती - पाती |
| अक्टूबर | <ul style="list-style-type: none"> • तीनवर्णोंवाले शब्दों के वाक्य बनाने का अभ्यास • रिक्त स्थान भरें • शब्द लड़ी • श्रुतलेख <p>कविताएं :</p> <ol style="list-style-type: none"> 1. हमारा स्कूल 2. चन्दा 3. स्वच्छता |
| नवम्बर | <ul style="list-style-type: none"> • चार वर्णों वाले शब्दों का पठित व लिखित अभ्यास • श्रुतलेख • सही शब्द गोल करें • वाक्यों में प्रयोग • शब्द लड़ी • वर्तनी पूरी करें <p>कविताएं :</p> <ol style="list-style-type: none"> 1. चिड़िया 2. सड़क के नियम 3. शैतान चूहा |

| | |
|---------|--|
| दिसम्बर | <ul style="list-style-type: none"> • चार वर्णों वाले शब्दों के वाक्य बनाने का अभ्यास • रिक्तस्थानभरें • सहीशब्दगोलकरें • मिलते -जुलतेशब्द <p>कविताएं :</p> <p>1. बारिशकीबूंदें</p> |
| जनवरी | <ul style="list-style-type: none"> • आ (T) मात्रावाले शब्दों का पठित व लिखित अभ्यास • चित्रपहचानें • श्रुतलेख <p>कविताएं :</p> <p>1. नानी का तोता</p> |
| फरवरी | <ul style="list-style-type: none"> • आ (T) मात्रा वाले शब्दों वाक्य बनाने का अभ्यास • शब्दलड़ी • पठन अभ्यास • रिक्तस्थानभरें • वर्तनी पूरी करें • श्रुतलेख <p>कविताएं की पुनरावृत्ति</p> |
| मार्च | <ul style="list-style-type: none"> • आ(T) मात्रा वाले शब्दों की पुनरावृत्ति • अपठित गद्यांश |

Recapitulation – I Monday - 11.8.2025

- असेअः, कसेज्ञ, दोवर्णोंवाले शब्द
- चित्रों का मिलान करें
- चित्रपहचानें
- सहीशब्दगोलकरें
- पहला अक्षर लिखें
- मिलते -जुलतेशब्द
- वाक्य बनाएं

Recapitulation – II Monday –24.11.2025

- दोवर्णोंवाले शब्द , तीनवर्णोंवाले शब्द
- चित्रपहचानें
- मिलते -जुलतेशब्द
- वाक्य बनाएं
- शब्दलड़ी
- रिक्तस्थानभरें
- सहीशब्दगोलकरें
- वर्तनी पूरी करें

Recapitulation – III Monday - 23 .02.2026

- चारवर्णोंवाले शब्द , आ (T) मात्रावाले शब्द
- चित्रपहचानें
- मिलते -जुलतेशब्द

- वाक्यबनाएं
- शब्दलड़ी
- रिक्तस्थानभरें
- वर्तनीपूरीकरें
- सहीशब्दगोलकरें
- श्रुतलेख

SUBJECT: ARITHMETICAL CONCEPTS (MATHS)

| MONTH | TOPIC |
|-----------|---|
| April | <ul style="list-style-type: none"> • Number (1-20) • Pre-number concept. • Concept of zero. • Missing numbers. • Backward Counting (10-1) |
| May | <ul style="list-style-type: none"> • Number value (21- 30) • Shapes. • What comes after. • Put the sign $</>/=$ • Concept of tens. |
| July | <ul style="list-style-type: none"> • Number value (31- 40) • Put the sign $</>/=$ • Backward Counting (20-1) |
| August | <ul style="list-style-type: none"> • Number value (41- 50) • What comes before. • What comes In between. • Circle the greatest and smallest number. • Number names (one and two) |
| September | <ul style="list-style-type: none"> • Number value (51- 60) • Number names (three, four and five) • Addition (single digit) • Backward Counting (30-1) |
| October | <ul style="list-style-type: none"> • Number value (61- 70) • Backward Counting (40-1) • Number Names (six, seven and eight) • Subtraction (single digit) |
| November | <ul style="list-style-type: none"> • Number value (71- 90) • Number names (nine, ten, eleven and twelve) • Ascending and Descending order. |
| December | <ul style="list-style-type: none"> • Forward Counting (1-100) • Backward Counting (40-1) • Number names (thirteen, fourteen, fifteen and sixteen) • Money |

| | |
|----------|--|
| January | <ul style="list-style-type: none"> • Number names (seventeen, eighteen, nineteen and twenty) • Ordinal numbers.(1-10) • Time. |
| February | <ul style="list-style-type: none"> • Backward Counting (50-1) • Skip Counting (1-20) • Recap. Shapes. |
| March | <ul style="list-style-type: none"> • Revision of complete syllabus. |

Recapitulation – I Monday - 4.8.2025

- Number value (1 to 50)
- Backward counting (20-1)
- What comes after.
- Put the sign </>/=
- Shapes.
- Missing Numbers.
- Concept of tens

Recapitulation – II Monday- 17.11.2025

- Number value (1 to 80)
- What comes before & In between
- Ascending and Descending Order
- Greatest and smallest number
- Addition
- Subtraction
- Backward Counting (40-1)
- Number names (1-10)

Recapitulation – III Monday - 16.2.2026

- Number value (1 to 100)
- Number names (1-20)
- Money
- Time
- Ordinal numbers (1-10)
- What comes after, before and in between numbers
- Backward Counting (50-1)

SUBJECT: ENVIRONMENTAL CONCEPTS (EVS)

| MONTH | TOPIC |
|-------|--|
| April | <ul style="list-style-type: none"> • My Self • My Body • My Family |
| May | <ul style="list-style-type: none"> • My Home • My School. Seasons • My Neighbourhood • My Friend |

| | |
|------------------|--|
| July | <ul style="list-style-type: none"> • Good & Healthy Habits • Be good |
| August | <ul style="list-style-type: none"> • Safe & Unsafe Habits • Food • People who help us • Seasons. |
| September | <ul style="list-style-type: none"> • My Body Parts (Written) • Colours • Transport • Be safe on roads • Vegetable (written) |
| October | <ul style="list-style-type: none"> • Fruits (written) • Animal Sounds • Creepy Crawlies • Animal Names (written) |
| November | <ul style="list-style-type: none"> • Animal and their babies (written) • Animal and their homes (written) • Story of a Butterfly • Birds |
| December | <ul style="list-style-type: none"> • Trees our friends • Parts of Plant (written and label) • Living & Non-Living Things • Air & Water |
| January | <ul style="list-style-type: none"> • Our National Symbols • Festivals • Games |
| February | <ul style="list-style-type: none"> • Days of the Week (written) • Myself (written) • Reduce, Reuse, Recycle • Months of the Year(Oral) |
| March | <ul style="list-style-type: none"> • Computer • Revision |

Recapitulation – I Thursday – 21.8.2025

- My Self.
- My Body.
- My Family.
- My Home.
- My School.
- My Neighbourhood.
- My Friend.
- Good & Healthy Habits.
- Be good.
- Safe & Unsafe Habits.
- Food.

Recapitulation – II Thursday - 4.12.2025

- People who help us.
- Seasons.
- My Body Parts (Written)
- Colours.
- Transport
- Be safe on roads.
- Vegetable (written))
- Fruits (written)
- Animal Sounds.
- Creepy Crawlies.
- Animal Names (written)
- Animal and their babies (written)
- Animal and their homes (written)

Recapitulation – III Friday - 6.3.2026.

- Parts of plant (written and label)
- Days of the week (written)
- Parts of Plant (written and label)
- Living & Non-Living Things.
- Our National Symbols.
- Festivals.
- Myself (written)

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 movement] |
| August | <ul style="list-style-type: none">• Dance on Patriotic Song.• Janamashtami. |
| September | <ul style="list-style-type: none">• Folk Dance. |
| October | <ul style="list-style-type: none">• Diwali Celebration. |
| November | <ul style="list-style-type: none">• Zumba. |
| 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 dances. |

SUBJECT: MUSIC

| Month | Topic |
|-----------|--|
| April | <ul style="list-style-type: none"> • Introduction of music • Prayer song |
| May | <ul style="list-style-type: none"> • Alankar type 1 • English prayer |
| July | <ul style="list-style-type: none"> • Repetition of song, Alankar & prayer. |
| 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. |
| November | <ul style="list-style-type: none"> • Children's Day song. |
| December | <ul style="list-style-type: none"> • Christmas Carols. |
| January | <ul style="list-style-type: none"> • Patriotic song. |
| February | <ul style="list-style-type: none"> • Prayer song |
| March | <ul style="list-style-type: none"> • Repetition of all the songs and Alankar. |

SUBJECT –GAMES

| MONTH | TOPIC |
|-----------|--|
| April | 1. Hoops and cones Game 2. Rabbit race |
| May | 1. Musical chairs game 2. Drop down the cups game (Indoor game) |
| July | 1. Freeze dance |
| August | 1. Cup and ball game (Indoor game) 2. Ludo (Indoor game) |
| September | 1. Cup race split win game 2. Bowling game |
| October | 1. Basket ball (Out door) 2. Catch the ball (Out door) |
| November | 1. Ice and water game (Out door) 2. Frog race (Out door) |
| December | 1. Colour challenge race 2. Rpt. Freeze dance |
| January | 1. Zig Zag race 2. Hurdle race |
| February | 1. Passing the ball 2. Rpt. Musical chair game |
| March | 1. Rpt. Ice and water race 2. Simple race |

SUBJECT: ART & CRAFT

| MONTH | TOPIC |
|------------------|---|
| April | 1. Tracing – Pattern Design - Pg 3 2. Tracing – Pattern Practice - pg 4 3. Colouring – Underwater - Pg5 Mother's day Activity |
| May | 1. Colouring – Dino City - Pg 6 2. Craft – Christmis Decoration - Pg 7 3. Step-by-Step - Pear - Pg 8 4. Colouring – Pattern Art – Pg 9 Environment day Activity |
| July | 1. Step-by-Step – Icecream Cup - Pg10 2. Finger Prints - Headgear - Pg 11 |
| August | 1. Maze – Tribal Tent - Pg 12 2. Block Drawing – City - Pg 13 3. Orgami - Ship - Pg 14 4. Grid Drawaing – Dress - Pg 15 Independence Day Activity |
| September | 1. Tracing and Colouring – Water Animal - Pg 16 2. Craft – Paper Bunny - Pg 17 3. Cut & Paste – Solve Puzzles - pg 18 4. Colouring - Aeroplane - Pg21 Teacher's Day Activity |
| October | 1. Dot-to-Dot - Bed - Pg 22 2. Patterns - Sun - pg 23 3. Craft – Head Band - Pg 24 4. Tracing and Colouring – Flower Pot - pg 25 Diwali Celebration |
| November | 1. Lady Finger Impression – Garden - Pg 26 2. Origami - Aeroplane - Pg 27 3. Colouring – Krishna Janmashtami - Pg 28-29 4. Colouring – Three little pigs - Pg 30 Children's Day Activity |
| December | 1. Colouring - Rangoli - Pg 31 2. Colouring - Yoga - Pg 32 3. Patterns - Rocket - Pg 33 4. Craft – Boat - Pg 34 Christmas Celebrations |
| January | 1. Activity – Find the difference - Pg 35 2. Colour Code – House - Pg 36 Republic day celebration. |
| February | 1. Thumb Impression - Berries - Pg 37 2. Activity – Find the Way - Pg 38 |
| March | 1. Mask – Tribal Cat - Pg 39-40 |

SUBJECT : GENERAL AWARENESS

| Month | Topic |
|------------------|---|
| April | Lesson 1 This is me Lesson 2 Domestic Animals |
| May | Lesson 3 Wild Animals Lesson 4 Pet Animals Lesson 5 Some more Animals |
| July | Lesson 6 Birds Lesson 7 They don't fly high |
| August | Lesson 8 Insects Lesson 9 Animal Babies Lesson 10 Animals homes |
| September | Lesson 11 Tasty Fruits Lesson 12 Healthy Vegetables Lesson 13 Beautiful Flowers |
| October | Lesson 14 How we travel Lesson 15 Playing Inside Lesson 16 Playing Outside |
| November | Lesson 17 This is my Body Lesson 18 My sweet Face Lesson 19 Drawing Room |
| December | Lesson 20 Dining Room Lesson 21 Bed Room Lesson 22 Bath Room |
| January | Lesson 23 Runs on Electricity Lesson 24 Clothes we wear |
| February | Lesson 25 In the Classroom Lesson 26 Other things Lesson 27 What we eat |
| March | Lesson 28 They help Us Lesson 29 Colours and shapes |

SUBJECT : ART OF LIVING

| Month | Topic |
|------------------|---|
| April | 1. Introduction 2. My Body Is Amazing |
| May | 1. Body Tracing Activity 2. Mirror Movements |
| July | 1. Bubble Breathing |
| August | 1. Deep Breathing 2. Balloon Breathing |
| September | 1. Healthy Plate Collage 2. Taste Test Challenge |
| October | 1. Stretching & Meditation 2. Introduction to Yoga Poses |
| November | 1. Cleanliness Relay 2. Trash or Treasure Activity |
| December | 1. Expressing Emotions 2. Feeling Friends Activity |
| January | 1. Deep Meditation |
| February | 1. Yoga Asanas 2. Stretching and Meditation |
| March | 1. Yoga Asanas 2. Rest and Relaxation |