Knowledge Liberates
NDPS
NEW DIGAMBER PUBLIC SCHOOL

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CURRICULUM

(KG-1)

2026-27

FOR PRIVATE CIRCULATION ONLY

Disclaimer

The curriculum is subject to periodic review and improvement.
Parents will be informed of any change.

ABOUT THE NDPS PRE-PRIMARY EDUCATION

At NDPS Pre- Primary, we use a blend of the best teaching and learning practices, methods and techniques. Moreover, not only do we focus on experiential learning but also conduct hands-on activities ensuring that each child gets the opportunity to learn, share and build their foundation of learning.

Children learn most effectively when they are actively involved and interested in the work they are undertaking. The classrooms and adjacent outdoor learning environment are organized so that children can become involved in purposeful activities that will encourage exploration, investigation and independence. The teachers develop both the child's language skills and critical thinking skills within a flexible framework.

Specific activities are planned on a daily basis and work is differentiated to meet the individual needs of children and their rate of development. Children are encouraged to communicate with each other and adults, to question and to explain their work. Children work on activities as a whole class, or in small groups, or individually.



CURRICULUM OVERVIEW

The NDPS Pre-Primary underpins future learning by supporting and fostering the children's personal, social and emotional wellbeing. We encourage positive attitudes and dispositions towards learning in our children and promote learning through play. The Pre-Primary curriculum at NDPS is divided into the following areas of learning.

Prime Areas	*Specific Areas*
Personal, Social and Emotional Development • *Making relationships* • *Self-confidence and self-awareness* • *Managing feelings and behavior*	***Literacy*** • *Reading* • *Writing*
Physical Development • *Moving and handling* • *Health and self-care*	***Mathematics*** • *Numbers* • *Shape, space and measure* •
Communication and Language • *Listening and attention* • *Understanding* • *Speaking*	***Understanding the World*** • *People and communities* • *The world* • *Technology*
	Expressive Arts and Design • *Exploring and using media and terials* • *Being imaginative*



KINDERGARTEN-I LEARNING GOALS

LITERACY (ENGLSH)

Reading

Children read pictures books and clues. Recognize and name all uppercase and lowercase letters

Associates letter sounds to letters, blends sound to read words. Identify and read tricky words by sight. Read sentences with CVC words. They read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. They understand that some words are spelt correctly and others are phonetically plausible.

LITERACY (HINDI)

Reading

Children read pictures books and clues. They understand and recall stories and rhymes, recite familiar rhymes and songs. Demonstrate letter sound knowledge of Hindi Swar. Identify specific Swar and correlates it with its sound and vocabulary words.

Writing

Children form Hindi letters correctly. They write letters neatly and with good grip.

MATH

Numbers

Children count reliably with numbers from 1 to 100, place numbers from 1 to 50 in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

KINDERGARTEN-I LEARNING GOALS

Shape, space and measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UNDERSTANDING THE WORLD

People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

KINDERGARTEN-I LEARNING GOALS

EXPRESSIVE ART & DESIGN

Exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Making relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and Self-Awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

KINDERGARTEN-I LEARNING GOALS

COMMUNICATION AND LANGUAGE

Listening and attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

PHYSICAL DEVELOPMENT

Moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

KINDERGARTEN-I CURRICULUM OVERVIEW

Children come to school from a variety of different backgrounds, having had a range of diverse learning experiences at home. The curriculum aims to build on these learning experiences by providing children with an appropriate learning program to develop their dispositions to learn and to provide them with the skills and competencies they will need to succeed in school and future life. In the Kindergarten I, teachers have more flexibility in terms of what they teach that allows them to follow the interests of the children, encouraging them to see links in their learning and to appreciate that the skills they learn in one area can be applied elsewhere.

Kindergarten I Curriculum Objectives

- To get used to the routine of playschool, the process of focusing and learning.
- To develop skill sets like making decisions, multi-tasking and being persistent.
- To develop writing skills and strive for legibility.
- To develop reading skills, know how to hold a book upright and turn the pages, as well as recognize the front, back and where the story starts.
- To develop social skills such as sharing and taking turns, playing with peers and participating in group play and the skills involved in making new friends.

The purpose of this booklet is to provide you with useful information about the curriculum of Kindergarten I across the seven learning areas and to give you a taste of what to expect for your child.

It provides a listing of skills and concepts the students will explore in the Kindergarten I. Suggestive list of tools is also provided to help your child learn at home.

SPECIFIC AREA	***LITERACY***

Overview

Reading and writing are intertwined. Learning one skill helps in the learning of the other skill. Thus, children will be provided experiences with both reading and writing. They will explore oral language and a variety of texts (e.g. rhymes, story books and charts) to develop the early literacy skills which help them in learning to read. The Jolly Phonics program will enable children to learn the names and sounds of letters, they will use this knowledge to decode words and recognize some words by sight. Children will develop the understanding about books, such as the title, author and illustrator of a book, the front and back of a book, knowing how to hold the book correctly, turning the pages one by one and from right to left as well as indicating where to begin reading.

Children will attempt writing for various purposes. Writing practice will be provided by the teacher, focusing on correct letter formation and correct pencil grip. They will learn to differentiate between print and pictures and also make connections between speech and writing.

Month	Area of Development & Learning
April -June	**LITERACY ENGLISH** **READING** • Co-relate sounds with letters: demonstrate phonological awareness by participating in jolly Phonics activities. • Recapitulation of 12 tricky words of Nursery. • Read pictures books and clues. • Recapitulation and sequential reading of a-z with sounds. • Discuss about images, pictures books and text etc. that promote consideration of diverse perspective. • Read their own names on cubby holes and recognition of learning centres, and familiar signs. • Co-relate sound to the letter using large Jolly Phonic book, Flash cards, Sand paper letters, Movable letters, Power point and Alphabet frieze. • Sing Jolly phonics rhymes with action related to the letter sounds. • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers. • Listen with interest and attention in activities to show letter sound knowledge like rhymes, puppets, vocabulary, songs, games, stories. **WRITING** • Develop pincer grip and eye-hand coordination, • Practice writing standing line, sleeping line, zigzag line, bump pattern and curves. • Recapitulation and sequential writing of a-z. • Understand that text is written from left to right.

Month	Area of Development & Learning
	LITERACY ENGLISH
July & August	**READING** • Co-relate sound to the letter using large Jolly Phonic book, Flash cards, Sand paper letters, Movable letters, Power point and Alphabet frieze. • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers. • Listen with interest and attention in activities to show letter sound knowledge like rhymes, puppets, vocabulary, songs, games, stories. • Recapitulation of letter sounds a-z (in sequence) • Sing Jolly phonics rhymes with action related to the letter sounds. • Identify Tricky words: go, no, so, my • Identify tricky part and spell the tricky words correctly. • Read two letter words list (ad/am/an/ag) **WRITING** • Writing Aa-Nn
September & October	**READING** • Co-relate sound to the letter using large Jolly Phonic book, Flash cards, Sand paper letters, Movable letters, Power point and Alphabet frieze. • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers. • Engage with interest and attention in activities to show letter sound knowledge like rhymes, puppets, vocabulary, songs, games, stories. • Recapitulation of letter sounds a-z (in sequence) • Sing Jolly phonics rhymes with action related to the letter sounds. • Identify Tricky words: one, two, by, old, only, like, have, you, your, they, said • Identify tricky part and spell the tricky words correctly. • Read two letter words list (at/ap) **WRITING** • Writing Oo-Zz • Sequential writing Aa to Zz

Month	Area of Development & Learning
	LITERACY ENGLISH
November & December	**READING** • Introduce Short Vowels /a/, /e/. /i/, /o/, /u/. • Decode and segment sounds in CVC words with short vowel /a/. • Reading /a/ words such as sat, tap, pat, nap, sap, bat, cat, rat, cap, mat etc. • Reading of simple sentences with short vowel /a/ • Decode and segment sounds in CVC words with short vowel /o/. • Reading /o/ words such as: Pot, top, dog, nob, rob, got, hot, not, hop, rot. etc • Reading of simple sentences with short vowel /o/ • Identify Tricky words: come, some, here, there, live, give, little, down, then, that, they, and this. • Identify tricky part and spell the tricky words correctly. • Short reading comprehension with /a/ and /o/ words. **WRITING** • Introduction and writing of CVC words with short vowel /a/ • Introduction and writing of simple sentences with short vowel /a/ • Introduction and writing of CVC words with short vowel /o/ • Introduction and writing of simple sentences with short vowel /o/ • Write their own name
January & February	**READING** • Recapitulation of short vowels /a/, /o/. • Decode and segment sounds in CVC words with short vowel /u/. • Reading /u/ words such as cut, but, tub, hut, nut, jug, run, fun, hug, bun etc • Reading of simple sentences with short vowel /u/ • Decode and segment sounds in CVC words with short vowel /i/. • Reading /o/ words such as: pin, tin, tip, sip, sit, hit, bin, dig, big, him etc. • Reading of simple sentences with short vowel /i/ • Identify Tricky words live, give, little, down, where, who, which • Identify tricky part and spell the tricky words correctly. • Short reading comprehension with /u/ and /i/ words. **WRITING** • Recapitulation of words and small sentences with short vowel /a/ and /o/ • Introduction and writing of CVC words with short vowel /u/ • Introduction and writing of simple sentences with short vowel /u/ • Introduction and writing of CVC words with short vowel /i/ • Introduction and writing of simple sentences with short vowel /i • Explore reflection drawing and speaking (Pictorial)

Month	Area of Development & Learning
	LITERACY ENGLISH
March	**READING** • Recapitulation of short vowels /a/, /o/, /u/ and /i/. • Decode and segment sounds in CVC words with short vowel /e/. • Reading /e/ words such as: pen, ten, net, set, jet, web, hen, leg, red, met etc. • Reading of simple sentences with short vowel /e/ • Recapitulation of tricky words • Short reading comprehension with /e/ words. **WRITING** • Recapitulation of words and small sentences with short vowel /a/, /o/, /u/ and /i/. • Introduction and writing of CVC words with short vowel /e/ • Introduction and writing of simple sentences with short vowel /e/

Month	Area of Development & Learning
	LITRECY HINDI
April-June	**READING** • Engage with interest and attention in activities to show letter sound knowledge of Swar i.e.अ से अः like vocabulary related to the specific letter, rhyme, songs and stories • Co - relate sound to the letter through manipulatives, books, flash cards, sand paper letters, movable letters, and power point. • They will show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers. • Demonstrate to hold books properly. • Demonstrate how to turn the pages of books appropriately. **WRITING** • Recapitulate Hindi Swar अ से अः • Sequential writing of Hindi Swar अ से अः
July & August	**READING** • Engage with interest and attention in activities to show letter sound knowledge of Swar i.e. "अ" &"आ" like vocabulary related to the specific letter, rhyme ,songs and stories • Co-relate sound to the letter through manipulatives, books, flash cards, sand paper letters, movable letters, and power point. • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers. • Demonstrate to hold books properly. • Demonstrate how to turn the pages of books appropriately. **PRE-WRITING** • Demonstrate pre-writing activities like scribbling and colouring for the strengthening of muscle control. • Engage in activities to develop fine motor skills. • Tracing using fingers in sand tray, sensory tracing etc. • Practice free hand tracing using crayons. • Introduction to writing patterns of Curve and Bump patterns. (July) • Introduction and writing of कवर्ग: क,ख,ग,घ,ङ

Month	Area of Development &Learning
	LITRECY HINDI
September & October	**READING** • Engage with interest and attention in activities to show letter sound knowledge of Swar i.e. "इ,ईउ,ऊ" like vocabulary related to the specific letter, rhyme ,songs and stories • Co-relate sound to the letter through manipulatives, books, flash cards, sand paper letters, movable letters, and power point. • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers. • Demonstrate to hold books properly. • Demonstrate how to turn the pages of books appropriately **WRITING** • Engage in activities to develop fine motor skills. • Trace using fingers in sand tray, sensory tracing etc. • Practice free hand tracing using crayons. • Introduction and writing of चवर्ग: च,छ,ज,झ,ञ
November & December	**READING** • Engage with interest and attention in activities to show letter sound knowledge of Swar i.e. "ए,ऐ,ओ,औ" like vocabulary related to the specific letter, rhyme ,songs and stories • Co-relate sound to the letter through manipulatives, books, flash cards, sand paper letters, movable letters, and power point. • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers. • Demonstrate to hold books properly. • Demonstrate how to turn the pages of books appropriately. **WRITING** • Trace using fingers in sand tray, sensory tracing etc. • Practice free hand tracing using crayons. • Introduction and writing of टवर्ग :ट,ठ,ड,ढ,ण
January & February	**READING** • Engage with interest and attention in activities to show letter sound knowledge of Swar i.e. अं&अः" like vocabulary related to the specific letter, rhyme, songs and stories • Co-relate sound to the letter through manipulatives, books, flash cards, sand paper letters, movable letters, and power point. • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers. • Demonstrate to hold books properly. • Demonstrate how to turn the pages of books appropriately.

	<u>WRITING</u> • Trace using fingers in sand tray, sensory tracing etc. • Practice free hand tracing using crayons. • Introduction and writing of letter तवर्ग: त,थ,द,ध,न • Sequential writing of Swar along with oral introduction of ऋletter. • Sequential writing of Swar and Vyanjan along with introduction of ऋletter.
March	**Recapitulation of the taught concepts**

SPECIFIC AREA	***MATH***

Overview

Children will use known facts to explore mathematical problems and develop fluency with mathematical ideas using everyday language, concrete materials, informal recordings etc. Children will learn to count and represent numbers with objects, pictures, numerals and words. Children will use concrete materials to model addition and subtraction. They will use the language of money and recognize the coins and notes of the Indian and foreign monetary system. They recognize, describe and continue repeating patterns of objects and drawings. They will learn to identify length, area, volume, capacity and mass, and compare and arrange objects according to these attributes. They manipulate, sort and represent 2D and 3D objects and describe them using everyday language. They will connect events and the days of the week and explain the order and duration of events, telling the time on the hour. They will answer simple questions to collect information and use objects to create a data display and interpret data.

Month	Area of Development & Learning
	MATHEMATICS
April-June	**NUMBER SENSE** • Demonstrate an understanding that numbers are used for many different purposes in the real world. • Develop an understanding of one-to-one correspondence and conservation of number. • Rote counting 1to 40 • Recognize and sequence numerals 1to 20. • Explore concrete materials to model one-to-one correspondence when counting. • Tell "how many" are in a set of objects after counting them. • Explain that, when you count, each successive number name is one more than the number name before it. • Identify 1 more and 1 less than a given number. • Writing numerals 1to 10
July & August	**NUMBER SENSE** • Rote counting 1 to 40 • Recognize and sequence numerals. • Explore concrete materials to model one-to-one correspondence when counting. • Tell "how many" are in a set of objects after counting them. • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. • Demonstrate that the two digits of a two-digit number represent tens and ones. • Write numerals 1 to 20 • Sequential writing of numbers 1 to 20 **SHAPE &SPACE** • Identify and describe properties of 2D and 3D shapes: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. • Model shapes by building shapes from components, e.g., stick/clay balls to draw shapes.
Month	**Area of Development & Learning**
	MATHEMATICS

	PATTERNS • Create simple patterns using shapes and real objects.
September & October	**NUMBER SENSE** • Rote count 1to 60 • Recognize and sequence numerals. • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. • Write numerals 1-40 • Identify after numbers from 1 to 20 • Identify missing numbers from 1 to 20 • Identify before numbers from 1 to 20 • Read and write number names one to five **TIME AND CALENDAR** • Demonstrate an understanding that time is measured through clock. • Identify different parts of a clock. • Read a calendar • Use vocabulary: yesterday, today, tomorrow, week, month, year, etc.
November & December	**NUMBER SENSE** • Rote count 1 to 80 • Recognize and sequence numerals. • Write numerals 1-60 • Identify after numbers from 1 to 30 • Identify missing numbers from 1 to 30 • Identify before numbers from 1 to 30 • Read and write number names six to ten **OPERATIONAL SENSE** • Demonstrate that addition is putting together • Demonstrate the concept of addition through concrete objects and pictures. • Solve addition story sums within 10 by using objects or drawings to represent the problem **MEASUREMENT** • Compare measurements and correctly use the terms shorter, longer, taller, heavier, warmer, more, less etc. • Develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. • Identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine. • Students will identify, compare and describe attributes of real objects and situations: big-small, top -bottom (conceptual understanding) • Identify order and sequence parts of the day. • Identify order and sequence days of the week. • Identify order and sequence months of the year. • Identify order and sequence different seasons.

Month	Area of Development & Learning
	MATHEMATICS
January & February	**NUMBER SENSE** • Rote counting 1 to 100 • Recognize and sequence numerals. • Write numerals 1-100 • Identify after numbers from 1 to 50 • Identify missing numbers from 1 to 50 • Identify before numbers from 1 to 50 • Recapitulate reading and writing of number names one to ten • Introduction of number names 11to20 • Explore backward counting 10-1 **OPERATIONAL SENSE** • Demonstrate that subtraction is taking away. • Demonstrate the concept of subtraction through concrete objects and pictures. • Solve subtraction story sums within 10 by using objects or drawings to represent the problem **MONEY** • Identify coins and notes investigate their values • Correlate the value of money to objects using various denominations. • Use vocabulary of 'give change' and 'pay'. **DATA HANDLING** • Collect and sort data about everyday situations and familiar objects; e.g., data collected from simple surveys (favourite colour, food, pet) • Represent data in a variety of graphs using objects and pictures; e.g., bar graph, picture graph, pie charts. • Respond to and pose questions about data collected and graphs.
March	**Round the year Recapitulation of taught concepts.** Math Fest will provide opportunities activities to develop Math skills and apply knowledge in real life settings.

SPECIFIC AREA *UNDERSTANDING THE WORLD*

Overview

Students' sense of wonder and curiosity about the natural environment and the made environment is fostered through purposeful play, observing, questioning and exploring ideas. They learn about and use the processes of working scientifically and technologically in a holistic way and they often work in situations where these aspects occur at the same time. Through active participation in the processes of working scientifically and technologically, students show a growing awareness of the appropriate use of a range of classroom resources and work safely. They communicate their observations and ideas about familiar objects, events, places, spaces and products. Children share their findings and ideas about what they already knew, what they observed, what they did, how they felt about it and the usefulness of their final solutions.

Month	Area of Development & Learning
Ongoing Theme of the Months- Marvelous Me	
April - June	Develop an in depth understanding of the theme **Marvelous Me** • Introduce themselves • Identify and explain functions of external body parts • Identify and explain functions of Internal body parts • Explore five sense organs • Explore Functions of five sense organs
Ongoing Theme of the Months- Happiness We Share	
July & August	Develop an in depth understanding of the theme **Happiness we share** • Demonstrate an understanding what makes us happy • Brainstorm how do we share our happiness (eat, play, sing, dance, dress up, make presents, decorate, play music etc.) • Explore names of few national, international, religious & personal celebrations • Explain Significance of major festivals we celebrate • Present ideas of their favourite celebration
Ongoing Theme of the Months- Bowl of Nutrition	
September & October	Develop an in depth understanding of the theme **Bowl of Nutrition** • Explore healthy and Unhealthy food • Construct Food Pyramid • Create my healthy platter. • Discuss how to Keep fit

Month	Area of Development & Learning
	Ongoing Theme of the Months- World of Flora &Fauna
November & December	Develop an in depth understanding of the theme **World of Flora &Fauna** • Develop an understanding of environment • Investigate how plants Grow • Demonstrate an understanding of taking care of plants • Categories Types of Animals and their habitats • Discuss animals as my friends
	Ongoing Themes of the Months- Our Vicinity & Our Universe
January & February	Develop an in depth understanding of the theme **Our Vicinity** • Explore our Vicinity • Discuss Importance of few places in our vicinity • Demonstrate an understanding of importance of helping hands • Compare roles and work done by helpers • Life without them • Develop an in depth understanding of the theme **Our Universe** • Explore the names of the planets. • Demonstrate an understanding of the attributes of different planets.
	Ongoing Theme of the Month- Mini Einstein
March	Develop an in depth understanding of the theme **Mini Einstein** • Role play as Mini Einstein • Investigate few Science Experiments

Month	Area of Development & Learning
	EXPRESSIVE ART & DESIGN
April - June	**<u>ELEMENTS OF ART</u>** • Draw different kinds of lines: horizontal, vertical, and diagonal to make shapes. • Demonstrate an awareness of similarities and differences between lines. • Demonstrate understanding of 2-D and 3-D shapes. • Draw human body using different shapes. • Create a puppet using paper plates. • Make a family tree using handprints • Explore and express free movement through music and dance • Express artistic ideas through dramatic play.
July & August	**<u>OBSERVE AND DRAW</u>** • Paint with many colours within the boundaries of the lines they create. • Explore tools like sponge, stamps, rollers, brushes, cotton balls etc. • Create Diyas using Origami sheets. • Make cards. • Create Rakhies • Create flags using colours and paint. • Explore and express free movement through music and dance • Express artistic ideas through dramatic play.

Month	Area of Development & Learning
	EXPRESSIVE ART & DESIGN
July & August	**COLLAGE MAKING** • Identify/ draw basic geometric shapes • Learn procedure for pasting paper. • Improve/ practice cutting skills. • Assemble a shape collage. • Identify shapes in art work and environment. • Increase awareness of how shapes are used to build images. • Explore and express free movement through music and dance • Express artistic ideas through dramatic play.
September & October	**TEXTURES** • Identify texture in the environment. • Use texture in art work. • Apply a technique for creating own textures &understand rubbing as a way to a record texture. • Discuss texture discoveries using descriptive language bumpy, rough, soft etc. **PAINTING** • Paint with fingers and hands. • Paint with other tools such as natural objects: leaves, seeds, twigs, cotton buds. • Engage in vegetable printing of vivid designs. • Create wind chime using fruits and vegetable painted cutouts • Create fruits vegetable cutouts using paper plates. • Explore and express free movement through music and dance • Express artistic ideas through dramatic play.
November & December	**ORIGAMI** • Follow step by step instruction to complete theme related origami projects. • Create birds and animals with handprints • Create 3-d models (thematic) using various objects. • Prepare book marks using plants cutouts/ animals faces. • Create clay mural of flora and fauna. • Explore and express free movement through music and dance. • Express artistic ideas through dramatic play.
January & February	**CLAY MODELING & PUPPET MAKING** • Manipulate through rolling, cutting, shapes and forms. • Construct 3-dimensional objects. • Create paper bag puppets • Explore and express free movement through music and dance • Express artistic ideas through dramatic play.
March	Revisit the range of art materials, techniques and vocabulary used to develop art making throughout the session.

PRIME AREA PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Overview

Development of personal and social skills takes time and occurs at different rates as a result of each child's personal experiences. In Kindergarten I, children begin to develop and practice skills that they will continue to enhance throughout their lives.

By participating actively in learning tasks, trying new things and taking risks, children will develop positive attitudes and see themselves as capable of learning. Children are curious and learn to adapt to new situations. They begin to follow rules and deal with routines in the playschool environment. They become more independent and learn to take some responsibility for selecting and completing learning activities. Children begin to learn about themselves as the basis for healthy interactions with others. They will learn to express their feelings in socially acceptable ways and show respect and a positive caring attitude toward others. They take turns in activities and discussion, and contribute to partner and group activities by working cooperatively, giving and receiving help, and joining in small and large group games and activities.

Month	Area of Development & Learning
April – June & July	**PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT** **ME- A SPECIAL PERSON** Children will have opportunities to: • Describe their uniqueness and feel good about themselves. • Discuss personal likes, dislikes and preferences. • Recognize, and name everyday feelings such as happy, sad, cross, worried etc. • Know some of the things that can cause different feelings. • Demonstrate that bullying is not acceptable. • Demonstrate an understanding of taking turns. • Understand classroom rules and routines, including personal hygiene. • Display school rules.
August & September	**MY SPECIAL PEOPLE** Children will have opportunities to: • Describe why someone is special to them. • Recognize ways in which their family/ friends are special. • Recognize what they are good at from what others tell them. • Show willingness to care about others. • Demonstrate an understanding of when to say "Thank you" and "Sorry".
October	**BEING HEALTHY AND SAFE** Children will have opportunities to: • Make simple choices between activities, foods, etc. • Think about being well and being unwell. • Talk about first aid, medicines etc.

Month	Area of Development & Learning
November & December	**PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT**
	GROWING AND CHANGING Children will have opportunities to: • Demonstrate and practice skills for maintaining personal hygiene. • Describe their body and enjoy what it can do. • Understand the idea of growing from young to old. • Talk about how they have changed since they were a baby.
January & February	**PEOPLE WHO HELP** Children will have opportunities to: • Know the people who look after them and their different roles and responsibilities • Understand that there are differences and similarities between people • Ask for help from an adult
March	**BEING INVOLVED** Children will have opportunities to: • Learn to co-operate by taking turns and join in and enjoy a range of activities. • Know that they enjoy and what they are good at. • Give a reason for a preference they have. • Carry out instructions independently when undertaking tasks and responsibilities.

PRIME AREA *COMMUNICATION AND LANGUAGE*

Overview

Children will engage and will be encouraged to use language more in play, ask names of things, make negative statements, and increase their vocabulary. Children will be able to use 3-4 word sentences to express wants and needs, will be able to follow 2-3 simple directions at a time, will give simple accounts of their day/experiences, answer simple questions with one or two words, ask simple questions, respond to questions and comments from others, say own name, use plurals and enjoy finger plays, rhymes, and songs with repetition. Children will develop the ability to think out loud and talk themselves through situations. They will be able to represent their thoughts and feelings verbally in English.

Month	Area of Development &Learning
April-June	**COMMUNICATION AND LANGUAGE** **Enhancing Communication:** Use appropriate and effective language and communication skill to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers: • Establish eye contact while talking with the person they are conversing. • Respond to Mentor's and peer's verbal communication and speech • Engage in joint attention with mentors and peers • Listen with interest conversations with mentors and peers • Inquire about objects, emotions, or events. • Present ideas so as to introduce themselves confidently in a group. • Describe more about their likes and dislikes.
July & August	**Reinforcing Active Listening:** Communication isn't just about speaking; it's also about listening. • Develop listening skills by listening to a selection of text read aloud, and then having a class discussion and reflection on the content. • Listen with enjoyment and join into sing along rhymes and stories. **Presentations:** • Train them to give presentations relevant to the topic learnt. • Communicate their learning about different types of celebrations through various medium. • Involve themselves in solo and collaborative role plays.
September & October	**Reinforcing effective communication by meaningful exchange of information with others through the following list of activities:** • Participate in Show and tell activity. • Participate in the activity- What's going on in the picture? • Participate in- Being reflective about my learning activity. • Recite Rhymes with actions and enjoyment.

Month	Area of Development & Learning
November & December	**COMMUNICATION AND LANGUAGE**
	Reinforcing effective communication by building good vocabulary and training students to comprehend • Listen to a story with interest and answer questions related to it. • With prompting and support, retell stories, beginning with "Once upon a time" including key details. • Recite Rhymes with actions and enjoyment. • Retell past events in simple sentences showing a sequence of ideas. • Describe a picture or tell a story based on the picture.
January & February	**Training students to come out with a quick sequence of ideas through**: • Extempore • Picture Story telling • Presentations • Recite Rhymes with actions and enjoyment. • Activities that develop Critical Thinking.
March	**Round the year Recapitulation of the taught concepts & Language Fest.** Language Fest will provide opportunities to learn and use English outside the classroom through fun and engaging communicative activities appropriate for Kindergarten-I level.

PRIME AREA *PHYSICAL DEVELOPMENT*

Overview

Children will be encouraged to enjoy physical activity, and a developing sense of identity will be linked closely to their own self-image, self-esteem and confidence. They will develop their views on health, hygiene, safety and the importance of diet, rest, sleep and exercise.

Month	Area of Development &Learning
Athletics	**PHYSICAL DEVELOPMENT** Children will be provided with opportunities for activities and physical challenges enabling them to learn, understand and develop the core skills of running, jumping and throwing in a co-operative context.
Dance	Children will be given opportunities to respond to a variety of stimuli and the use of body movements to communicate ideas and express feelings through the following dance forms. • Aerobics • Zumba • Classical • Western
Music	Children will be encouraged to develop skills to differentiate and perform loud and soft sounds. They will be able to differentiate vocal, classroom rhythm, instruments, and environmental sounds.
Games	Children will be encouraged to develop required skills for games through a range of activities and using a variety of equipment.
Yoga	Children will be encouraged to develop required skills to perform different asans through a range of practice sessions.
Martial Arts	Children will be encouraged to develop required skills to perform Martial Art through a range of practice sessions.
Free Play	Children will be encouraged to explore, create, practice and improve body management skills. Water Play activities Sand Play activities

EXTENDED ACTIVITIES

- *Below are some fun ways to extend your child's learning opportunities beyond the classroom. We have created a database of learning activities to provide teachable moments that naturally emerge from everyday life situations. The activities cover key developmental and academic areas, including social skills, language acquisition, science, math, learning to read, and more.*

- *When your child is learning to read, they will start to spot words they know in different places. Pick a simple word you know they will recognise, like "there" or "here", or a word that doesn't come up as often. Show them the newspaper or magazine or online content you are reading, or look at signs in public places together. See if they can point to a familiar word here and there. Play a game of "hunt the word". Choose a word and see if they can find it on the page or, if it is a common word, how many of that word they can find.*
- *Have your child sort Uno cards by color or by number. Then, have them line the cards up in ascending order by number.*
- *Make picture collages by cutting pictures out of magazines. We have done this for a specific season, i.e. collages of Christmas items. Or, you can make one with things that start with a particular letter. Or just cut up junk mail for the fun of cutting!*
- *Let them write a letter to Grandma, her cousins, or a friend, and make someone's day when they open their mailbox a few days later.*
- *Even the parent can benefit from this little break in the day. Crank up the peppy music and get dancing. Even 10 minutes of jiving with release some wiggles, and it's a stress relief for you, too.*
- *Take a clue from TV and come up with a fantastic set of characters. Help your child assign parts of TV characters to siblings, dolls, animals, etc. All these can be from any show the family knows or likes: Mickey Mouse Club House, Superman – any character he/she knows can be a part of the show. Then make up a simple situation such as "Superman lost his flying power and needs to get it back." Then let the TV show develop from imagination.*
- *Gardening is a great way to educate kids how to support themselves by growing their own foods. For added fun have kids paint clay pots to add some color to the garden and to stimulate creativity.*
- *A trip to the zoo usually means driving some distance, so this is an activity to be planned in advance. You can add an educational element to the trip by researching some of the animals you'll be seeing beforehand.*
- *Take your child to the grocery store, vegetable market, bakery etc. It can be a weekly event where you can buy specialty foods and enjoy various demonstrations or entertainment.*

EXTENDED ACTIVITIES

- *To play, give your child a flashlight with a wide beam and grab a flashlight that has a narrow beam (a laser pointer will also work). Lie together face up on a bed in a dark room. Your child's job is to make the Earth (the wide beam) move in large, slow circles around the ceiling. Your job is to keep the moon (the narrow beam) orbiting the Earth.*
- *On an outing to a favorite place – a park or another place you like to visit – gather things particular to that spot, like shiny rocks or acorns. Take photos of mementos that won't last, like colorful leaves. Once you're home, help your child decorate a box to store your collection. For example, have her draw a picture (or print out a photo) of the place and glue it to the box top. Then let her color and embellish it any way she'd like. Make a different box for each of your favorite places. Then on those days you need to stay inside, you can snuggle up with your child and relive your favorite outings as you sift through the treasures you've collected.*
- *To attract more feathered friends to your yard, here are two quick ideas for DIY bird feeders. You'll need birdseed, peanut butter, empty toilet paper rolls or cut-up empty paper towel rolls, an orange or a grapefruit, and twine. To make the first feeder, sprinkle birdseed on a container that has a rim, like plate or pie tin. Help your child spread a thin layer of peanut butter on the outside of the paper rolls, then have him roll the peanut butter coating in the birdseed until it's well covered. Slip the feeders right over tree branches or use twine to hang them up.*
- *Raid the refrigerator and fruit bowl for "art supplies" that you and your child can arrange into pictures on a large plate. Cut up carrots, cucumbers, grapes, or other colorful fruits and vegetables for inspiration. The two of you can create anything from a clown or train to a beautiful piece of abstract art. Use olives for eyes, round crackers for wheels, slices of cheese as windows – the possibilities are endless. And then the real fun begins: Eating your masterpiece!*
- *The game of dots and boxes is a game of logic that you can play wherever you are. All you need is a piece of paper and a pencil or pen. Here's how to play. Draw a grid of dots with the dots all carefully lined up underneath each other. We suggest drawing five dots across and five dots down to begin with, but you can make the grid bigger or smaller. Player "one" draws a line joining two of the dots anywhere on the grid, then player "two" joins another two dots. Take it in turns after that to join two dots each time. The aim of the game is to complete the fourth side of a square, then put your initial in the box and claim it as yours. The person with the most boxes wins.*
- *Riddles are great for developing your child's critical thinking skills, and for growing their understanding of what they are hearing or reading. But mostly they're just for*
- *fun! Share riddles with your child, and in turn they can share them with their friends.*

EXTENDED ACTIVITIES

- *Spot the difference is a fun game that helps your child to concentrate, think, and learn to notice detail. print out the pages and let your child draw marks where they see something different. If you don't have a print out, just expand the image on your computer or phone and look at the pictures together.*
- *Marking a route in a simple maze is fun and great practice for your child. They can gradually learn to control their hand and finger movements, skills that are important in future writing. Encourage your child to follow the correct maze route with their pointing finger first - call it Peter Pointer if you like. Show them that sometimes you reach a dead-end and have to find a new way to go. You can find easy maze puzzle books in your local bookshop.*
- *Encourage your child to do jigsaws. Jigsaws give your child lots of practice at putting shapes together. Begin with an easy jigsaw. Sit down with your child and help them get started. Your child will need your help at the start, but later they will be able to do jigsaws on their own. Occasionally, though, you might let your child play online, with supervision and assistance. A good tip with all jigsaws is to start with the corners and straight-edged pieces before you fill in the middle of the jigsaw.*
- *Noughts and crosses is a great game to encourage step-by-step logical thinking in your child. You need two people to play, and you can play it anywhere with just a piece of paper and a pen or pencil. Draw a little grid with two lines crossing another two lines at right angles. This will give you nine squares. Decide who is going to write "X"s and who will write "0"s and off you go, taking turns. The winner is the person who manages to fill three squares in a row, either across, down or diagonally.*
- *Paint, crayons, markers, pipe cleaners, tissue paper -- the supplies and possibilities are endless. Providing an opportunity for your children to express themselves, their ideas and their emotions helps them develop valuable communication skills that they will use for sharing with others their entire lives.*
- *Use a few bottles of colored water to allow your children to mix and create new colors. You can also let them add dish soap or mud so they can experiment with materials and their results when added to water.*
- *Adding a few plastic dinosaurs to your child's sandbox for a dinosaur dig or even coins for a treasure hunt can make sand really exciting and ignite a hunger for exploration and discovery. Playing with sand is one of the best activities for children who love building and construction.*
- *Include your child from an early age in the everyday activities that happen around your home - like family meals, cleaning, tidying. Let them help you with the daily chores. At first they won't be very good at what they do, but they will love to try. As they grow older, give them a little more responsibility and let them know that*

- *It's good to help even when they don't feel like it. At this age they might be able to help set the table, put away toys, sweep up with a pan and brush, help look after a pet.*
- *Give them the words to tell you how they are feeling through every day conversations. For instance, "You are always happy to see your little sister, aren't you?". "Are you excited about going swimming tomorrow?" Encourage them to tell you how they are feeling. Help them to think why they feel the way they feel. Here are some words that might express how your child is feeling: sad, happy, shy, worried, cross, afraid, frustrated, silly, giggly, scared, excited, grumpy, lonely, and sleepy.*
- *Placements for the dinner table make an excellent present for grandparents and friends, or they can encourage a reluctant eater to stay at the table for longer. Get your child to do some of their best artwork, collage, or a combination of both to create their placemat. Remember the work cannot be thick or covered in glue otherwise it won't laminate. Felt, crayon, acrylic paint and dye over crayon all work well. Remember to date and add the artist's name to the reverse of the work.*
- *You could get your children to make a pictorial shopping list for use in your play shop or when you go to the supermarket. Cut out and paste pictures from supermarket mailers onto a large sheet of paper. Write the name of the grocery item beside the picture or see if your child can have a try at writing it. Perhaps go for a grocery hunt at home to find the items you have cut out. Talk about what they are used for.*
- *Using everyday items, teach your child to measure. Although a ruler is the most common measuring tool, experiment with months, seasons, or time of year to make the learning process interesting. Or determine how many "Legos tall" the couch is or how many "wooden blocks wide" the refrigerator is in your home. For extra fun, discover how many of your child's books it will take to cover your bed. Always count as you lay down the different objects, and soon your child will be counting and measuring in all different ways!*
- *Look around your house for groups of items. You might find two candlesticks, seven pencils, three hats, or a dozen roses. Take time to count such items. A popular plaything is paper cups. Suggested is to take ten of these and then have fun as you count them, stack them, build with them, or even hide items under them. You might also find ways to add them, subtract them, and even divide these paper cups.*
- *Children are natural investigators and they love to explore. Scavenger hunts can be created beforehand or invented on the spot. At the supermarket, search for foods that are one specific color (like purple) or look for objects of one shape (like a circle) around the house. If your child needs assistance, gather three objects for her to choose from while asking, "Which object is red? Which object is a circle?" Expand on the Label Your Household activity by arranging a scavenger hunt for different labeled items, or ask her to search the bookshelves for a specific letter, word, or number. You can also pretend you can't find the orange juice carton or a pair of socks. Send your child on a fun mission to locate the items in the house.*

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