Knowledge Liberates
NDPS
NEW DIGAMBER PUBLIC SCHOOL

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# CURRICULUM

## (Nursery)

## 2026-27

FOR PRIVATE CIRCULATION ONLY

# Disclaimer

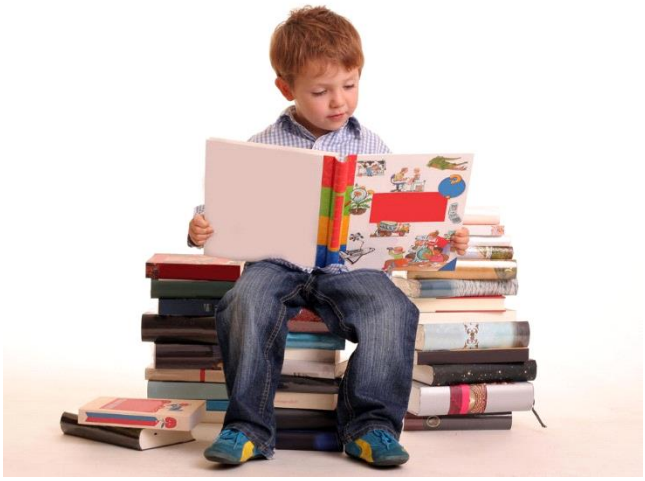
The curriculum is subject to periodic review and improvement.
Parents will be informed of any change.

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



# *NURSERY LEARNING GOALS*

## *LITERACY (ENGLISH)*

### *Reading*

*Children identify basic features of print material. They associate letters with their sounds and names. Understand and recall stories and rhymes, recite familiar rhymes and songs. They recognize and name all lowercase letters. Identify and read tricky words by sight. Understand question words and asks questions. 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.*

### *Writing*

*Children develop a comfortable and efficient pencil grip. Engage in activities to develop fine motor skills. Demonstrate writing patterns of pre writing. Form letters correctly. Write letter with correct formations. Use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words.*

## *LITERACY (HINDI)*

### *Reading*

*Children identify basic features of print material. Understand and recall stories and rhymes, recite familiar rhymes and songs. They associate letters with their sounds and names. Identifies specific swar and correlates it with their sound.*

### *Writing*

*Children develop a comfortable and efficient pencil grip. Engage in activities to develop fine motor skills. Demonstrate writing patterns of pre writing. Form letters correctly. Write letter with correct formations.*

## *MATH*

### *Numbers*

*Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Use concrete materials to model addition and subtraction. They solve problems, including doubling, halving and sharing.*

# *NURSERY 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.*

***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.*

# *NURSERY LEARNING GOALS*

***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.*

# *NURSERY 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.*

# *NURSERY CURRICULUM OVERVIEW*

*Children come to school from a variety of different backgrounds, having had a range of diverse learning experiences at home. The Nursery 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 life. In the Nursery level, 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 every area can be applied elsewhere.*

*Nursery Curriculum Objectives*

- *To support children to make a planned, confident transition from home to the playschool.*
- *To develop social skills such as to greet one another, ask their teachers for what they need, negotiate with peers, and speak up for themselves.*
- *To develop pre reading skills such as to locate the cover of a book, hold it in the right direction, turn the pages, and locate the text.*
- *To develop pre writing skills such as perfecting a pincer grasp and understanding that putting a writing instrument to paper will create marks.*
- *To develop perceptual/motor skills by practicing with many kinds of hands-on and interactive materials for fine motor and large motor development.*
- *To develop hygiene and self-help skills such as caring for ordinary toilet needs without undue assistance and proper hand washing.*

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

## *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 |
|---|---|
| | **LITERACY ENGLISH** |
| **April - June`** | **PRE -READING**<br>• Make verbal sounds like mmm, rrr, shshsh… (while playing with toys and imitate)<br>• Recognize and identify sounds in the environment like car engine, vocal sounds, animal cries, tapping, clapping, instrument sounds)<br>• Sing rhymes in a tune showing a sense of rhythm<br>• Identify alliteration in rhymes, song and stories using words like chug, chug, cut, cut, tap, tap while reciting, and singing.<br>• Responding to questions related to rhymes, stories. Listen to read aloud stories with attention, observe pictures and respond to questions related to story.<br>• Participate in singing rhymes and songs along with the group (singing in tune with actions, facial expressions, showing active learning)<br>**PRE -WRITING**<br>• Scribbling.<br>• Free hand drawing and colouring using crayons.<br>• Demonstrate writing patterns of standing, sleeping and slant line. (June) |
| **July & August** | **READING**<br>(Jolly Phonics)<br>• Engage with interest and attention in activities to show letter sound knowledge like rhyme, songs, vocabulary games, stories.<br>• Co-relate sound to the letter using large Jolly Phonic book, Flash cards, Sand paper letters, Movable letters, and Power point.<br>• Show interest to explore picture books that relate letter to the appropriate pictures by reading along or beside peers.<br>• Demonstrate to hold books properly. |

| Month | Area of Development & Learning |
|---|---|
| | **LITERACY ENGLISH** |
| **July & August** | • Demonstrate to turn the pages of books appropriately.<br>• Demonstrate that we read from left to right.<br>• Jolly Phonics set 1 –s,a,t,i,p,n<br>• Recognize and identify tricky words I, the he, she.<br>• Recognize and identify tricky words from the story book.<br>• Be able to read tricky words correctly.<br>**PRE-WRITING**<br>• Demonstrate pre-writing activities like scribbling and colouring for the strengthening of muscle control.<br>• Explore writing, holding the tool listed in hand namely crayons for making repeated patterns such as circular scribbles over and over again or draw series of lines.<br>• Engage in activities to develop fine motor skills such as pegging clips, threading beads, picking knobbed puzzles.<br>• Trace using fingers in sand tray, sensory tracing etc.<br>• Practice free hand tracing using crayons.<br>• Introduction to writing patterns of Zigzag, Curve and Bump patterns (July)<br>• Introduction and writing of lowercase letters set 1 –s,a,t,i,p,n |
| **September & October** | **READING**<br>Children will -<br>• Explore Jolly Phonics set 2 – c/k,e,h,r,m,d<br>• Listen attentively and with enjoyment to read aloud stories related to letter sounds and responding to questions, engaging in a conversation.<br>• Be engaged in playing vocabulary games that are related to letter sounds - c/k,e,h,r,m,d<br>• Co-relate sound to the letter using large Jolly Phonic book, Flash cards, Sand paper letters, Movable letters, Power point and Alphabet frieze.<br>• Recognize and identify tricky words is, me, we, be, was<br>• Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers.<br>• Be engaged with interest and attention in activities to show letter sound knowledge like rhymes, puppets, vocabulary, songs, games, stories.<br>**WRITING**<br>• Engage in activities to develop fine motor skills such as pegging clips, threading beads, picking knobbed puzzle etc.<br>• Trace using fingers in sand tray, sensory tracing, etc.<br>• Introduction and writing of lowercase letters set 2 -c/k,e,h,r,m,d |

| Month | Area of Development & Learning |
|---|---|
| | **LITERACY ENGLISH** |
| **November & December** | **READING**<br>Children will -<br>• Explore Jolly Phonics set 3 –g,o,u,l,f,b<br>• Listen attentively and with enjoyment to read aloud stories related to letter sounds and responding to questions, engaging in a conversation.<br>• Be engaged in playing vocabulary games that are related to letter sounds- g,o,u,l,f,b<br>• Co-relate sound to the letter using large Jolly Phonic book, Flash cards, Sand paper letters, Movable letters, Power point and Alphabet frieze.<br>• Recognize and identify tricky words the, to, do<br>• Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers.<br>• Be engaged with interest and attention in activities to show letter sound knowledge like rhymes, puppets, vocabulary, songs, games, stories.<br>**WRITING**<br>• Engage in activities to develop fine motor skills such as pegging clips, threading beads, picking knobbed puzzle etc.<br>• Trace using fingers in sand tray, sensory tracing, etc.<br>• Introduction and writing of lowercase letters set 3 –g,o,u,l,f,b |
| **January & February** | **READING**<br>• Explore Jolly Phonics letter sounds – j,z,w,v,y,x<br>• Listen attentively and with enjoyment to read aloud stories related to letter sounds and responding to questions, engaging in a conversation.<br>• Be engaged in playing vocabulary games that are related to letter sounds -– j,z,w,v,y,x<br>• Co-relate sound to the letter using large Jolly Phonic book, Flash cards, Sand paper letters, Movable letters, Power point and Alphabet frieze.<br>• Revision of the taught tricky words and practice to spell words correctly and use them to frame simple sentences.<br>• Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers.<br>• Be engaged with interest and attention in activities to show letter sound knowledge like rhymes, puppets, vocabulary, songs, games, stories. |
| | **WRITING**<br>• Trace using fingers in sand tray, sensory tracing, etc.<br>• Introduction and writing of lowercase letters -j,z,w,v,y,x<br>• Explore Reflection drawing (Pictorial) |
| **March** | **Recapitulation of the taught concepts** |

| *SPECIFIC AREA* | *LITERACY* |
|---|---|

| Month | Area of Development & Learning |
|---|---|
| April - June | **LITERACY HINDI**<br><br>**PRE –READING**<br>• Sing rhymes in a tune showing a sense of rhythm<br>• Identify alliteration in rhymes, song and stories<br>• Respond to questions related to rhymes, stories. Listen to read aloud stories with attention, observe pictures and respond to questions related to story.<br>• Participate in singing rhymes and songs along with the group (singing in tune with actions, facial expressions, showing active learning)<br>**PRE -WRITING**<br>• Demonstrate Scribbling.<br>• Demonstrate free hand drawing and colouring using crayons.<br>• Introduction of writing patterns of standing sleeping and slant line (June) |
| July<br>&<br>August | **READING**<br><br>• Engaged 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.<br>• Co-relate sound to the letter through manipulatives, books, flash cards, sand paper letters, movable letters, and power point.<br>• Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers.<br>• Demonstrate to hold books properly.<br>• Demonstrate to turn the pages of books appropriately.<br><br>**PRE-WRITING**<br><br>• Demonstrate prewriting activities like scribbling and colouring for the strengthening of muscle control.<br>• Engage in activities to develop fine motor skills.<br>• Trace using fingers in sand tray, sensory tracing, etc.<br>• Practice free hand tracing using crayons.<br>• Introduction to writing patterns of Curve and Bump patterns (July)<br>• Introduction and writing of letter "अ &आ" |

| Month | Area of Development & Learning |
|---|---|
| | **LITERACY HINDI** |
| **September & October** | **READING**<br>• Engage with interest and attention in activities to show letter sound knowledge of Swar i.e. "इ,ई,उ,ऊ" like vocabulary related to the specific letter, rhyme, songs and stories<br>• Co-relate sound to the letter through manipulatives, books, flash cards, sand paper letters, movable letters, and power point.<br>• Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers.<br>• Demonstrate to hold books properly.<br>• Demonstrate to turn the pages of books appropriately.<br>**WRITING**<br>• Engage in activities to develop fine motor skills.<br>• Trace using fingers in sand tray, sensory tracing, etc.<br>• Practice free hand tracing using crayons.<br>• Introduction and writing of letter "इ,ई ,उ,ऊ" |
| **November & December** | **READING**<br>• 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.<br>• Co-relate sound to the letter through manipulatives, books, flash cards, sand paper letters, movable letters, and power point.<br>• Show interest in exploring picture books that relate letter to the appropriate pictures by reading along or beside peers.<br>• Demonstrate to hold books properly.<br>• Demonstrate to turn the pages of books appropriately.<br>**WRITING**<br>• Trace using fingers in sand tray, sensory tracing, etc.<br>• Practice free hand tracing using crayons.<br>• Introduction and writing of letter "ए,ऐ,ओ,औ" |

| Month | Area of Development & Learning |
|---|---|
| | **LITERACY HINDI** |
| **January & February** | **READING**<br>• Engage with interest and attention in activities to show letter sound knowledge of Swar i.e. अ इ &ई:" like vocabulary related to the specific letter, rhyme, songs and stories<br>• Co - relate sound to the letter through manipulative, books, flash cards, sand paper letters, movable letters and power point.<br>• Explore picture books that relate letter to the appropriate pictures by reading along or beside peers.<br>• Demonstrate to hold books properly.<br>• Demonstrate to turn the pages of books appropriately<br>**WRITING**<br>• Trace using fingers in sand tray, sensory tracing etc.<br>• Practice free hand tracing using crayons.<br>• Introduction and writing of letter "अ इ &ई:"<br>• Followed by sequential writing of Swar along with oral introduction of ऋ letter |
| **March** | **Recapitulation of the taught concepts** |

| ***SPECIFIC AREA*** | ***MATH*** |
|---|---|

*Overview*

*Children will develop their skills, knowledge and understanding of mathematics through practical experiences. By playing with numbers in their daily activities they will develop different ways of solving problems in a variety of situations. They will also investigate the properties of shapes and will sort, match, sequence and compare objects, and create simple patterns and relationships. Children will also develop their understanding of estimation, measurement, time and money in ways that are meaningful to them.*

| Month | Area of Development & Learning |
|---|---|
| **April - June** | **MATHEMATICS**<br>**NUMBER SENSE**<br>**ORAL**<br>• Demonstrate that numbers are used for many different purposes in the real world.<br>• Develop an understanding of one-to-one correspondence and conservation of number.<br>• Count verbally 1 to 5<br>• Count 1–5 objects accurately<br>• Tell what number (1– 5) comes next in order by counting<br>• Recognize and name the number of items in a small set (up to five) instantly<br>• Identify numerals to 5 by name and connect each to counted objects.<br>**SHAPE & SPACE**<br>• Identify few basic 2-D shapes (circle, square)<br>• Sort, describe and compare the learnt 2-D shapes according to attributes such as size or form<br>• Recognize the learnt basic shapes in the environment and associate them with real objects. |
| **July & August** | **NUMBERS**<br>**ORAL & WRITTEN**<br>• Demonstrate that numbers are used for many different purposes in the real world.<br>• Develop an understanding of one-to-one correspondence and conservation of number.<br>• Count verbally 1 to 10<br>• Begin to count 1–10 objects accurately |

| Month | Area of Development & Learning |
|---|---|
| | **MATHEMATICS** |
| **July & August** | • Tell what number (1–10) comes next in order by counting<br>• Recognize and name the number of items in a small set (up to ten) instantly<br>• Combine and separate up to ten objects and describe the parts<br>• Identify numerals to 10 by name and connect each to counted objects<br>• Read, write and model numbers from 1 to 5<br>**SHAPE & SPACE**<br>• Identify a few basic shapes (circle, square, triangle & rectangle)<br>• Sort, describe and compare the learnt 2-D shapes according to attributes such as size or form<br>• Recognize the learnt basic shapes in the environment and associate them with real objects.<br>• Build models with the shapes<br>**MEASUREMENTS**<br>• Develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events.<br>• Identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.<br>• Identify, compare and describe attributes of real objects and situations: Longer- shorter, heavier- lighter, more-less (conceptual understanding)<br>• Identify order and sequence parts of the day.<br>• Identify order and sequence days of the week. |
| **September & October** | **NUMBERS**<br>**ORAL &WRITTEN**<br>• Demonstrate that numbers are used for many different purposes in the real world.<br>• Develop an understanding of one-to-one correspondence and conservation of number.<br>• Count verbally 1 to 20<br>• Begin to count 1–20 objects accurately<br>• Tell what number (1–10) comes next in order by counting<br>• Recognize and name the number of items in a small set (up to ten) instantly<br>• Combine and separate up to ten objects and describe the parts<br>• Identify numerals to 10 by name and connect each to counted objects<br>• Read, write and model numbers from 1 to 10<br>• Number Names-one, two, three<br>• Positional words<br>**SHAPE & SPACE**<br>• Identify a few shapes (circle, square, triangle, rectangle, oval & diamond)<br>• Sort, describe and compare the learnt 2-D shapes according to attributes such as size or form<br>• Recognize the learnt basic shapes in the environment and associate them with real objects.<br>• Construct and build models with the shapes. |

| Month | Area of Development & Learning |
|---|---|
| | **MATHEMATICS** |
| **September & October** | **MEASUREMENTS**<br>• Develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events.<br>• Identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.<br>• Identify, compare and describe attributes of real objects and situations: empty- full, hotter- colder (conceptual understanding)<br>• Identify order and sequence parts of the day.<br>• Identify order and sequence days of the week.<br>• Order and sequence months of the year. |
| **November & December** | **NUMBERS**<br>**ORAL &WRITTEN**<br>• Demonstrate that numbers are used for many different purposes in the real world.<br>• Develop an understanding of one-to-one correspondence and conservation of number.<br>• Count verbally 1 to 30<br>• Begin to count 1–30 objects accurately<br>• Tell what number (1–20) comes next in order by counting<br>• Recognize and name the number of items in a small set (up to twenty) instantly<br>• Combine and separate up to fifteen objects and describe the parts<br>• Identify numerals to 20 by name and connect each to counted objects<br>• Read, write and model numbers from 1 to 20<br>• After Numbers<br>• Backward Numbers<br>• Number Names-four, five, six<br>• Identify a few shapes (circle, square, triangle, rectangle, oval & diamond star & heart)<br>• Sort, describe and compare the learnt 2-D shapes according to attributes such as size or form<br>• Recognize the learnt basic shapes in the environment and associate them with real objects.<br>• Construct and build models with the shapes |

| Month | Area of Development & Learning |
|---|---|
| | **MATHEMATICS** |
| **November & December** | **MEASUREMENTS**<br>• Develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events.<br>• Identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.<br>• Students will identify, compare and describe attributes of real objects and situations: big-small, top-bottom (conceptual understanding)<br>• Identify order and sequence parts of the day.<br>• Identify order and sequence days of the week.<br>• Identify order and sequence months of the year.<br>• Identify order and sequence different seasons.<br>**PATTERNS**<br>• Create simple patterns using real objects. |
| **January & February** | **NUMBERS**<br>**ORAL & WRITTEN**<br>• Demonstrate that numbers are used for many different purposes in the real world.<br>• Develop an understanding of one-to-one correspondence and conservation of number.<br>• Count verbally 1 to 50<br>• Count 1–50 objects accurately<br>• Tell what number (1–30) comes next in order by counting<br>• Read, write and model numbers from 1 to 20<br>• Number Names-seven, eight, nine, ten<br>• Concept of before, between and after through concrete objects<br>**SHAPE & SPACE**<br>• Identify a few shapes (circle, square, triangle, rectangle, oval, diamond, star & heart)<br>• Identify few 3D shapes (cylinder, cone, cube)<br>• Sort, describe and compare the learnt 2-D shapes according to attributes such as size or form<br>• Recognize the learnt basic shapes in the environment and associate them with real objects.<br>• Construct and build models with the shapes |

| Month | Area of Development & Learning |
|---|---|
| | **MATHEMATICS** |
| **January & February** | **MEASUREMENTS**<br>• Develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events.<br>• Identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.<br>• Identify, compare and describe attributes of real objects and situations: in – out, front- back (conceptual understanding)<br>• Identify order and sequence parts of the day.<br>• Identify order and sequence days of the week.<br>• Identify order and sequence months of the year.<br>• Identify order and sequence different seasons.<br>• Identify, compare and sequence events in their daily routine: before, after, bedtime, story time, and today, tomorrow.<br>**PATTERNS**<br>• Demonstrate that patterns and sequences occur in everyday situations.<br>• Apply knowledge to identify, describe, extend and create patterns in various ways. |
| **March** | **Round the year Recapitulation of taught concepts** |

| *SPECIFIC AREA* | *UNDERSTANDING THE WORLD* |
|---|---|

*Overview*

*Children will be given experiences that increase their curiosity about the world around them to help them understand more about past events, people and places, living things and the work people do. They will learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They will develop their own ideas, and learn how to express their opinions and feelings with imagination, creativity and sensitivity.*

| Month | Area of Development & Learning |
|---|---|
| **April - June** | **Ongoing Theme of the Months- Marvelous Me** |
| | Develop an in depth understanding of the theme **Marvelous Me**<br>• Introduce themselves<br>• Introduce their family members<br>• Identify and explain functions of external body parts<br>• Demonstrate personal care and hygiene<br>• Explore healthy routines |
| **July & August** | **Ongoing Theme of the Months- Happiness we share** |
| | Develop an in depth understanding of the theme **Happiness we share**<br>• Explore what makes us happy<br>• Brainstorm how do we share our happiness (eat, play, sing, dance, dress up, make presents, decorate, play music etc.)<br>• Explore names of few national, international, religious & personal celebrations<br>• Present ideas of their favourite celebration<br>• National Symbols |
| **September & October** | **Ongoing Theme of the Months- Bowl of Nutrition** |
| | Develop an in depth understanding of the theme **Bowl of Nutrition**<br>• Explore and explain why we eat food.<br>• Explore variety of food we eat.<br>• Explore types of fruits &vegetables.<br>• Explore seasonal food.<br>• Present ideas on food I like to eat the most. |
| **November & December** | **Ongoing Theme of the Months- World of Flora & Fauna** |
| | Develop an in depth understanding of the theme **World of Flora & Fauna**<br>• Develop an understanding of the environment<br>• Explore wonderful world of Plants<br>• Explore amazing world of Animals<br>• Explore and explain types of Plants<br>• Explore and explain types of Animals |

| Month | Area of Development & Learning |
|---|---|
| January & February | **Ongoing Theme of the Months- Our Vicinity** |
| | Develop an in depth understanding of the theme **Our Vicinity**<br>• Explore our Vicinity<br>• Demonstrate an understanding of importance of helping hands<br>• Compare roles and work done by helpers<br>• Life without them<br>• Develop an in-depth understanding of modes of transport |
| March | **Ongoing Theme of the Month- Mini Einstein** |
| | Develop an in depth understanding of the theme **Mini Einstein**<br>• Role-play as Mini Einstein<br>• Investigate few Science Experiments |

## *SPECIFIC AREA* *EXPRESSIVE ART & DESIGN*

*Overview*

*Taking part in creative, imaginative and expressive activities in art, craft, design, music, dance and movement will help support children's creative development. They will explore a wide range of resources, develop their ability to communicate and express their creative ideas and reflect on their work.*

| Month | Area of Development &Learning |
|---|---|
| **April & June** | **EXPRESSIVE ART & DESIGN**<br>• Explore variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.<br>• Identify and draw different kinds of lines (straight, curved, angular, broad and narrow).<br>• Explore and express free movement through music and dance<br>• Express artistic ideas through dramatic play. |
| **July & August** | • Explore and experiment with colour in dry and wet media.<br>• Identify primary and secondary colours.<br>• Explore clay processes of pushing, pulling, rolling, rubbing and squeezing.<br>• Develop and understand that close lines create shapes.<br>• Identify and draw basic geometric shapes.<br>• Create small cards using thumb painting<br>• Decorate paper Rakhies<br>• Use buds to paint the flags<br>• Explore and express free movement through music and dance<br>• Express artistic ideas through dramatic play. |
| **September & October** | • Use scissors and glue with control.<br>• Demonstrate close lines to create shapes.<br>• Identify and draw basic geometric shapes.<br>• Create fruits and vegetable cutouts using paper tearing/ paper cutting or placing the cutouts in a fruit basket.<br>• Colour fruits and vegetables on a bubble sheet.<br>• Explore and express free movement through music and dance<br>• Express artistic ideas through dramatic play. |

| Month | Area of Development & Learning |
|---|---|
| **November & December** | • Create the puppets using the cutouts, thumb prints and ice cream sticks.<br>• Cut and paste the paper to complete the image (thematic)<br>• Create bookmarks using coloured sand.<br>• Explore and express free movement through music and dance<br>• Express artistic ideas through dramatic play. |
| **January & February** | • Colour the community helper's templates with care and attention<br>• Create puppets of community helpers using disposable glasses.<br>• Create paper bag hand puppets of community helpers.<br>• Explore and express free movement through music and dance<br>• Express artistic ideas through dramatic play. |
| **March** | • Work independently to create own art representations.<br>• Revisit the range of art materials, techniques, and vocabulary used to develop art making skills throughout the session. |

## *PRIME AREA PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT*

*Overview*

*Learning about themselves and forming relationships with other children and adults is an important part of the Foundation Phase. Children will be encouraged to develop their self-esteem and personal moral values as well as develop their understanding of their culture and the wider world.*

| Month | Area of Development & Learning |
|---|---|
| **April - June** | **PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT**<br>• Show an interest in classroom activities through observation or participation.<br>• Display high levels of involvement in self-chosen activities.<br>• Play alongside others.<br>• Manage own personal hygiene with adult support.<br>• Growth in independence-Rolling and unrolling of mat.<br>• Pouring, spooning, sorting activities |
| **July & August** | • Build relationships through gesture and talk.<br>• Take turns and share with adult support.<br>• Communicate freely about home.<br>• Express needs and feelings in appropriate ways.<br>• Independently manage own personal hygiene.<br>• Select and use activities and resources independently.<br>• Maintain interest, motivation and be excited to learn.<br>• Work as part of a group or class, taking turns and sharing fairly.<br>• Form good relationships with adults and peers.<br>• Lacing, buttoning, zipping activities. |
| **September & October** | • Demonstrate that there are agreed codes of behavior for groups of people to work together harmoniously.<br>• Respond to significant experiences, showing a range of feelings when appropriate.<br>• Develop awareness of own needs, views and feelings and to be sensitive to the needs and feelings of others.<br>• Develop respect for own culture and beliefs and those of other people.<br>• Be confident to try new activities, initiate ideas and to speak out in a familiar group.<br>• Maintain attention and concentrate.<br>• Sustain involvement and persevere, particularly when trying to solve a problem to reach a satisfactory conclusion.<br>• Napkin folding, folding of clothes. |

| Month | Area of Development & Learning |
|---|---|
| | **PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT** |
| **November & December** | • Demonstrate that people have different needs, views, cultures and beliefs that need to be treated with respect.<br>• Reflect what is acceptable and unacceptable.<br>• Display a strong sense of self-identity and is able to express a range of emotions fluently and appropriately.<br>• Tackle own challenges.<br>• Work independently within the environment and show confidence in linking up with others for support and guidance.<br>• Share experiences and feelings during Circle Time and discussions.<br>• Table etiquettes. |
| **January & February** | • Interact with other children and teachers and learn from their experiences.<br>• Manipulate with a range of materials and use them independently.<br>• Ask questions, seek answers, make decisions and solve problems through activities.<br>• Demonstrate responsibility of carrying out small tasks.<br>• Demonstrate independence towards unfamiliar people and more confidence in new social situations.<br>• Demonstrate patience and tolerance when needs are not immediately met, and understands wishes may not always be met.<br>• Adapt behavior to different events, social situations and changes in routine. |
| **March** | **Round the year Recapitulation of the taught concepts** |

## *PRIME AREA* *COMMUNICATION AND LANGUAGE*

*Overview*

*Children will be learning mainly through the medium of English. Children will be immersed in language experiences and activities. Their skills will develop through talking, signing/communicating and listening. They will also be encouraged to communicate their needs, feelings and thoughts, and talk about experiences. Children will develop these skills by taking part in a variety of enjoyable, practical activities, using a range of resources that build on and increase previous knowledge and experiences.*

| Month | Area of Development & Learning |
|---|---|
| **April & June** | **COMMUNICATION AND LANGUAGE**<br>**Enhancing Communication:**<br>• Use appropriate and effective language and communication skill to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers.<br>• Establish eye contact while talking with the person they are conversing.<br>• Respond to Mentor's and peer's verbal communication and speech<br>• Listen with interest, enjoyment and attention with mentors and peers during rhymes and stories.<br>• Inquire about objects, emotions, or events.<br>• Present ideas as to Introduce themselves confidently in a group.<br>• Describe more about their likes and dislikes. |
| **July & August** | **Reinforcing Active Listening:** Communication isn't just about speaking; it's also about listening.<br>• Listen with enjoyment and join in to sing along rhymes and stories.<br>• Develop listening skills by listening to a selection of text read aloud, and then having a class discussion and reflection on the content.<br>• Listen with attention to the given instructions and follow them appropriately.<br>• Share experiences and ideas with the mentor and peers.<br>• Demonstrate involvement in the communicative activities such as role plays.<br>• Action Words- sleeping, standing, running, eating, laughing, etc. |
| **September & October** | **Reinforcing effective communication by meaningful exchange of information with others through the following list of activities.**<br>**Presentations:**<br>• Present ideas relevant to the topic, present rhymes, stories, experiments.<br>• Demonstrate involvement in communicative activities such as role-plays<br>• Draw reflections and talk about the picture showing link in ideas. |

| Month | Area of Development & Learning |
|---|---|
| | **COMMUNICATION AND LANGUAGE** |
| **November & December** | **Reinforcing effective communication by building good vocabulary and training students to comprehend**<br>• Listen to a story with interest and answer questions related to it.<br>• Recite Rhymes with actions and excitement.<br>• Retell past events in simple sentences showing a sequence of ideas.<br>• Describe a picture or tell a story based on the picture.<br>• Participate in Show and tell activity. |
| **January & February** | **Training students to come out with a quick sequence of ideas through**:<br>• Picture Story telling<br>• Presentations<br>• Activities that develop Critical Thinking. |
| **March** | **Round the year Recapitulation of the taught concepts** |

## *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 |
|---|---|
| | **PHYSICAL DEVELOPMENT** |
| **Athletics** | 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.<br>• Aerobics<br>• Zumba<br>• Classical<br>• 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 asanas through 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.<br>Water Play activities<br>Sand Play activities |

## *EXTENDED ACTIVITIES*

*Below are some fun ways to extend your child's learning opportunities beyond the classroom at home or elsewhere. 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.*

- *Ask your child to search for a letter of the English alphabet. He can search on cereal and food boxes, magazines, newspaper, books, in the refrigerator, your make-up, tooth paste etc. In the car, look at billboards, store signs, street signs etc. If your child really is interested in this activity, he can write the alphabet and tally the number of letters found.*
- *Start this activity with your child by humming a familiar song or tune and have your child try to guess it. Then, switch and have your child hum while you try to guess.*
- *When it's bath time, tell your child that his/her baby also needs a bath. Help your child collect everything that is needed for the baby doll. Anatomically correct dolls help children learn the correct names of body parts.*
- *Take daily walks with your child. Along the way, point out and identify various objects. Name the objects within context and cultivate new vocabulary for your child.*
- *Set up a chalkboard, chalk, and erasers, for your child to work those early writing skills. Your child will work fine motor skills required for later schooling.*
- *Let your child play a part in being organized and neat by having them create cubbies out of old cardboard boxes. Allow your child to decide what they will keep in each cubby. Show them how much neater their play area is as a result.*
- *Teach your child how to set the table. This is a great way to reinforce matching skills. Simply provide a clear image of how the items should be arranged, and let them practice.*
- *Teach your child about primary colors, secondary colors and the like by letting them experiment with finger paints. Let them discover what happens when certain primary colors are mixed together. They will make many connections themselves and will gain a better understanding of how colors work.*
- *Haul out a pile of old clothes and let your child play dress-up. You can play with them but it is great to encourage group play with two or three other children their age.*
- *Hand over the doll or toy, and encourage your child to hold, talk, dress, and take care of it. Talk to the doll the way you would talk a child, and encourage your child to do the same.*
- *Hide a toy somewhere in the house, and ask your child to find it. Explore with her, using cues like "warmer" and "colder" to guide her.*

## *EXTENDED ACTIVITIES*

- *Start out with simple directions—"Simon says, touch your toes"—then graduate to silly, more complex routines ("Simon says, tug on your left ear, then your right ear"). And don't forget to drop "Simon says" every now and then!*

- *Play games that involve starting and stopping, such as "Red light, green light." Developing self-control will eventually help children negotiate, compromise, and work out conflicts without losing their temper.*
- *Cut out different noses, eyes, hair, and other features from old magazines, and give them to your child to glue on to a blank paper circle. Encourage her to make funny creatures or silly faces. Talk to your child about the pieces and how to glue them down, but don't be too directive with it. Ask a lot of 'wonder questions,' like "I wonder what would happen if you put the pieces down without the glue?' and 'I wonder why the glue is getting all over the table?' Childhood is about learning new facts and applying them to theories, so help them make theories.*
- *As you sing one of your child's favourite songs, draw a simple picture of what is happening in the lyrics, then hand your child the paper to draw something else mentioned in the song. For example, sing "The Itsy-Bitsy Spider" , first draw the spider and then having you child draw his version of the rain. Go back and forth until the song ends.*
- *Sort anything! You can use anything you have and sort by size, shape or colour. Large items: spoons, plastic bowls, blocks, large plastic lids, large LEGO.*
- *Set out a deep tray or bucket full of soapy water. Add in a sponge and your child's favourite toys like cars or farm animals, or a doll and let them wash.*
- *Give your child a large stack of plastic or paper cups and challenge him to build towers with them.*
- *Empty out your entire bin of plastic storage boxes and let kids match the lids to the container.*
- *Set out two bowls, one filled with water, the other empty. Kids use a sponge to transfer water from one container to the other. Dip in the sponge, and squeeze the water out.*
- *Manipulating clay or modeling compound is an open-ended way for kids to create and express their imagination with the benefit of developing their fine motor skills.*
- *Just take a paper towel tube and tape it to the wall. Then have your child drop 82-pompoms or beads through it into a bowl. They may count or simply play!*
- *Simply have your child stick magnets on the fridge such as alphabet letters, fruits, vegetable etc. and ask lots of questions about them.*
- *Children love to hear you make up stories. Start simple with a recognizable, instrumental tune and storyline. You don't have to tell the story exactly as you*

## *EXTENDED ACTIVITIES*

- *remember it – embellish a little, replacing the main character with your child or introducing a new character that will fascinate your child, like a dinosaur. Stop often and ask your child if he'd like to add to the story. You'll be amazed at how music helps you both move the plot line along: Beating drums sound like someone trotting through the forest. A flute is a little bird in the sky, telling the animals which direction to go, and a violin means the sun is setting. Before long, you'll most likely hit on some favorites that both you and your child will enjoy recounting.*
- *Crayon rubbing is a great activity that teaches children about texture and shape. Place small objects like paper clips, coins, lace, or cardboard under a piece of paper and have your child rub a crayon over the paper to create patterns.*
- *You can print out alphabet cards. Then have your little one sculpt the letters on the cards with Play dough. You will need a blob of play dough, Printable Alphabet Play Dough Mats and a play dough safe knife. Rolling and cutting the play dough into shape: working those fine motor skills. filling in the space of the letter with play dough. This is fabulous for building concentration skills and eye and hand coordination.*
- *In a large box put a number of props or characters that are found in nursery rhymes such as star, toy car, spider, tea pot, doll etc. to make a nursery rhyme box. Pick one item out of the box at a time and let your child think of a nursery rhyme (or song) that has that character or object in it. Then you sing the nursery rhyme together with all the actions included.*
- *Play board games like Snakes and Ladders, Ludo, Uno, Monopoly etc with your child.*
- *There are pictures everywhere - in story books, in magazines and newspapers, on birthday cards, and social media. Look at pictures with your child and talk about them together. Make comments, ask questions, and listen to what your child has to say. Let your child make up their own story about a picture. For instance, look at the picture above and think together about what might be happening. What are the two people saying to each other; what are they doing? There are no right or wrong answers - it's whatever you say it is. This is a good way of encouraging your child to talk, and to learn to structure little stories.*
- *Tape several different shapes, letters, numbers on the floor (triangle, square, diamond, rectangle, A, T, X etc.). Play the Tape Shape game. Give your child a variety of directions to follow that lead them from shape to shape such as "Jump to the square", "Hop like a frog to the T". Be creative and play along... it's great exercise and a lot of fun!*

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