Knowledge Liberates
NDPS
NEW DIGAMBER PUBLIC SCHOOL

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CURRICULUM

(KG-2)

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.

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KINDERGARTEN-II LEARNING GOALS

LITERACY (ENGLISH)

Reading

Children identify and segment sounds in words. Blend sounds to read vowel words. Participate in shared reading activities and respond to questions. Identify tricky words and are able to read them.

Read and make meaning of literary and informational texts. Read with clarity and intonation suitable to text. Respond to questions, engaging in a conversation. Read and understands the meaning of selected text at an appropriate level, read and understand simple sentences. Demonstrate an 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. Understand that some words are spelt correctly and others are phonetically plausible.

LITERACY (HINDI)

Reading

Children demonstrates letter sound knowledge of Hindi Swar and Vyanjan. Identify specific Swar and Vyanjan and correlate it with specific sound and vocabulary words.
Read two and three letter words
Read small sentences with two and three letter words.

Writing

Children form Hindi letters correctly. Write neatly and with good grip. Write words in dictation
Write sentences with two and three letter words.

MATH

Numbers

Children count reliably with numbers, place them 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.

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

KINDERGARTEN-II 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 organize 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-II 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-II 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 II, 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 II Curriculum Objectives

- *To support children to make a planned, confident transition from the playschool to primary school.*
- *Children will become more organized.*
- *Children will express their ideas and emotions, communicate with other children at play or during other daily activities, make less use of their native language and begin to speak fluently in English.*
- *Through guided play children will conduct investigations and ask questions that lead to observations and communicate the findings.*
- *Children will develop effective interpersonal skills that demonstrate responsibility, respect, and care in order to establish and maintain healthy interactions.*

The purpose of this booklet is to provide you with useful information about the curriculum of Kindergarten II 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-II level. Suggestive list of tools is also provided to help your child learn at home.

SPECIFIC AREA	***LITERACY***

Overview

Children will learn to read and write English at an accelerated pace, enabled by the world acclaimed Jolly Phonics program. Children will practice rhyming, matching words with beginning sounds, and blending sounds into words. Language learning is made fun for children through the use of a rich variety of resources such as Big Books, songs and games. Teachers plan a variety of activities to make language learning an enjoyable experience. Children use English language to interact with their friends as they engage in games and activities. They grow in confidence as they practice conversing in the language.

Children begin writing sentences, phrases, etc. and will be encouraged to use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

Month	Area of Development & Learning
April-June	**LITERACY ENGLISH** **READING** • Recapitulation of short vowel words and tricky words such as I, we, he, she, to, are, me the, do, all • Introduction of /ng/ and tricky words such as any, many, more, before, other, were • Identify and segment sounds in words using sound buttons • Blend sounds to read short vowel words/ digraphs • Listen attentively and with enjoyment to read aloud stories related to short vowel words by responding to questions, engaging in a conversation • Participate in shared reading activities related to short vowel words and showing reading comprehension • Identify tricky words and be able to sort them from short vowel words • Sing Jolly phonics rhymes with action related to the letter sounds • Recapitulation of words and small sentences with short vowel /a/,/e/,/i/,/o/,/u/ • Explore vocabulary 'One and More than one' (Singular &Plural) **WRITING** • Segment sounds to write short vowel words • Write tricky words • Write words using different writing tools • Write a tag for a picture • Write a word to complete a sentence • Write words in a dictation • Write word lists • Write their own name

Month	Area of Development &Learning
July & August	**LITERACY ENGLISH** **READING** • Recapitulation of short vowel words and tricky words • Introduction to Long vowel words Jolly Phonics set 4 /ai/; /ee/; /ie/; /oa/; /or/ ;/ng/;/oo/ and /00/ • Recapitulation of tricky words such as be, was, you, your, come, some, said, here, there, they. • Introduction of tricky words such as because, want, saw, put, could, should • Identify and segment sounds in words using sound buttons • Blend sounds to read long vowel words • Listen attentively and with enjoyment to read aloud stories related to long vowel words by responding to questions, engaging in a conversation • Participate in shared reading activities related to long vowel words showing reading comprehension • Identify tricky words and be able to sort them from long vowel words • Sing Jolly phonics rhymes with action related to the letter sounds • Recap of vocabulary 'One and More than one' (Singular &Plural) **WRITING** • Segment sounds to write long vowel words • Write tricky words • Write words using different writing tools • Write simple phrases • Write a caption for a picture • Write a word to complete a sentence • Write words in a dictation
September & October	**READING:** • Introduction to Initial consonant blends /bl/, /br/, /cl/, /cr/, /dr/, /fl/, /fr/, /gr/, /pl/, /pr/, /sk/, /sl/, /sm/, /sn/, /sp/, /st/, /tr/,/th/,/sh/,/ch/ • Recap of tricky words such as go, no, so, my, one, by, only, old, like, have • Introduction of tricky words such as put, could, should, would, right, two • Identify and segment sounds in words using sound buttons • Blend sounds to read initial/final consonant blend words • Listen attentively to read aloud stories related to initial consonant blend words by responding to questions, engaging in a conversation • Show interest to read books along with peers that have initial consonant blends and familiar tricky words • Participate in shared reading activities related to initial/final consonant blends showing reading comprehension • Identify tricky words and be able to read them • Spell tricky words correctly

Month	Area of Development &Learning
September & October	**LITERACY ENGLISH** **WRITING** • Segment sounds to write initial/final consonant blend words • Write tricky words • Write rhyming words • Write a word to complete a sentence • Write words in a dictation • Take down a dictation of simple phrases • Frame sentences using familiar words and write within four lines
November & December	**READING** • Introduction to Double consonant blends /ff/, /ll/, /ss/,/zz/ • Recap of tricky words such as by, only, old, like, have, live, give, little, down, what. • Introduction of tricky words such as four, goes, does, made, their, once • Explore usage of "Is, Am or Are" in sentences • Explore usage of This &That in sentences • Explore the usage of 'These and Those' in sentences • Read sentences using 'This, That, These and Those' • Identify and segment sounds in words using sound buttons • Blend sounds to read double consonant blend words. • Listen attentively to read aloud stories related to double consonant blend words by responding to questions, engaging in a conversation. • Show interest to read books along with peers that have double consonant blends/long vowels • Identify tricky words and be able to read them • Spell tricky words correctly **WRITING** • Segment sounds to write double consonant blend words • Write tricky words • Write a word to complete a sentence • Write words in a dictation • Write sentences using "Is, Am or Are" • Apply knowledge of singular and plural nouns to writing • Construct sentences using singular and plural nouns • Frame and write sentences using 'This, That, These, Those'

Month	Area of Development & Learning
January & February	**LITERACY ENGLISH** **READING** • Introduction to blends with vowel and consonant combinations /ck/, /nk/ • Introduction to trigraphs: /shr/, /thr/, /scr/, /spr/, /str/ • Recap of tricky words such as what, when, why, where, who, which • Introduction of tricky words such as upon, always, also, eight, love • Explore question words and how to respond to them • Explore the concept of 'Questions and answers' • Read and answer questions using 'This &That' • Explore usage of 'He, She, It and They' in sentences • Read sentences using 'He, She, It, They' • Listen attentively to read aloud stories by responding to questions, engaging in a conversation. • Show interest to read books along with peers • Participate in shared reading activities related to long vowels, diagraphs, initial/final consonant blends and trigraphs showing reading comprehension. • Identify tricky words and be able to read them • Spell tricky words correctly • Frame questions using what, when, why, where, who, which **WRITING** • Segment sounds to write long vowel words • Write tricky words • Write a word to complete a sentence • Write words in a dictation • Writing answers using 'This &That' • Writing sentences using 'He, She, It, They' • Explore Creative writing • Explore reflection writing (Pictorial &Writing)
March	**PRACTICE OF** • Picture composition • Comprehending a passage • Paragraph writing • Initiation of cursive writing strokes and words **Round the year Recapitulation of taught concepts &Collaborative Activities with Grade 1:** Children will engage in activities to develop skills and apply knowledge in real life settings.

SPECIFIC AREA ***LITERACY***

Month	Area of Development &Learning
April -June	**LITERACY HINDI** **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 manipulative, books, flash cards, sand paper letters, movable letters, power point • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers. **WRITING** • Recapitulation and writing of Swar "अ से अः"
July & August	**READING** • Engage with interest and attention in activities to show letter sound knowledge of Vyanjan: • कवर्ग :क,ख,ग,घ,ङ • चवर्ग :च,छ,ज,झ,ञ • Explore vocabulary related to the specific letter, rhyme, songs and stories • Co-relate sound to the letter through manipulative, books, flash cards, sand paper letters, movable letters, power point • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers **WRITING** • Introduction and writing of Vyanjan • कवर्ग :क,ख,ग,घ,ङ • चवर्ग :च,छ,ज,झ,ञ
September & October	**READING** • Engage with interest and attention in activities to show letter sound knowledge of Vyanjan: • टवर्ग :ट,ठ,ड,ढ,ण • तवर्ग : त, थ, द, ध,न • Explore vocabulary related to the specific letter, rhyme, songs and stories • Co-relate sound to the letter through manipulative, books, flash cards, sand paper letters, movable letters, power point • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers • Read two and three letter words.

Month	Area of Development & Learning
	LITERACY HINDI
	WRITING • Introduction and writing of Vyanjan: • टवर्ग :ट,ठ,ड,ढ,ण • तवर्ग : त,थ,द,ध,न • Introduction and writing of two letter words
November & December	**READING** • Engage with interest and attention in activities to show letter sound knowledge of Vyanjan: • पवर्ग :प,फ,ब,भ,म • अंतस्थ : य,र,ल, व् • Explore vocabulary related to the specific letter, rhyme, songs and stories • Co-relate sound to the letter through manipulative, books, flash cards, sand paper letters, movable letters, power point • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers • Read two and three letter words • Read without matra sentences **WRITING** • Introduction and writing of Vyanjan: • पवर्ग :प,फ,ब,भ,म • अंतस्थ : य,र,ल, व् • Introduction and writing of sentences without matra words • Introduction and writing of two and three letter words.
January & February	**READING** • Engage with interest and attention in activities to show letter sound knowledge of Vyanjan: • उष्म : श, ष, स, ह • संयुक्तव्यंजन : क्ष, त्र, ज्ञ, श्र • Introduction to "आ" की मात्रा। • Vocabulary related to the specific letter, rhyme, songs and stories • Co - relate sound to the letter through manipulative, books, flash cards, sand paper letters, movable letters, power point • Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers

Month	Area of Development & Learning
	LITERACY HINDI
January & February	• Read two and three letter words. • Read sentences without matra • Read words with "आ" की मात्रा।
	<u>WRITING</u> • Introduction to writing of Vyanjan: • उष्म : श, ष, स, ह • संयुक्तव्यंजन : क्ष, त्र, ज्ञ, श्र • Writing of sentences without matra • Writing of words and sentences "आ" की मात्रा।
March	**Round the year Recapitulation of taught concepts &Collaborative Activities with Grade 1:** Children will engage in activities to develop skills and apply knowledge in real life settings.

SPECIFIC AREA	MATH

Overview

To support this learning, planned activities will include number walks, using numbers in play and everyday life, number songs and rhymes, books and stories as well as counting activities with resources such as bricks, beads, play dough, sand etc. To progress the children's skills with shape, space and measure, we will be going on a shape walk observing shapes in the environment and making shapes with resources available. We will be playing with water and sand to develop understanding of quantity and weight. Children pour water with jugs and bottles filling containers and funnels. Children have access to rulers and tape measures which they use when building and playing to compare lengths. The children are working towards the goals of using mathematical language in everyday situations such as talking about size, weight, capacity, position, distance, time and money. Children will recognize and create patterns, which can be achieved by threading beads or painting patterns on sticks etc. Patterns can be made with any number of items including bricks, cars, and animals etc. Children will develop their skills in exploring everyday objects and shapes using mathematical language to describe them.

Month	Area of Development & Learning
April - June	**MATHEMATICS** **NUMBER SENSE (1-100)** • Arrange the numbers in sequence 1to 50 • Demonstrate Number value association.01 to 20 • Read and write number names and match to the correct numeral 01 to 10 • Compare quantity more or less • Identify how many objects are in a set • Demonstrate Place Value of numbers (Tens and Ones) • Demonstrate an understanding of before, after, between numbers1to 50 • Demonstrate an understanding of Ordinal numbers from 1st to 10th. • Revision of taught concepts
July & August	**NUMBER SENSE AND NUMERATION** • Arrange the numbers in sequence 1to 100 numerals • Recognize numbers from 01 -100 numerals • Read and write number names and match to the correct numeral 11 to 20 • Investigate the idea that quantity is less when counting backward from 20-1 • Use concrete objects to practice one to one correspondence1 to 20 • Demonstrate an understanding of before, after, between numbers 1 to 100 • Identify whether the number in one group is greater than less than or equal to the number in another group 1 to 50 • Use mathematical symbols appropriately <,>,= (01 to 50) • Revision of taught concepts

Month	Area of Development & Learning
	MATHEMATICS
July & August	**GEOMETRY AND SPATIAL SENSE** • Differentiate between two dimensional and three-dimensional shapes using geometric terms such as edges, faces and corners • Build designs in two dimensional and three-dimensional shapes • Demonstrate an understanding of basic spatial relationships such as above/below, near/far, in/out, etc. • Create and extend patterns using shapes • Revision of taught concepts
September & October	**NUMBER SENSE AND NUMERATION** • Recapitulation of numbers from 1 -100 • Investigate the idea that quantity is less when counting backward from 50-1 • Read and write number names and match to the correct numeral 21-30 • Identify whether the number in one group is greater than less than or equal to the number in another group 01 to 100 • Use mathematical symbols appropriately <,>,= (01 to 100) **OPERATIONAL SENSE ADDITION** • Demonstrate an understanding of addition using concrete objects (single digit) • Add numbers using both horizontal and vertical methods of addition. • Solve problem sums with symbols (+, add) • Perform simple addition using concrete objects (double digit without carry over) • Add double digit numbers using knowledge of Place value such as Tens and Ones • Solve problem sums double digit without carry overusing symbols (+ add)
November & December	**OPERATIONAL SENSE SUBTRACTION** • Demonstrate an understanding of subtraction using concrete objects (single digit) • Subtract numbers using both horizontal and vertical methods of subtraction • Read and write number names and match to the correct numeral 31 to 40 • Solve problem sums with symbols (-, subtract) • Perform simple subtraction using concrete objects (double digit without borrowing) • Subtract double digit numbers using knowledge of Place value such as Tens and Ones • Solve problem sums double digit without borrowing using symbols (-, subtract) **FRACTIONS** • Investigate the relationship between the part and the whole, such as, shaded portion is ½ of the circle, shaded portion is 1/3 of the whole circle etc. • Demonstrate through an activity the concept that the whole is a sum of its part • Explain the concept fraction using vocabulary such as half, one third, one fourth, numerator, denominator etc.

Month	Area of Development & Learning
	MATHEMATICS
January & February	• Read and write number names and match to the correct numeral 41 to 50 **MEASUREMENT** • Usage of non-standard units of measurement like hand span, foot span and paper clips. **MONEY** • Identify and differentiate between various notes and coins in Indian currency • Correlate the value of money to objects using various denominations • Use vocabulary of 'give change' and 'pay' appropriately in play situations **TIME** • Demonstrate an understanding that time is measured through a clock • Demonstrate an understanding that time can be measured through digital and analog clocks • Read a calendar • Use vocabulary: yesterday, today, tomorrow, week, month, year, etc. • Measure time in terms of day, week, months, and seasons **DATA HANDLING** • Use list, tables and diagrams to sort objects and data • Respond to and pose questions about data collections and graphs • Conduct surveys, record and represent data in tables and graphs
March	**Round the year Recapitulation of taught concepts &Collaborative Activities with Grade 1:** Children will engage in activities to develop Math skills and apply knowledge in real life settings.

SPECIFIC AREA *UNDERSTANDING THE WORLD*

Overview

This area involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Children are engaged in activities that develop their knowledge, skills and understanding that help them to make sense of the world. The curriculum supports children's learning through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments;' and work with a range of materials. Learning is based on first-hand experiences to observe, predict, make decisions and discuss.

Month	Area of Development & Learning
April - June	**Ongoing Theme of the Months-Marvelous Me** Students will develop an in depth understanding of the theme **Marvelous Me:** • Introducing myself • Make a presentation on sense organs of the body • Identify external &internal body parts using resources • Explain functions of major organs of the body like lungs, heart, brain, stomach • Conduct simple experiments to demonstrate how lungs function in the body • Conduct simple activities to show digestion of food
July & August	**Ongoing Theme of the Months- Happiness we share** Students will develop an in depth understanding of the theme **Happiness we share**: • Explore festivals and celebrations around the world • Categorize celebrations into national, international, religious & personal celebrations • Explore different costumes worn for celebrations by different people and communities • Prepare a project on festivals • Use ICT to explore information related to festivals
September & October	**Ongoing Theme of the Months- Bowl of Nutrition** Students will develop an in depth understanding of the theme **Bowl of Nutrition**: • Discuss: food that is Healthy/Unhealthy for the body • Explore the meaning of Balanced diet • Explain the importance of a balanced diet • Design a healthy menu card • Create a journal of healthy eating • Participate with enjoyment in fun-filled activities such as cooking without fire

Month	Area of Development &Learning
November & December	**Ongoing Theme of the Months- World of Flora &Fauna**
	Students will develop an in depth understanding of the theme **World of Flora &Fauna**: • Explore living &non-living things through objects, books, etc. • Classify plants according to size such as trees, shrubs, herbs through project activities • Make a presentation on the 'Life cycle of a plant' • Create a scrap book to show different parts of a plant • Discuss the physical characteristics of animals • Explore different types of animals and their habitat: wild, domestic and sea animals • Explore common animals and their young ones through extended activities • Discuss the physical characteristics of birds and insects • Explore different kinds of birds and insects through extended activities • Inquire into the 'Life cycle of a butterfly' through audio-visuals, books, etc.
January & February	**Ongoing Theme of the Months- Our Universe**
	Students will develop an in depth understanding of the theme **Our Universe**: • Explore the meaning of Universe through audio-visuals • Explore planets in the Solar system through audio-visuals • Construct a simple model of the Solar system • Explore the concept of Day and Night with the help of a model • Explore major constellations • Illustrate and create a booklet on 'Our Universe' • Explore different phases of Moon.
March	**Ongoing Theme of the Month- Mini Einstein**
	Students will develop an in depth understanding of the theme **Mini Einstein through**: • Role-Play as Mini Einstein • Conduct few science experiments related to: o -Air o -Water o -Light o -Sound

SPECIFIC AREA *EXPRESSIVE ART & DESIGN*

Overview

Children are naturally spontaneous and exuberant in the ways they express their ideas and feelings. We therefore provide opportunities for children to express themselves freely, as they invent, play, explore and refine ideas and feelings through a variety of media such as dance, music and art. Children are taught to value their own unique ideas and those of others rather than reproducing those of someone else. The classroom experiences allow children to express themselves through various types of representation.

Month	Area of Development & Learning
	EXPRESSIVEART & DESIGN
April - June	• Engage in freehand drawing using pencils, crayons, etc. • Observe nature to sketch and draw pictures, form patterns • Demonstrate skills in handling tools used in art such as paint brush, paint palette, etc.
July & August	• Explore freely drawing and coloring using a variety of art material such as crayons, sketch pens, paint, etc. to make greeting cards • Explore paper folding with origami sheets • Prepare a collage with different colors and shapes • Express artistic ideas through dramatic play such as dressing up for celebrations, party time, etc.
September & October	• Explore different textures in the environment such as rough, smooth, silky, etc. • Use a variety of textures in art work such as sand paper, bubble wrap sheet, glitter sheet, etc. • Explore prints and print making using fingers and palm, leaves, stamps, rollers, thread, ear buds, etc. in art work • Explore and create models with clay • Decorate craft work with gratings such as pencil shavings, shredded paper, pista shells, etc.
November & December	• Construct 3 D models (thematic) using various objects • Design and create masks, puppets of birds and animals • Explore with clay material to create a clay mural of flora and fauna • Explore dramatic play through puppetry
January & February	• Manipulate through rolling, cutting, shaping to create representations and forms using clay • Select and assemble materials together to achieve a desired effect using construction kits, blocks, connecting straws, mechanic set, etc. • Construct 3D models using recycled material • Engage with enjoyment in movement such as aerobics, Zumba, etc. • Explore and experiment with different ways of moving
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

The curriculum is aimed to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups; and to have confidence in their own abilities. Activities are designed that promote confidence in children when trying new things, speaking in front of a familiar group, choosing toys and verbalizing when they do and don't need help. Opportunities are provided to build children's ability to talk about their own and others feelings, to understand their and others behavior, why there are consequences and the difference between acceptable and unacceptable behavior. Through classroom experiences, the concepts of taking turns, playing cooperatively and listening and taking onto account one another's ideas are addressed. Children are encouraged to develop these skills during general play and through more focused activities such as playing games, working together to complete a task and sharing news.

Month	Area of Development &Learning
April- June	**PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT** **ESSENTIALS OF PRACTICAL LIFE (EPL): PART 1** • Demonstrate growth in independence • Demonstrate increased concentration • Demonstrate sense of responsibility • Demonstrate gross motor control and coordination
July & August	**ESSENTIALS OF PRACTICAL LIFE (EPL): PART 2** • Demonstrate focus and self- control • Demonstrate skills in making choices • Demonstrate involvement in self-chosen activities • Demonstrate self-awareness and self-confidence • Demonstrate skills in problem solving • Demonstrate grace and courtesy
September & October	**PERSONAL HYGIENE** • Maintain personal hygiene • Demonstrate essential skills to dress self and fasten clothing closures for example buttons, zippers, shoelaces • Demonstrate independence to move to the washroom and in an orderly manner • Demonstrate responsibility in using paper tissues, washing hands with liquid soap, use of sanitizers etc. • Identify and address body odour for example deodorants, changing clothes • Use problem solving skills to make a healthy choice for example mouthwash • Recognize the importance of personal hygiene and grooming of self

Month	Area of Development & Learning
September & October	**PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT** **SOCIAL SKILLS** • Show ability to maintain eye contact while speaking to someone • Maintain appropriate personal space • Demonstrate grace and courtesy in interactions • Demonstrate an understanding of gestures and facial expressions in communication • Show more cooperation with peers; share and care for others • Inhibit own action or behavior like stop themselves from doing or say something they should not do • Adapt to new situations and demonstrate flexibility • Demonstrate ability to interact appropriately with neighbours, peers and adults
November & December	**CIVIC RESPONSIBILITY** • Demonstrate civic responsibility in the vicinity • Demonstrate self-discipline in public places such as restaurant, park, library, etc. • Show respect towards community helpers • Demonstrate respect for traffic rules and traffic signals • Demonstrate awareness to keep surroundings clean **CONFLICT RESOLUTION & DEALING WITH WINNING AND LOOSING** • Identify problem causing behavior • Develop positive attitude • Discuss ideas and decide on the best solution • Show acceptance for consequences of actions • Demonstrate problem solving behavior and avoid conflict • Demonstrate an appreciation for success • Accept individual differences • Demonstrate patience • Show willingness to participate • Show willingness to accept feedback
January & February	**PERSONAL SAFETY** • Demonstrate awareness of personal safety in relation to place, people and objects • Identify safety circle, family and friends. • Demonstrate awareness of good touch and bad touch **TRANSITION** • Demonstrate active participation and co-operation in collaborative activities • Demonstrate listening and attention and work efficiently with an unfamiliar group • Demonstrate responsibility and self-control in new settings • Adapt to new situations and demonstrate self-confidence

PRIME AREA *COMMUNICATION AND LANGUAGE*

Overview

Children will be immersed in language-rich environments, and engaged in activities which foster the use of English in everyday, authentic situations in order to help them acquire the necessary communication skills to express their needs, thoughts and feelings. To nurture a positive disposition towards language learning, children are exposed to meaningful language arts activities such as role playing, singing, rhyming and reading.

Month	PRIME AREA
	COMMUNICATION AND LANGUAGE
April - June	**Enhancing Communication:** Students will be trained to use appropriate and effective language and communication skills to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers. • Establish eye contact while talking to another person • Listen with attention and respond appropriately to verbal instruction and information • Listen with attention to ideas expressed by others in a conversation or discussion • Use suitable language to make requests or express needs • Engage in a conversation with mentors and peers • Engage in speaking activities using appropriate vocabulary and in complete sentences • Inquire about objects, emotions, or events extending vocabulary while speaking • Use suitable language to introduce themselves confidently before an audience • Use language to introduce their buddy and discuss his/her likes and dislikes • Use language to describe their family linking statements while speaking
July & August	**Reinforcing Active Listening:** Students will develop listening skills by listening to a selection of text read aloud, and respond to questions in a class discussion and reflection on the content. • Listen with attention and respond appropriately to songs and stories • Listen with attention to a set of instructions to demonstrate appropriate behavior in language games • Demonstrate an understanding of humour example nonsense rhymes and silly sentences • Use language to present facts relevant to a given topic • Use language to communicate learning for example about different types of celebrations and their significance • Use language effectively in enactment and role play
September & October	**Reinforcing effective communication by meaningful exchange of information with others:** Students will develop essential skills for active listening and for presentation. • Listen attentively in a range of situations to respond appropriately and with expression • Participate actively in Show and Tell activities • Use language to organize, sequence and clarify thinking and ideas • Develop own narrative and explanation by connecting ideas or events in communicative activities • Develop an appreciation for rhyme and poetry experimenting with words • Present tongue twisters such as 'She sells sea shells by the seashore' • Ask and answer complex riddles

Month	Area of Development & Learning
November & December	**COMMUNICATION AND LANGUAGE** **Reinforcing effective communication by building good vocabulary:** Students will be encouraged to develop rich vocabulary and explore word meanings for effective communication. • Listen attentively to a read aloud story for specific words such as naming words, doing words and describing words • Explore vocabulary related to opposites through stories • Narrate a story keeping to a beginning, middle and end • Speculate and suggest an ending to a story of their choice • Develop a simple story independently to create a story board • Experiment with words to express humour, for example crack a joke, standup comedy etc.
January & February	**Presentation:** Students will be encouraged to listen to other speakers as well as present a quick sequence of ideas before an audience. • Extempore • Picture Story telling • Presentations • Activities that Foster 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-II level.

PRIME AREA *PHYSICAL DEVELOPMENT*

Overview

We provide opportunities for children to be active and interactive; to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Moving and handling involves children showing good control and co-ordination in large and small movements. They learn how to move confidently in a range of ways, safely negotiating space. They also learn how to handle equipment and tools effectively, including pencils for writing. Children understand how to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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.*

- *As you prepare a meal, discuss what will be served and ask your child to create a menu. Fold the piece of paper in half. Have your child create the menu by writing the word or sound on one side of the paper and drawing a picture of the food on the other. Do this for each food. Have the child present the menu to the family. Make this activity fun, not a test. Your child might copy words off of boxes.*
- *Place an appropriate descriptive label on 3 – 4 storage containers that say things like, "Things with wheels," "People," "Animals," etc. and introduce them to your child, pointing out which one is which. When it is time to clean up, ask your child to put toys in the appropriate containers. While your child is trying to decide which container to put a toy in, talk about its properties. Say things like, "Does a cow have wheels?"; "What needs to go in this bag?"; "What is different about these toys?"; "Here is another car, where does it go?"*
- *Write a number on each colored section of the ball with a permanent marker. When your child catches the ball, have him identify the numeral closest to his body or that he touched with his hand as he caught the ball. Then, have him jump or clap that many times. This activity is a fun way to combine physical activity and math. A slightly deflated ball may be easier for younger children to catch.*
- *Dinner time is a good opportunity to reconnect after a busy day. Ask each family member, "What was the best thing that happened during your day?" Share details from your day first. Be sure not to ask questions that have just "yes" or "no" answers. Make this a ritual. Children will eventually come to the meal with daily events to share.*
- *Have your child draw or take photographs of where she lives. Ask her to count the number of windows, doors, rooms, etc. Walk or drive around different neighborhoods, take photographs of different buildings and stores, and talk about the different architecture.*
- *Put bird seed in the bird feeder. For children, simply watching for birds at the feeder will be exciting. Make a bird journal with pictures. Have your child note if he sees any differences in varieties of birds in different seasons.*
- *Have every family member guess or estimate the quantity of the items in the bag. Then, empty the bag and count the items with your child. After you and your child figure out the total number of items, talk about whether there are more, less, or the same amount as any family member estimated.*

EXTENDED ACTIVITIES

- *Start by naming a continent, country, state, town, street, or body of water that begins with the letter A ("Atlantic Ocean"). Then, ask your child to think about what letter that word ended with (in this case, "N") and say a geographical location that begins with that letter, and so on. E.g. After "Atlantic Ocean", your child might say "New York," then you might say, "Kansas," etc.*
- *With your child, cut the tops off of the carrots, beets, or turnips, leaving about 1-2 inches at top. Eat the bottoms and place the tops on the pan or plate with a little water. Have your child sprinkle mung seeds in the water and place the pan/plate in a sunny location. Mung seeds should sprout, and the carrots and beets will grow into "trees," creating a "jungle." Arrange stones and plastic animals around the plants.*
- *Record a family member reading your child's favorite stories. Be animated with your voice; add sound affects when appropriate. Your child can follow along in the book or just listen in the car.*
- *When your child shows an interest in a subject, sit together and research the topic on the internet. Sit at the computer together. If she can, have your child type in the topic that she wants to learn more about (you can spell the words for her and let her find the keys on the keyboard, or let her try to "sound out" the words' spelling). Limit "screen time" and come up with rules together about computer use when an adult is not present.*
- *Help your child choose plants to care for. When you are watering your houseplants, encourage your child can care for her plants, too. Talk about how much water the plants need. Have your child measure that amount of water into the watering can. Let your child decide where the plants will get the best amount of sun and fertilize the plant. Say things like, "What do you think the plant food will do to the plant?"; "What does food do to you?"; "What would happen to your plant if you didn't feed or water it?"; "Do you think your plant looks any greener?" Don't forget to have your child dust the leaves when needed and say things like "Can your plant get air with dust on it?" and "What happens to you if you can't breathe?"*
- *Start the game by selecting an object in the room (or car) and give clues to your child so he can try to guess what the object is. Say, "I spy with my little eye, something that is… (give a hint of color, shape, use, etc). Then, have your child ask up to 20 "yes" or "no" questions to see if he can figure out what it is. Then, switch and have your child pick an object while you ask the questions.*
- *Ask your child what kinds of sandwiches he'd like to make. Gather the ingredients and have your child make the sandwiches. Provide guidance on how much of each ingredient he should include. Say things like, "How many slices of cheese will fit on the bread?" and "Expect a mess. This is a wonderful way to help your child become comfortable working in the kitchen. Have him help you clean up after preparing the sandwiches.*

EXTENDED ACTIVITIES

- *Have your child close his eyes and point to a place on the map. Together, research the place on the internet and learn facts about the country. Research information like the capital, national products, customs, etc.*
- *Start the activity with your child by saying, "I'm going on a picnic and I'm bringing _____." Start with a word beginning with "A." Then, have your child say the same thing, but choose something that starts with "B," and so on through the alphabet.*
- *Talk with your child about the derivation of her name, why it was chosen, who she was named after (if anyone), and the name's value and significance to you as a parent. Talk with your parents, aunts, or uncles about why your own name was chosen and share that information with your child, too. Document this discussion in the form of a story or dictated conversation. Recording your conversations, either on tape or video will forever preserve these memories. Your child will treasure your voice forever.*
- *Before a meal, have each family member say something kind or positive about another family member (maybe the person sitting next to them on their right). You can end with a special rhyme like "Bon Appetit - now we can eat." This activity helps children learn to recognize and articulate their appreciation of others.*
- *Have your child start a story and illustrate a few pages. Ask siblings, grandparents, cousins to continue the story. Have him/her send the book back to your child, and then decide together who to send it to next. This can continue as long as there are pages left to fill! Make your child part of the whole process. She can pick out the blank book, plan what the story will be about, illustrate it (either glue pictures or draw directly in the book), and decide who to send it to. When the book is full, put pictures of the authors and illustrators in the back with the date of publication. If your child can't write, she can dictate the story to you.*
- *Talk with your child about why it is important to recycle materials. Together, make 3 signs for the bins: Plastics, Metal, and Paper. Explain to your child what materials should go in each bin by saying things like "When we're done with the Raisin Bran, let's put the box in the Paper bin" and "When we finish the plastic container of juice, let's put it in the Plastics bin."*
- *Suggest a job that your child will think is fun, and tell her why the job is important. For example, when talking about watering the plants, emphasize that plants need water in order to stay alive, and that watering the plant is like feeding it. Encourage children to assist in "jobs" at home.*
- *Helping at mealtimes is a wonderful way to spend time together when you have chores to accomplish. Don't worry too much about correctness of placement - focus more on the concept that each person gets one plate, one cup, etc. Explain to your child how to set the table, and then set it with your child. After the first few times, your child might be able to do it herself. Ask your child how many people will be at the table and how many of each item she needs.*

EXTENDED ACTIVITIES

- *Explain to your child why thank you cards are important and have him participate as much as possible in making and sending them. He can glue paper on the front of the card, draw a picture, or make a few scribbles. It's the thought and the effort that are important Say things like, "We need to send Grandma a card to thank her for your birthday present"; "What do you want to tell her about it?"; "What do you enjoy/like about the present?"; "Can you draw a picture of yourself playing with the present?"; "How did you feel when you opened the package?"; "What can you say that will make her feel happy?" If your child is older, he may want to make his own cards, either on the computer or with construction paper.*
- *Take turns answering questions like: "What if you were king or queen?"; "What would you do with your power?"; "What would you do all day?" "If you could live anywhere in the world, where would that be?"; "What would it be like there? "If you could go on the perfect vacation, where would you go?"; "Who would you go with?" This is a good opportunity to share family values – think about your answers, too…if you were a queen, would you feed your people or buy diamonds and gold? Have your whole family ask and answer questions. Think of questions that your child has some experience with and extend his thinking on the subject.*
- *Notice and discuss the fractions in your child's world!*
- *When eating pizza or a pie, count the pieces of an eight-piece pie, 1/8, 2/8, etc.*
- *Help your child cut her sandwich in half, fourths, thirds.*
- *Discuss what part of the family she is: if she is one of six members of a family, she is 1/6th of the family.*
- *Let your child divide the dessert among your family members, i.e. if you have 5 brownies and four people, each person gets 1 and 1/4 of a brownie.*
- *Include your child when you're baking something that asks for measurements (1/4 cup, etc.).*
- *Start the activity by asking your child to help you put away laundry. He can sort it into different groups: light/dark clothes, white/colored socks, winter/summer clothes, or each family member's clothes. Another time, ask your child to help you sort groceries: paper products, dairy products, meats, produce, canned foods, etc. Further challenge him by asking him to sort canned foods into fruits and vegetables. Next, get rid of the pile of shoes by the front door! Ask your child to match each pair of shoes and then sort by color, size, and purpose (i.e. athletic, work, dress up). After doing the dishes, ask your child to help sort the clean silverware before putting it away (spoons, forks, serving utensils, etc.). You can also work with your child to reorganize his art supplies. Ask, "How can crayons and markers be sorted?" (broken, whole, width, length, color, type) and have him sort them into different cups.*

EXTENDED ACTIVITIES

- *With your child, explore the outside world with bare feet. Walk on grass, cement, sand, pebbles, etc. Ask questions and talk about how each surface feels.*
- *Reading with your child may be one of the most meaningful and memorable ways to spend time imagining and learning together at home. Growing Readers emphasizes the importance of reading aloud to children and cultivating a love of great books. Discussing themes in the book are also wonderful ways to explore new concepts or guide your child through life's experiences.*
- *Tell your child that you will say a word and clap for the main sound parts in the word. For example, "The first word is Mama. I'll clap and say the word again. Ma-ma. (Say Ma-ma and clap as you say each part of the word for two claps.) "Now you clap the rhythm when I say Mama." Next, take your child's name and clap it out. For example, say, Ma-ri-a and clap three times.*

- *Grab some blankets or lawn chairs. As you lie under the stars, try these conversation starters: Look for landmarks in the sky. Where's the moon? Can you see the face ofthe man in the moon? Why does the moon change shape? Star light, star bright, is the first star you see tonight a star or a planet? What's the difference? (A star has its own light like a flashlight. A planet works like a mirror and reflects the light of the nearest star, our sun.) Bring the night sky indoors. Read nursery rhymes, poems, and other stories that talk about the stars and the moon.*

RESTRICTED USE

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