



Bal Bharati
PUBLIC SCHOOL

PRESCHOOL CURRICULUM

2024-25

THEMES

MONTH	PRE SCHOOL	PRE PRIMARY
April & May	All about Myself	All about Myself
July	Water & Food	Water & Food
August	My Country, My Pride	My Country, My Pride
September	Fauna on Earth	Fauna on Earth
October	Air	Air
November	Transport	Transport
December	Community Helpers	Community Helpers
January	Toys and Games	Toys and Games
February	Flora on Earth	Flora on Earth
March	School tour & Bridging Gap activities	School tour & Bridging Gap activities

Ignacio Estrada: "If a child can't learn the way we teach, maybe, we should teach the way he learns"

Steven Anderson: “Alone we are smart...Together we are brilliant”.

Dear Team...

1. All facilitators to remember very importantly that they must go from:
 - known to unknown
 - simple to complex
 - concrete to abstract concepts and strategies for children
2. Capture the imagination of your children by skilfully weaving the story provided at the beginning of every month, creating a captivating narrative that will set the tone for an enriching learning journey (for that month).
3. Please also consider that the goal of ECCE is the development of the ‘whole’ child... don’t disintegrate any child’s capacities/domains for the purpose of filling appraisal cards.
4. It is extremely important to monitor the height and weight of every child monthly.
5. Plan your day’s program properly, maintaining a thorough balance between all activities (hands-on, listening, speaking, outdoor & indoor, and solitary and collaborative).
6. Do not compare children’s achievements; each learner in your class is different.
7. Depend a lot on providing children with experiences pertaining to manipulative materials, exemplifying from real-life experiences (social and emotional context), experimentation, collection through nature walks, creative expression, and age-appropriate inculcation of technology. Your pedagogical structure should be wholesome - the learner is growing every day, and will in no way entertain repetitive content, activities, games, stories, etc.
8. Things and aspects that we normally tend to miss upon such as empathy with the learner, trust in his/her learning abilities, growth for postural control, proper eye-hand coordination before gaining appropriate pincer and tripod grips, are to be taken special care of.
9. Apart from making the children become patient listeners, effective speakers, indulgent readers, and neat writers, please remember that some other aspects have very important role in the development of language & literacy - active and passive vocabulary, age-appropriate vocabulary, listening comprehension, conversational skills, narrations, etc

10. Theatre components and creative drama are essential to foundational learning... please PONDER & plan for these.
11. Reading and writing readiness activities prove to be very helpful for the learner if these are experienced and guided for at the right stage of language and literacy development.
12. Please remember 'Pre-numbers, numbers and numerical operations' are like play for children if we introduce these by using proper strategies of going from concrete to abstract (numbers are to be experienced, played with, integrated with coding and not just written).
13. The learning centres in your class are a very meaningful concept; make these learning locations vibrant, welcoming, and infused with a handy and well-planned resource for the child to cultivate competencies, and the urge to learn more and more.
14. Experimentation is the learner's cognitive and emotional (curiosity) pathway to achieve *Anandmaya Kosha*... nurture it through meaningful planning.
15. Every learner in your class requires a 'Gradual Release of Responsibility' (NCF 2022)- be observant to dote every learner with this.
16. Facilitate not only to nurture the young minds but also foster a love for the natural world in every child's learning journey. Our dedication to environmental education lays the foundation for the future generation to appreciate and respect our beautiful planet. **(YOUR IMPACT IS IMMEASUREABLE)**
17. As a facilitator, emphasize the significance of activities listed under the 'Prasar' heading, recognising them as pivotal elements that actively propel the learning experience forward. These carefully curated activities serve as catalysts, fostering engagement, collaboration, and a holistic understanding among the participants.
18. Infuse magic into the child's cognition with colourful visuals, playful & informative games by using the interactive panel in your classroom to create a vibrant and joyful learning experience.
19. Embrace the power of spiral learning in three level planning, fostering a continuous and evolving educational experience that revisits the key concepts through the stories etched along with month-wise themes and content; this will build a strong foundation for the young minds.

20. Bring learning to life by incorporating diverse artifacts into your sessions, transforming abstract concepts into tangible experiences. These artifacts serve as powerful tools, sparking curiosity and creating meaningful connections for an enriched educational journey.
21. As facilitators, craft a compelling portfolio showcasing your expertise, dynamic teaching methods, and successful outcomes. Let your portfolio be a testament to your commitment to excellence, providing a comprehensive overview of your skills and achievements in fostering a conducive learning environment.
22. Explore the wonders of nature's changing tapestry. As a facilitator, guide learners through the enchanting cycle of seasons. Unveil the beauty of each season, fostering a deeper understanding of the natural world and the captivating transformations it undergoes.
23. A lot of positive co-facilitation for early learning can happen at the child's home if you contribute towards serious partnership with parents.
24. Hindi (or regional languages) being our mother tongue comes handy for certain situations and especially for nurturing listening comprehension. Indulge in using its pure forms in your class environment (as & when required for making children understand the concept better).
25. Class displays & special corners in the learner's school environment are effective contributors to effective learning; these should be at the child's eye level, catchy, colourful, neat, well organized, not-so-overcrowded, with picture & word(s) prominence & not to infuse **age-inappropriate reading**.
26. Try developing your **class culture as parallel to your school culture** as far as possible... meaningful, purposeful, rich, learning oriented.
- 27 NEP guides Bal Vatikas to maintain Toy Rooms, Reading Room/Library, Dance/Activity/Clay areas & age-appropriate IT facilities.
- 28 CES Publications (Activity books and Rhyme books) to be mapped and followed along with the themes.
- 29 Letters of the alphabet, two-three-four letter words to be recapitulated through age appropriate worksheets, interactive panel activities and through optimum use of prescribed notebooks.

MONTH - APRIL & MAY

Theme- All about Myself (मेरी कहानी)

PS I- Bharati and Bharat are Bal Bhartians. Bharati is Bharat's elder sister. This morning, as they were coming to school by the school bus, Bharat asked Bharati, "Didi, how old are you?"

"Six years old, my little brother" replied Bharati.

Bharat said, "Didi, Mumma says I am three years old".

Before a minute passed, Bharat was ready with his next volley of questions. "Bharati didi, why doesn't Mumma take you to the barber for a haircut as she takes me every month?... Why is your and my footwear different- yours being so beautiful?... Why does Dad call you 'Princess' and me 'Champ?'"

Bharati explained....

PS II- Lion, the mighty king of the jungle, once called all animals for a meeting. King Lion announced that all the animals were to introduce themselves one-by-one as they hear their name being announced.

It was the elephant's turn first... "I am big, tall, mighty and brave", said the elephant. I have large ears, a small tail, a pair of white tusks, a big-fat tummy, and strong legs. I am so proud of all these. I am appreciated for my gait, and I love eating bananas & sugarcane; I do not prey on small animals for my living!" The audience applauded the elephant for this explanation.

Mr. King then invited the Fox. "Oh! My dear friends, squealed the fox...Don't you know enough about me? I am known for being clever & stylish and I am so proud of my beautiful eyes and a furry, thick tail. My tail is so special & different that it is called a 'brush'...the fox boasted." The other animals did not like the fox's bragging about herself.

It was the sheep's turn now. "My dear friends, I do not talk much and thus don't want to speak much about myself...Please excuse me." The audience did not like such a short explanation & was disappointed.

So, children, how much do you know about yourselves? Let's take turns & share about yourself, your family, your health.

S. No	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PRE SCHOOL	PRE- PRIMARY
1	APRIL (Week I to III)	All about Myself (मेरी कहानी)	<ul style="list-style-type: none"> ● Myself -name, age, gender, class, school, how do I commute to school, my contact details, etc. ● My likes and dislikes ● My Family (Members in my family) ● My Body - How I appear, I love Myself ● Body Parts (face, large muscles, fine muscles & sense organs) ● Keeping my body safe from injuries ● Keeping my body safe by differentiating between Good Touch and Bad Touch 	<ul style="list-style-type: none"> ● Family Tree ● Healthy Me ● Manners and Etiquettes ● Safety at Home & School ● My Favorites' (objects, family members, friends, relatives, celebrities, singers, sportsmen/ women/cartoon characters etc.) Knowing them as role models for their good work. ● Keeping my body safe by differentiating between Good Touch and Bad Touch
			LANGUAGE & LITERACY	LANGUAGE & LITERACY

			<p>Rhymes: Gods love Clap your Hands Hop a little Ten little fingers 1,2 buckle my shoe Sweet me</p> <p>कविताएँ: हे भगवन अहा टमाटर अच्छे बच्चे आलू बोला गर्मी आयी</p> <p>Stories- The thirsty crow कहानियाँ- शेर और चूहा</p> <p>Reading Readiness Activities Facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"> • Conversing with the class group using these words meaningfully & frequently. • Theme related vocabulary: I, me, myself, mine, father, mother, family, brother, sister, younger, elder, uncle, aunt, love, etc. <p>Writing Readiness Activities</p> <ul style="list-style-type: none"> • Development of postural control Simple outdoor activities - running, hopping, jumping for the growing child's well-toned large muscles to support & enhance fine muscle coordination. • Crumpling, clay, squeezing, throwing, catching - specifically for fine muscles. 	<p>Rhymes : Around me Churmura Be Good Heavenly Father</p> <p>कविताएँ: है नमन बाल भारती को आओ खेले खेल ताप्ती गारी मेरी छोटी सी गुड़िया</p> <p>Stories; The king of the jungle कहानियाँ -आम का पेड़</p> <p>Reading Readiness Activities Facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"> • Conversing with the class group by using these words meaningfully & frequently. • Theme related vocabulary: hygiene, cleanliness, siblings, together, grandfather, grandmother, self-care, etc. • Picture book reading (Moving fingers from left to right and top to bottom). • Reading two letter words- at, in, on, up etc. • Sight words- big, small, strong <p>Letter & sound recognition and related vocabulary: Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities.</p>
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- Skills to improve sensorial perception (Printing activities like finger printing, vegetable printing).
- Other activities to enhance fine motor skills in collaborative small groups like, shelling vegetables-peas, corns, etc.
- Activities to enhance self-help skills like self-feeding, self-dressing, and self-grooming.
- Scribbling using crayons on different surfaces.
- Coloring activities

Remember & remind yourself to go from simple to complex words while teaching letter related vocabulary.

- Revision of all the previously learnt letters
- **Letter Xx:** X-ray, X-mas tree, xylophone, etc.
- **Letter Nn:** nest, nut, nib, napkin, nose, net, nine, neck, nephew, nectar, necklace, number, naughty, nails, etc.
- **Letter Mm:** monkey, mat, mouse, machine, mickey, mountain, music, magic, muffin, map, mango, milk, moon, mushroom, magnet, etc.
- **Letter Zz:** zebra, zoo, zip, zig-zag, zero, zucchini, zoom, Ziploc, etc.

Concrete experiences should be given to the children for recognition of letters before they begin to write using pencils.

Montessori Apparatus- Sand Paper Letters

HINDI LITERACY

- शब्दावली - गर्मी, कुल्फी, पसीना, चाय, रस, कंधे, बाजू, पैर, हाथ, होठ, आंख, कान, बाल, दोस्त, सिर, गरम इत्यादि

इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें

Writing Activities

- Development of postural control based on simple exercises
- Writing all the previously learnt letters using pencil
- Writing letters Xx, Mm, Nn, Zz

HINDI LITERACY

- शब्दावली -स्वभाव, ,,शहर,दवाई, पसंद,सेहत, सावधान, परिवार, वस्त्र, खिलौने आदि

इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें

व्यंजनों की पुनरावृत्ति

- मौखिक ध्वनि विश्लेषण - न, ग, ल, र, स, ट

			<p style="text-align: center;">NUMERACY</p> <ul style="list-style-type: none"> ● Sorting and pairing activities ● Pre-number concept: Big/Small ● Shape-Circle ● Knowledge of patterns- straight line (standing lines) ● Oral counting- 1 to 5 ● Recognition of number 1 	<ul style="list-style-type: none"> ● लिखित अभ्यास- न, ग, ल, र, स, ट ● दो अक्षर वाले शब्दों को पढ़ने का अभ्यास । ● दो अक्षर वाले शब्दों को सलखने का अभ्यास । <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p> <p>Montessori Apparatus- Hindi Movable Box I & II, चल अक्षर माला पेटी</p> <p style="text-align: center;">NUMERACY</p> <ul style="list-style-type: none"> ● Odd one out ● Pre- number concept: In/Out, Heavy/Light ● Number games ● Days of the week ● Oral counting- 1 to 20 ● Recognition of numbers ● 11 -15 ● Writing of numbers 1-15
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			<p>Montessori Apparatus- Pink Tower, Sand paper number</p>	<p>Montessori Apparatus- Revision of cards & shells Seguin Board I</p>
		<p>Behavioural Skills:</p>	<ul style="list-style-type: none"> ● Smell, listen, taste, see & feel consciously; hygiene & caring for sense organs. ● Poise - ‘Silence Lesson’ (Arrival & Dispersal) 	<ul style="list-style-type: none"> ● Smell, listen, taste, see & feel consciously; hygiene & caring for sense organs & other body parts. ● Shloka Uchcharan with proper diction- Special reference to Panchkoshas (Smriti Kosha) ● Poise - ‘Silence Lesson’ (Arrival & Dispersal)
		<p>‘Seva’</p>	<ul style="list-style-type: none"> ● Awareness & seva to self. ● Namaskar ● “Touch/Hug/Kiss Me Not” ...if I don’t permit. ● Taking turns & playing together, managing/using tiffin boxes/water bottles/ cloth or tissue napkins 	<ul style="list-style-type: none"> ● Awareness & seva to self ● Smile & be happy for yourself & others ● Namaskar ● “Touch/Hug/Kiss Me Not” ...if I don’t permit ● Self-help skills-Pack your bag, take care of belongings, dressing-up etc. ● Politeness

		Value:	<ul style="list-style-type: none"> ● Helping & Sharing ● Helping my friends, family & anyone in need ● Sharing 	<ul style="list-style-type: none"> ● Helping & Sharing ● Helping my friends, family & anyone in need
		Project / Experiential learning (Collaboration):	<ul style="list-style-type: none"> ● 'Clothes I wear' 	<ul style="list-style-type: none"> ● Being mannerly
		Prasar:	<ul style="list-style-type: none"> ● Story Creation - 'Good Girl/Boy'... 	<ul style="list-style-type: none"> ● 'My Clean Self'
2.	April Week IV to May Week II	Aam aur Paani ki Bahaar ki Garmi	<ul style="list-style-type: none"> ● Seasons (simple conceptualization) ● Summer - the feel of hot air, integration with the effect of extreme heat on different life forms ● Importance of water and concept of thirst ● Summer gadgets ● Simple conceptualization of summer clothing, summer fruits ● Summer vocabulary: 	<ul style="list-style-type: none"> ● Seasons in India - the 'Cycle' (Summers, Rains, Autumn, Winter, Spring). ● Concept of Hot/Cold Air ● Self-care & care for all forms of life in extreme summers (thus, summer vacation). ● Longer days/Shorter nights in Summers ● Importance of Indoor Games, Healthy screen time & family time (related to longer days) ● Summer clothing & accessories ● Role of water in summer season (bathing for freshness, swimming, healthy cold drinks,

				refreshing food forms & varieties in summers) <ul style="list-style-type: none"> ● Summer fruits & vegetables ● Making food & water available for stray animals & birds ● Summer vocabulary: Juicy, sweating, dryness, sunshine etc.
		Behavioural Skills:	<ul style="list-style-type: none"> ● Accepting & dealing with extreme weather. 	<ul style="list-style-type: none"> ● Observation of the natural elements/environment (sun, duration of day & night)
		'Seva'	<ul style="list-style-type: none"> ● Hygiene & self-care 	<ul style="list-style-type: none"> ● Compassion for all living beings
		Prasar	<ul style="list-style-type: none"> ● 'Aam' 	<ul style="list-style-type: none"> ● 'Summer Season & Water'

Value/Basic Courtesies and Manners- Greetings, Use of Three Magic Words, Taking Turns and Sharing

Robert John Meehan: Every child has a different learning style & pace. Each child is unique, not only capable of learning, but also capable of succeeding.

MONTH - JULY

Theme- Water & Food (अच्छा जल पान , विकास का प्रतिमान)

PS I- A small, white, cute, furry rabbit lived in a burrow. Its name was Bunny. One day, as Bunny came out of the burrow to fetch some food and water, it found a vegetable seller's shop close by. In the shop there were baskets full of red, crisp carrots. Its mouth drooled...we all need to eat healthy food like fresh vegetables and fruits to grow big... (Story to be continued by the teacher and students)

PS II- A lizard, a chipmunk and a bumblebee were best of friends. As winters approached, the three friends started collecting their favourite foods to stay safely indoors. The lizard swallowed mosquitoes, the Chipmunk collected dry fruits & nuts and the bumblebee a lot of honey & pollen.

An eagle who was keeping a close eye on the activities of the three friends couldn't stop asking - "You foolish trio! Why are you collecting so much of your favourite food for winters? Look, I am so fearless & so are my friends- little Bharati & Bharat. We don't collect food for winters. We always try to eat fresh food. And... you crazy creatures, where do you drink water from in winters? Do you store that too?"

The Eagle went further - "I prey on small animals & insects to fill my tummy and Bharati & Bharat told me that they eat crops like wheat, rice, millets grown in fields by the farmers, drink milk delivered at their doorstep by the milkman, eat fresh veggies brought

by the greengrocer and bakers make them tasty cakes & donuts that they eat and enjoy all year around in all the seasons...Sorry, you strange ones, I do not understand your food & eating habits." the Eagle grunted

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PRE SCHOOL	PRE- PRIMARY
1	July	'Water & Food'- अच्छा जल पान, विकास का प्रतिमान	Food - <ul style="list-style-type: none"> • What do I eat—Names of food items • Am I eating 'Good Food'? • What happens when I eat food; Why should I eat food? • Difference between chewing & gulping food • Sweet, sour, bitter, salty food • Who grows crops & prepares food for me 	Food - <ul style="list-style-type: none"> • Varieties of food • Am I eating right & to keep healthy • The right eating habits • Where do we get food from? • Difference between raw & cooked food • Role of farmer, green grocer, fruit seller, milkman, baker etc. • What makes food tasty - role of spices, salt, sugar etc.

			<p>Water-</p> <ul style="list-style-type: none"> ● I need water ● Where do I get water from? ● Does water have taste? ● Where do I see & experience water in different activities ● Rain-drops, shower, downpour ● Effect of rain on plants, animals, insects, roads, vehicles, grass, houses & buildings <p>Activities to enhance fine motor coordination - clay modelling with rolling board, building blocks etc.</p> <ul style="list-style-type: none"> ● Development of postural control <p>(spooning, threading, paper tearing and pasting, lacing and pegging)</p> <ul style="list-style-type: none"> ● Picking up small objects especially with Pincer grip and Tripod grip ● Tong activities, lemon squeezing, medicine dropper squeezing activities ● Stirring and mixing 	<p>Water -</p> <ul style="list-style-type: none"> ● Difference between natural & man-made sources of water ● Rain - the process & significance ● Effect of rain on plants, animals, insects, roads, vehicles, grass, houses & buildings ● Why should water be saved?
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LANGUAGE & LITERACY

Rhymes:

- I love umbrella
- I Hear Thunder
- Rainy Day

कविताएँ:

- छाता
- गर्मी में
- गाजर का किला
-

चुन्नु मुन्नु

Stories: Bunny and Carrot

कहानी: मीठे मीठे गुलगुले

Reading Readiness Activities Facilitator to enhance the Preschoolers active vocabulary with the following:

- Conversing with the class group using these words on a daily basis consciously & as frequently as possible.
- Theme related vocabulary: hot, sun, dry, cut, water, food, junk, raw, cook, tiffin, chew, bite, eat, cut, waste, peel, packed

Letter & sound recognition and related vocabulary:

Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities.

LANGUAGE & LITERACY

Rhymes:

- Rainbow
- Incy wincy
- Clean, Clean, Clean
- Green vegetables

कविताएँ:

- बादल के क्या मन में
- मेरी किशती
- केले का मज़ा

Stories: The three Friends

कहानी: गेहूं

Reading Readiness Activities Facilitator to enhance the Preschooler's active vocabulary with the following:

- Conversing with the class group by using these words on a daily basis consciously & as frequently as possible.
- Theme related vocabulary words: tap, clean, dirty, lake, fresh, bake, stale, well, plants, animals, etc.
- Picture Book Reading (moving fingers from left to right and top to bottom).
- Reading aloud CVC words with vowel 'a'

		<p>Remember & remind yourself to go from simple to complex while teaching letter related vocabulary.</p> <p>Letter Ll- leg, lips, left, lock, lion, leaf, letter, ladder, lemon, lotus etc.</p> <p>Letter l i- is, it, if, in, ill, India, insect, injection, intake, etc.</p> <p>Letter T t- tap, ten, toy, tin, top, tall, tiger, torch, towel, tomato, teeth, table, tongue etc.</p> <p>Writing Readiness Activities:</p> <ul style="list-style-type: none"> • Tracing straight lines from top to bottom and left to right • Tracing in sand and paper • Related worksheets (dot to dot tracing using thick crayon) <p>#Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon.</p>	<p>e.g.: - cat, dad, pan, etc.</p> <ul style="list-style-type: none"> • Sight words- that, they, this <p># Each child to be encouraged to speak short sentences in English.</p> <p>Letter & sound recognition and related vocabulary: Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities. Remember & remind yourself to go from simple to complex words while teaching letter related vocabulary.</p> <p>Letter Gg: gate, game, goat, grapes, gloves, google, guitar, goose, etc.</p> <p>Letter Pp: pen, pencil, peas, parrot, peacock, pet, pan, pot, etc.</p> <p>Letter Ss: snake, sun, star, soup, strawberry, sing, sky, salt, soft, etc.</p> <p># Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon</p> <p>Writing Activities</p> <p>Writing two letter words</p> <ul style="list-style-type: none"> • Writing letters Gg, Pp, Ss
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HINDI LITERACY

- शब्दावली - भोजन, फल, सब्जी, दूध, साफ़, गंदा, पानी, छाता, पकोड़े, इंद्रधनुष, मच्चर, बारिश, इत्यादि

इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें

Visual discrimination and perception related activities like odd one out, find the difference, complete the figure, and Bal Bharati uniform identification and discrimination (important details of the uniform to be identified)

HINDI LITERACY

- शब्दावली - कीटाणू, स्वच्छ, साफ-सफाई, भोजनालय, नदी, द्वीप, तूफान, भाप, प्रदूषण, समुद्र, आदि।

इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें

- मौखिक ध्वनि विश्लेषण - द, ह, य
- लिखित अभ्यास - द, ह, य
- दो अक्षर वाले शब्दों को लिखने का अभ्यास।

			<p style="text-align: center;">NUMERACY</p> <ul style="list-style-type: none"> ● Sorting and pairing activities ● Pre number concept- More/less ● Shape-Square and Triangle ● Knowledge of patterns- straight lines (sleeping lines) ● Oral counting- 1 to 5 ● Recognition of numbers 2 and 3 ● Correlation of numbers 1 to 3 with quantity ● Matching activities ● Montessori Apparatus- Pink Tower, Cylinder Blocks, Sandpaper Numbers 	<p>बच्चों को दो अक्षरों को जोड़ कर नए शब्दों को बनाने एवं पढ़ने का अभ्यास करवाया जाएगा- बल, मंग, रस, बस नल</p> <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p> <hr/> <p>Montessori Apparatus- चल अक्षर माला पेटी</p> <p style="text-align: center;">NUMERACY</p> <ul style="list-style-type: none"> ● Building blocks ● Shapes ● Puzzles (odd one out) ● Days of the week ● Shapes: - Heart ● Pre-number concept- Hot & Cold ● Oral counting 1-30 ● Number recognition (16- 20) ● Writing of numbers (1- 20) ● What comes after? ● Montessori Apparatus- Seguin Board I & II, Cards and Shells
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		Behavioural Skills:	<ul style="list-style-type: none"> ● Eating Right: Eye-Hand & Mouth-Hand Coordination ● Enacting correct movements & gestures related to eating food, drinking water & enjoying rain ● Poise ● Being thankful for food & water 	<ul style="list-style-type: none"> ● Correct manners for eating food ● Mannerism for drinking water, summer drinks etc. ● Packing a simple tiffin once a week for oneself ● Poise - 'Silence Lesson' (Arrival & Dispersal) ● Being thankful for food & water
		'Seva'	<ul style="list-style-type: none"> ● Eating/Finishing tiffin ● Defining/understanding portions of food & water as per one's hunger & thirst 	<ul style="list-style-type: none"> ● Creating Bird feeders for food & water ● Preparing summer drinks in clean water for self, family & friends

		Value:	<ul style="list-style-type: none"> ● Not to waste food & water 	<ul style="list-style-type: none"> ● Not to waste food & water ● Appreciating food & water
		Project / Experiential learning (Collaboration):	<p>Care</p> <ul style="list-style-type: none"> ● Dramatization of food producers & suppliers ● Food/Water/Rain related paper folding activities 	<ul style="list-style-type: none"> ● Preparing a project depicting healthy food (cutting & pasting ...preferably in the class) ● Preparation of a collective list of Indian Food Items ● Puppet show or any other aspect of theatre to understand rain related concepts

		Prasar:	<ul style="list-style-type: none"> Learning & collective singing of prayer before eating tiffin in school 	<ul style="list-style-type: none"> Collective singing of a prayer (learnt in school) with family members at meal times & sharing the experience during
				<p>Circle Time at school</p> <ul style="list-style-type: none"> Picture Conversation based on a picture/poster related to food/water shared by the facilitator

#Value/ Basic Courtesies and Manners- Politeness and Truthfulness

Fred Rogers: “Play is often talked about as if it were a relief from serious learning. But, for children, play is serious learning. Play is really the work of childhood.”

MONTH - AUGUST

Theme- My Country, My Pride (मेरा देश , मेरा अभिमान)

PS I- Lieutenant Azaad is a soldier in the Indian Army. He is presently posted at Delhi and lives with his family. Soon Lieutenant Azaad will leave Delhi and move to Rajasthan with his wife and son, Yash to take care of our country India from there.

Yash is so proud of the fact that his father is an Indian soldier and also very excited about moving to Rajasthan with his Ma & Papa. He is looking forward to eating Rajasthani food, visiting various interesting places, forts & monuments in Rajasthan and greeting everyone “*khamma Ghani*” along with “*Namaskar*” that he has learnt as he stayed in Delhi. Yash salutes his BIG nation -INDIA!

Bharati & Bharat, Yash’s neighbourhood friends are sad about Yash leaving Delhi. They wish him and his family *good wishes as they move to Rajasthan*.

PS II- Children, this is a story of two Parrot brothers. Parrot Mithu and kittu. Parrot Mithu lived on a tree, he flew high in the skies, ate what he relished like- green chillies, guava, roti *tukda*, banana, tamarind, grapes, cucumber and whatever it could easily get. Parrot Kittu, was a caged pet at Bharat’s house. Though Bharat, his sister Bharati, their parents & grandparents were very caring & loving for him, Kittu was always sad. Kittu could never ask for things he relished to eat like seeds, nuts or at times insects. Bharat’s family mostly gave Kittu roti & green chillies. Kittu was never let free to fly in high skies. He never felt free & *independent*.

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PRE SCHOOL	PRE- PRIMARY
1	August (Week I)	मेरा देश, मेरा अमिमान Celebrating Stories (for entertainment' language learning, Theatre, cognitive skills sequencing, Reasoning and memory)	<ul style="list-style-type: none"> Any one age-appropriate, entertaining stories to be- created/shortlisted by the facilitator - to build upon the features/skills demarcated here. becomes a better listener/indulges in reasoning and sequencing. learns to remember, involves herself in narration/role play. makes a story related collage. These story-based competencies may be achieved through collaborative/small group activities planned & written in planners. 	<ul style="list-style-type: none"> Any one age- appropriate, entertaining stories to be- created/shortlisted by the facilitator- to build upon the features/ skills demarcated here. becomes a better listener/indulges in reasoning/sequencing. learns to remember, involves herself in narration/role play. makes a story related collage. These story-based competencies may be achieved through collaborative/small group activities

			<ul style="list-style-type: none"> Facilitator to record at least three anecdotes in this story week. <p>(Please note: One theme-based story has been created and added for ready reference. The second story on the same theme needs to be created/shortlisted by the concerned teacher.)</p> <p style="text-align: center;">LANGUAGE & LITERACY</p> <p>Rhymes:</p> <ul style="list-style-type: none"> Good To Be Kind Be Honest <p>कविताएँ:</p> <ul style="list-style-type: none"> नन्हे सैनिक गुड़िया का झूला <p>Stories: Our Indian Soldiers</p> <p>कहानी: हमारी पतंग</p> <p>Reading Readiness Activities Facilitator to enhance the Preschoolers active vocabulary with the following:</p> <ul style="list-style-type: none"> Conversing with the class group by using these words on a daily basis consciously & as frequently as possible. Theme related vocabulary- Delhi, city, India, Country, Flag, Tricolor, clean, nation, 	<p>planned & written in planners.</p> <ul style="list-style-type: none"> Facilitator to record at least three anecdotes in this story week. <p>(Please note: One theme- based story has been created and added for ready reference. The second story on the same theme needs to be created/shortlisted by the concerned teacher.)</p> <p style="text-align: center;">LANGUAGE & LITERACY</p> <p>Rhymes</p> <ul style="list-style-type: none"> Proud to be Indian Look at the Flag <p>कविताएँ:</p> <ul style="list-style-type: none"> हमारा देश वीर सिपाही <p>Stories: two parrots</p> <p>कहानी: हमारी पतंग</p> <p>Reading Readiness Activities Facilitator to enhance the Preschoolers active vocabulary with the following:</p> <ul style="list-style-type: none"> Conversing with the class group by using these words on a daily basis consciously & as frequently as possible.
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			<p>national, symbols, games, march, peace, soldiers, etc.</p> <ul style="list-style-type: none"> • Sight words- I, my, me <p>Letter & sound recognition and related vocabulary. Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities. Remember & remind yourself to go from simple to complex words while teaching letter related vocabulary.</p> <p>Tracing of straight lines like tracing in sand and paper. Letter F f- fan, fit, fat, fun, fry, fly, fish, frog, flag, face, fight, fingers, feather, fantastic, fabulous etc. Letter D d- den, day, dew, doll, drum, dress, door, dive, dirty, deep, deer, drive, dark, drain, drape, dinner, doctor etc. Letter A a- at, an, am, ant, axe, apple, arrow, alligator, airplane, almanac, anger, almirah etc.</p> <p># Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayons.</p>	<ul style="list-style-type: none"> • Theme related vocabulary- March, soldier, National symbols, Banyan tree, Lotus, Tiger, Emblem, Ashok Chakra, etc. • Picture Book Reading (Moving fingers from left to right and top to bottom). • Revision of all the alphabets done so far. • Reading two letter words. • CVC words with 'a' - Revision. • Reading CVC words with 'i' - pin, tin, lip, bin, lip etc. • Sight words- and, had, who, did not • Other important words- in, on, under. <p>Letter & sound recognition and related vocabulary. Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities.</p> <p>Remember & remind yourself to go from simple to complex words while teaching letter related vocabulary.</p> <p>Letters Jj: jam, jug, jacket jelly jeep, Jewellery, juice, jigsaw, etc. Letters Yy: yes, yellow, you, yoyo, yoga, yell, yam, yak, etc. Letters Qq: queen, question, quilt, quail, quiet, quiver etc.</p>
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		<p>Writing Readiness Activities</p> <p>Activities to enhance fine motor coordination, clay modelling with rolling board, building blocks etc.</p> <ul style="list-style-type: none"> • Development of postural control. • Tracing of slanting lines (left to right and right to left) • Picking up small objects especially with Pincer grip and Tripod grip. • Colouring in enclosed figures. <p>HINDI LITERACY</p> <ul style="list-style-type: none"> • शब्दावली -झंडा, नदी, भारत, चीता, , , पहाड़, दिल्ली , लालकिला , विजय , सैनिक इत्यादि <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p>	<p>Writing Activities</p> <ul style="list-style-type: none"> • Development of postural control. • Tong activities, lemon squeezing and medicine dropper squeezing activities. • Paper folding, clay modelling with rolling board etc. • Writing letters Jj, Yy, Qq • Written practice of two letter words - an, ap, ed, in, of, up ut etc. • Written practice of three letter words with vowel 'a' and 'i'. <p>Montessori Apparatus- Sand Paper Letters, Hindi Movable Boxes I & II English Movable Box, English reading box. (Vowel "a")</p> <p>HINDI LITERACY शब्दावली- तिरंगा , गर्व , गंगा हिमालय , पर्वत , देशभक्ति , राष्ट्रीय , विजय सैनिक, गणतंत्रदिवस आदि।</p> <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p>
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- मौखिक ध्वनि विश्लेषण - ढ, ठ, ख, ड
- लिखित अभ्यास- ढ, ठ, ख, ड
- दो अक्षर वाले शब्दों के वाक्यों को पढ़ने का अभ्यास।
- दो अक्षर वाले शब्दों के वाक्यों को लिखने का अभ्यास।

स्वर एवं वर्णसम्बंधित आयु -

अनुरूप ववख्यात शब्दावली

एकत्रित करके बच्चों तक पहुँचाना मशकिका का ध्येय रहेगा।

Montessori Apparatus- Hindi Movable Boxes I & II,
चल अक्षर माला पेटी

NUMERACY

Sorting and pairing activities

- Pre number concept- long/short.
- Revision of shapes- circle, square and Triangle.
- Knowledge of patterns- slanting lines
- Moving finger clockwise and anti-clockwise to trace various shapes.
- Oral counting- 1 -10
- Recognition of numbers 4 and 5.
- Correlation of numbers 1 to 5 with quantity.
- Matching activities.
- Information of age, contact number.

Montessori Apparatus- Pink Tower, cylinder blocks, long stairs, SandPaper Numbers.

NUMERACY

- Sorting and pairing activities.
- Revision of shapes- Semicircle, Heart
- Moving finger clockwise and anti-clockwise to trace various shapes.
- Oral counting- 1 -30
- Recognition of numbers from 21-30
- Writing of numbers 1- 30
- Correlation of numbers with quantity1-20.
- Back counting 10-1
- Concept of what comes after (1-20)
- Matching activities
- Odd one out
- Days of the week

Montessori Apparatus- Seguin Board-I & II, drawing in-sets.

		Prasar	<ul style="list-style-type: none"> • Narration of <i>any one</i> story (being celebrated at School) for family members. • The family to create a short video of the Preschooler doing this activity. 	<ul style="list-style-type: none"> • Narration of <i>any one</i> story (being celebrated at School) for family members. • The family to create a short video of the Preschooler doing this activity. • Facilitator to guide the children (in groups of 4-5) to prepare masks for any two characters of the stories celebrated.
2	August (Week II & III)	My India, My Pride	<ul style="list-style-type: none"> • Identifying the colours - Orange, White, Green & Blue in the environment. This to be followed by making the Preschoolers prepare orange & green colours through class activities. • Identifying the 'Tiranga' through Picture Conversation (only) 	<ul style="list-style-type: none"> • To know about the story of Independence by watching meaningful, age- appropriate videos selected by the Facilitator. • Sharing & conversing about (in the videos watched) the role of

			<ul style="list-style-type: none"> ● Coloring the Tiranga ● Listening to story of Indian independence ● Recognizing ONE Freedom fighter and speaking one-two sentences about her/him. ● Learning important terms like ‘Jai Hind’, ‘Tiranga’, ‘Mera Bharat Mahaan’ through morning (Special) Assemblies spread through the entire second/third week of the month. 	<p>national leaders in small groups.</p> <ul style="list-style-type: none"> ● Drawing the ‘Tiranga’ in an age-appropriate manner. ● Simple conceptualisation of important terms like - ‘Amar Jawan Jyoti’, ‘Jai Jawan Jai Kisan’, ‘Sabarmati’, ‘Sarhad/Seema’ etc. ● Recognizing at least ONE Freedom fighter and speaking two- Three Sentences about her/him. ● Recognizing the Indian ‘Maan Chitra’ & to identify the location at least two states on it ● Naming/visiting two national monuments of significance in the state where the Preschooler resides/belongs.
		Behavioural Skills:	<ul style="list-style-type: none"> ● Learning & Collective Singing of an age- appropriate Song/Rhyme helping the <i>Preschooler</i> feel “MY India My Pride”. 	<ul style="list-style-type: none"> ● Shared Writing - “My India My Pride”.

		“Seva”	<ul style="list-style-type: none"> • To learn to salute the National flag. 	<ul style="list-style-type: none"> • To learn & respect the National Anthem • Saluting the National flag. • To help the needy fellow citizens (Teacher/School Facilitated plan.)
		Value	<ul style="list-style-type: none"> • National Citizenship 	<ul style="list-style-type: none"> • National Citizenship
		Project / Experiential learning (Collaboration):	<ul style="list-style-type: none"> • Simple, collective class display for celebrating Independence Day 	<ul style="list-style-type: none"> • Collage making (in small groups) for National Symbols
		Prasar:	<ul style="list-style-type: none"> • Singing & sharing National songs & Rhymes with family, friends, facilitators at School (audio recording/videos to be made wherever possible & to be shared too.) 	<ul style="list-style-type: none"> • To march like a soldier on Independence Day. Help children perform a simple parade.

				<ul style="list-style-type: none"> • Regional dances of India - to be taken up voluntarily by Preschoolers. • Cooking without flame - preparing tricolored salads & sharing these with peer groups.
	WEEK IV	PICTURE CONVERSATION WEEK TO CELEBRATE INDEPENDENCE DAY		
		CONVERSATION CHARTS.... TO BE PREPARED BY FACILITATORS (in total consonance with the Competencies & Learning Outcomes achieved in the I, II & III Weeks of August)		

Value Basic Courtesies and Manners - Gratitude and Respect for Nation

Wright Thurston: Don't just teach Kids how to count...teach them what counts the most

MONTH - SEPTEMBER

Theme- Fauna on Earth (जीव जंतुओं के साथ है निभानी , ये भी है हमारे जैसे प्राणी)

PS I- It was time for an annual celebration!! The animals living in a pond in a thick forest were preparing for a lovely & colourful 'Parade'. The Shark declared that she would lead the parade & asked everyone to dress up in their best attire and participate joyfully.

The Crocodile & the Tortoise seemed to be a little perplexed & confused as they had promised their animal & insect friends, the Bear, the Giraffe and the Butterfly for organising a similar parade on land.

PS II- Lion King...the King of the Jungle, known for his fearlessness and his special kind & compassionate behaviour (being the king) towards all creatures in the jungle, once decided to throw a party. He discussed this with the Jungle Queen - his wife, (the Lioness), his old parents and his four cubs. The Lion King requested all the family members to meet alongside the bonfire in his den. After supper that night, he wanted everyone to give a serious thought to finalize the guest list for the party. The king just did not want to miss any of the fauna families - the small/big animals, the carnivores and the herbivores, the water fauna (big & small), all insects...and of course the birds.

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PRE SCHOOL	PRE- PRIMARY
1	SEPTEMBER (Week I to II)	'Fauna on Earth'- जीव जंतुओं के साथ है निभानी , ये भी	<ul style="list-style-type: none">● Introduction to the theme through a story having a number of animals● What is an animal?● Names of different animals.	<ul style="list-style-type: none">● Types of animals - Pet, Farm and Wild● Physical features- colour, stripes, spots, dots on animals, birds and insects. Minimum 3

		<p>है हमारे जैसे प्राणी</p>	<ul style="list-style-type: none"> • Differentiate between animals on the basis of their size - Small and Big, integrating Pre-number concept • Basic features of animals and birds • Insects which we see in the surroundings <p>LANGUAGE & LITERACY</p> <p>Rhymes:</p> <ul style="list-style-type: none"> • Two Little Dickey Birds • Growing Me • Five Little Monkeys • Rabbits Rabbits 1,2,3 <p>कविताएँ:</p> <ul style="list-style-type: none"> • चींटी और हाथी • जंगल में जानवर • हमारी बिल्ली <p>Stories: The Animal Parade कहानी: मज़ा आ गया</p> <p>Reading Readiness Activities Facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"> • Conversing with the class group by using these 	<p>of each should be done in the class.</p> <ul style="list-style-type: none"> • Story based learning- Land and Water animals • Discussing about physical features: - gills, fins, scales streamlined body & eating habits, habits to protect marine life (SDG 14) • Animals and their young ones • Things we get from animals • Animals, their homes and natural habitat • Importance of animals in the Ecosystem • National animal - Tiger <p>LANGUAGE & LITERACY</p> <p>Rhymes:</p> <ul style="list-style-type: none"> • Old Macdonld • Buzzy Bee <p>कविताएँ:</p> <ul style="list-style-type: none"> • मेरी बिल्ली • बंदर और चिड़िया • शैतान चूहा • चिड़िया चिड़िया • मक्खी <p>Stories; Animals कहानी: मज़ा आ गया</p> <p>Reading Readiness Activities Facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"> • Conversing with the class group by using
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			<p>words on a daily basis consciously & as frequently as possible.</p> <ul style="list-style-type: none"> • Theme related vocabulary: Names of animals, care, shelter, friendly, pet, vet, wild. • Sight words - I, Am <p>Letter & sound recognition and related vocabulary:</p> <ul style="list-style-type: none"> • Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities. • Remember & remind yourself to go from simple to complex words while teaching letter related vocabulary. • Letter K k- kit, kid, kite, kiwi, keep, kind, kettle, kitten, kennel, kangaroo, kindergarten etc. 	<p>these words on a daily basis consciously & as frequently as possible.</p> <ul style="list-style-type: none"> • Theme related vocabulary: movement, shelter, herbivores, carnivores, omnivores, flock, etc. • Reading aloud CVC words with 'a' and 'i' • Reading simple sentences. • Book handling & Reading (For left to right directionality) • Two pairs of opposite words- hot-cold, open- close etc. <p>Writing Activities</p> <ul style="list-style-type: none"> • Writing CVC words with 'a' and 'i'. • Writing short sentences with 'a' and 'i'. • Exercises for Index Finger spacing to be incorporated while writing • Related worksheets
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			<ul style="list-style-type: none"> ● Letter B b- bat, bag, bin, bin, bed, beg, bug, boy, ball, bear, bite, blue, black, boon, boil, black, bread, butter, brush, bully, button, branch, bottle, butterfly etc. ● Letter H h- hat, hot, hit, hut, heal, head, high, heel, high, horn, hero, hump, horse, home, house, height, helicopter, heroine, hamper, hashtag, hunger etc. ● Alphabet stories and rhymes to introduce the letters ● Letter games ● Related worksheets <p># Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon</p> <p>Writing Readiness Activities</p> <ul style="list-style-type: none"> ● Development of postural control. ● Tracing of curves ● Paper folding, colouring in enclosed figures and free hand drawing, etc. ● Rainbow tracing on numbers and letters using three different colours 	<p>Montessori Apparatus- Sand Paper Letters, English Movable Box, English reading box (Vowel “a and i”)</p>
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			<p>HINDI LITERACY</p> <ul style="list-style-type: none"> ● शब्दावली- , कुत्ता, बिल्ली, मछली गाय, , बंदर, शेर, चारा, घास, चूहा , खरगोश, पंख, चोंच, इत्यादद। ● इत्यादद। ● मौखिक ध्वनि विश्लेषण ऊ और आ ● अपने नाम की पहली ध्वनि सुनना। <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p>	<p>HINDI LITERACY</p> <ul style="list-style-type: none"> ● शब्दावली- जीव,पशु,पालतू, जंगली, सर्प, वफादार, खतरनाक, विशाल देखभाल, झुंड आदि <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p> <ul style="list-style-type: none"> ● मौखिक ध्वनि विश्लेषण घ, ध, फ, थ
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			<p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p> <p>NUMERACY</p> <ul style="list-style-type: none"> ● Sorting and pairing activities ● Pre-number concept: Tall/Short ● Revision of shapes- Circle, Square and Triangle ● Knowledge of patterns- Curves ● Oral Counting 1-10. ● Recognition of numbers 6 & 7 ● Correlation of numbers 1 to 7 with quantity ● Matching activities 	<ul style="list-style-type: none"> ● लिखित अभ्यास - घ, ध, फ, थ ● तीन अक्षर वाले शब्दों को पढ़ने का अभ्यास । ● तीन अक्षर वाले शब्दों को लिखना का अभ्यास । <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p> <ul style="list-style-type: none"> ● Montessori Apparatus- Hindi Movable Box I & II, चल अक्षर माला पेटी <p>NUMERACY</p> <ul style="list-style-type: none"> ● Problem Solving 4-5 pieces puzzle, maze, complete the patterns and number games. ● Shape-Diamond ● Oral Counting-1-40
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			<p>Montessori Apparatus- Frames (Velcro Frame), Number Rods, Sandpaper Numbers</p>	<ul style="list-style-type: none"> ● Correlation of numbers 1-20 ● Recognition of numbers from 31-40 ● Writing of numbers 1- 40 ● Back Counting 10-1 ● Concept of what comes before till number 10 ● Days of the week <p>Montessori Apparatus- Seguin Board I & II</p>
		<p>Behavioural Skills:</p>	<ul style="list-style-type: none"> ● Unique animal sounds <ul style="list-style-type: none"> ✓ Eating pattern of animals ✓ Demonstrating the behavioral expressions and actions found in the animal kingdom - Animal Walk ● Highlight the importance of working together through animal inspired tasks (for e.g. politeness & softness of a puppy/rabbit, ducklings follow the leader relating it to walking in line.) 	<ul style="list-style-type: none"> ● Care and respect for animals. For Eg- feeding the stray animals, keeping water etc. <p>Listening skills of a parrot- listen before you speak</p> <p>Bravery skills of a lion</p> <p>Hardworking as an ant</p>

		“Seva”	<ul style="list-style-type: none"> ● Grasping the essentials of nourishing, maintaining cleanliness, and providing aid for animals, <ul style="list-style-type: none"> · feeding animals, · taking care of injured animals. <ul style="list-style-type: none"> ● Visit to animal shelters like <i>Goshalas</i> for providing food and clothes during harsh weather under adult supervision (Relating Mother Tongue and telling them that <i>Gau</i> means cow and <i>Shala</i> means shelter). 	<ul style="list-style-type: none"> ● Importance of PETA ● Caring for injured animals

		Value	<ul style="list-style-type: none"> ● Not to harm animals ● Care for animals 	<ul style="list-style-type: none"> ● Develop kind feelings towards animals. ● Do not hurt animals
		Project / Experiential learning (Collaboration):	<ul style="list-style-type: none"> ● Animal races · Nature Walk · Zoo visit · Show and tell activity ● Animal Movement: Teach children about how different animals move (e.g. slither, hop, crawl, swim) and encourage children to imitate these movements. 	<ul style="list-style-type: none"> ● Collect feathers from the surroundings and do feather printing ● Shadow art using animal toys
		Prasar:	<ul style="list-style-type: none"> ● Story: Elephant and the Mouse ● Oath: Take a heartfelt pledge to be a compassionate peer: “I promise to love and care for animals every day, being kind and gentle in every little way.” ● Creating a corner to classify different animals (for eg. a jungle with carnivores & herbivores, small & big animals) & explaining this classification to the peer group. 	<ul style="list-style-type: none"> ● Guess the animals through riddles ● Discussion on World Animal Day and take an oath: “I promise to love and care for animals every day, being kind and gentle in every little way.” ● Interactive Panel Activity: Circle the land animals and cross the water animals in the given picture.

2	SEPTEMBER (Week III to IV)	Fauna Around Us	<ul style="list-style-type: none"> • Birds- physical features (beak, feathers, wings and claws) • Name of common birds • Where they live - nest • Difference between animals and birds. 	<ul style="list-style-type: none"> • Useful and harmful animals • Birds and their physical features • Eating habits • Pollination • Flightless birds and birds that can fly • Different homes of fauna - trees, bushes, nest, forest, den, cave, tree trunks, rivers, lakes, ponds • National Bird - Peacock • Cuddly animals- like dogs, deer, rabbits, dolphins, butterflies, etc.
		Behavioural Skills:	<ul style="list-style-type: none"> • Care for birds • Be energetic...Wake up at sunrise like birds • Like birds, go to bed at the same time every evening 	<ul style="list-style-type: none"> • Care for birds and understand that it's good to help others. • Walk with grace like a peacock all through the day, at all times.

				<ul style="list-style-type: none"> ● Silence lesson (listen and guess different sounds of birds)
		'Seva'	<ul style="list-style-type: none"> ● Provide separate bowls for grains (seeds) and water. ● Bird Hygiene 	<ul style="list-style-type: none"> ● Kindness towards birds Abolish cages for birds (Poster Making/collective collage) ● Taking care of injured animals
		Value	<ul style="list-style-type: none"> ● Cleanliness- to help animals & birds grow in a healthy manner. Empathy ● Care ● Not to harm birds 	<ul style="list-style-type: none"> ● Cleanliness- to help animals & birds grow in a healthy manner. Empathy Care ● Not to harm birds
		Project/ Experiential learning (Collaboration):	<ul style="list-style-type: none"> ● Nest Making (in collaboration): Description of the bird & its nest ● Distinguishing between animals and birds' footprints using clay 	<ul style="list-style-type: none"> ● Weave a story on animals, birds and insects. Use paper animals and bird puppets. ● Butterfly symmetry game (Matching the two halves)

				of the paper butterfly and highlighting that each part is essential for the whole)
		Prasar:	<ul style="list-style-type: none"> ● Rhymes/Stories ● Singing bird songs ● Panel Activity: Identify the bird sounds 	<ul style="list-style-type: none"> ● Role plays on animals, birds and insects. ● Picture conversation ● Preach for planting more fruit trees for birds

Value/ Basic Courtesies and Manners- Kindness and Honesty

Concrete experiences and participative learning are the formula behind clearer concepts!!

MONTH - OCTOBER

Theme- Air (साफ़ रहेगी वायु , तभी बढेगी आयु)

PS I- Varsha is Bharati's best friend; both these five-year-old girls are classmates at Bal Bharati Public School. One day when Bharati & Varsha were enjoying their tiffin snacks sitting under a neem tree in their school's playground, Varsha noticed three flying clouds up in the sky...she expressed her surprise to Bharati and asked, "Bharati can you see those three moving clouds in the sky? I wonder how are they moving? I can't see any wings around their bodies...clouds do not have feet either as though someone is pushing them...Who can this be? Can you see someone making these clouds move Bharati?"

PS II- Children, Bharat is always so interested in going for walks in the garden adjoining his home. He loves to walk holding Bharati Didi's hand. So, last evening when they were walking along the path in the garden, enjoying the bounties of 'Mother Nature', Bharati asked her little brother Bharat a very strange question - "Bharat can you identify & name a thing present everywhere, very important for us to live but, invisible to all of us? We can feel it on our cheeks but cannot see or taste it." As Bharat looked anxious to give the correct answer, Bharati Didi gave him another couple of hints...It is a moving element, at times it moves very fast and at other times it is quite slow. Its absence is called a 'vacuum'. She laughed aloud as Bharat looked more confused. She asked Bharat to breathe in and breathe out deeply.

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PRESCHOOL	PRE-PRIMARY
1	October (Week I)	साफ़ रहेगी वायु , तभी बढ़ेगी आयु)	<ul style="list-style-type: none"> ● PHYSICAL PROPERTY <ul style="list-style-type: none"> - Feel and sound of air ● Simple exercises highlighting the presence of air - In and around us ● Long breaths, short breaths. ● Air experiments - To demonstrate the presence of air by simple fun experiments. ● All facilitators to make sure that each child in the class gains an understanding of air, its physical property and involves himself/herself in related activities 	<ul style="list-style-type: none"> ● AIR WE BREATHE ● Properties of Air ● Important uses of air ● The air we breathe is very important and we need to make sure we look after it ● Simple exercises highlighting the presence of air (speed, direction, etc.) ● Importance of plants in keeping the air clean ● Circle time:

				<ul style="list-style-type: none">- Telling the importance of morning walk- Parts of our body that are used for breathing<ul style="list-style-type: none">● Conversing about quality of air- Air pollution, Smog.● Simple experiments.● Name and identify musical instruments played with the help of air● Ways to keep the air clean and healthy for everyone● Difference between air and wind● Difference/concept of breeze and storm● Facilitators to make sure that every learner gains an understanding (age appropriately) about the benefits of breathing clean air and ill effects of breathing polluted air
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LANGUAGE & LITERACY**Rhymes:**

- Teddy Bear
- Boogie Woogie

कविताएँ:

- उड़ी पतंग
- आओ भई आओ
- अपना घर

Stories: The Moving Clouds

कहानी: मिली का गुब्बारा

Reading Readiness Activities Facilitator to enhance the Preschooler's active vocabulary with the following:

- Conversing with the class group by using these words on a daily basis consciously & as frequently as possible.
- Theme related Vocabulary: hot, cool, pure, clean, cough, smell, viral, breeze, breathe, pollution, fragrance, vacuum etc..
- Sight words - He, She, We
- Introduction to Air - 'Air is everywhere.' Feeling the presence of air.
- Properties of air (space, speed) with the help of simple hands- on activities
- Enhance air related vocabulary and conceptualise- breeze, wind, and storm

LANGUAGE & LITERACY**rhymes: Mother Earth
Season****कविताएँ:**

- आंधी आई
- हवा कैसे खाई
- पतंग
- गाँधी जी के बंदर
- चंदा मामा

Stories: Air is all around

कहानी: मिली का गुब्बारा

Reading Readiness Activities Facilitator to enhance the Preschooler's active vocabulary with the following:

- Conversing with the class group by using these words on a daily basis consciously & as frequently as possible.
- Theme related Vocabulary: aircraft, ventilation, lungs, suffocation, inhale, exhale, etc.
- Reading aloud CVC words with 'u'
- Reading simple sentences
- Book handling & Reading: For left to right directionality
- Introduction to Air - "Air is everywhere. Feeling the presence of air

- Rhymes and story narration specific to development of the concept of air
- Letter & sound recognition and related vocabulary.**
- Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities.
- Remember & remind yourself to go from simple to complex words while teaching letter related vocabulary.
- **Letter E e-** egg, elf, end, enter, empty, engage, engine, empire, exercise, empire, explore, entry. elephant, eggplant, envelope, etc.
- **Letter V v-** van, vet, vote, vase, vest, vote, voice, vulture, violet, violin, village, VIBGYOR, vegetables etc.
- Alphabet stories and rhymes to introduce the letters
- Letter games
- Related worksheets

Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon.

Writing Readiness Activities:

- Development of postural control
 - Colouring in enclosed figures, free hand drawing and paper tearing and pasting
- Writing of letters Ll and Tt using thick crayons

- Properties of air (space, speed, weight etc.) with the help of simple hands-on activities
- Enhance air related vocabulary and conceptualize- breeze, wind, and storm
- Story Dramatization specific to development of the concept of air

Writing Activities

- Writing three letter words with 'u'.
- Writing short sentences with 'u'
- Related worksheets
- Exercises for Index Finger spacing to be incorporated while writing

Montessori Apparatus- Sandpaper letters, English Movable Box, English reading box (Vowel "a, i and u")

Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon.

Writing Readiness Activities:

- Development of postural control
- Colouring in enclosed figures, free hand drawing and paper tearing and pasting
- Writing of letters Ll and Tt using thick crayons

HINDI LITERACY

- शब्दावली- पंख, बाजरा, हवा, गुब्बारा, हवाई जहाज, पक्षी, पतंग, आदि ।
- मौखिक ध्वनि विश्लेषण -ई और ऐ

स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा

इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें

HINDI LITERACY

- शब्दावली- स्वच्छ वायु, पयावरण, प्रदूषण, सांस, आंधी-तूफान, वायुयान, उड़ान, खांसी, प्रायाणाम आदि ।

इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें

				<p>मौखिक ध्वनि विश्लेषण</p> <p>छ, भ, झ</p> <ul style="list-style-type: none">● लिखित अभ्यास - छ, भ, झ● दो एवं तीन अक्षर वाले शब्दों के वाक्यों को पढ़ने का अभ्यास।● दो एवं तीन अक्षर वाले शब्दों के वाक्यों को लिखने का अभ्यास <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p> <p>Montessori Apparatus- Hindi Movable Boxes, चल अक्षर माला पेटी</p>
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			<p>NUMERACY-</p> <ul style="list-style-type: none"> ● Sorting and pairing activities ● Pre-number concept: Far/Near ● Oral Counting 1-10 ● Tracing of sandpaper numbers ● Recognition of number 7 ● Correlation of numbers 1 to 7 with quantity ● Concept of zero <p>Montessori Apparatus- Frames (Button Frame), Spindle Box, Sandpaper Numbers</p>	<p>NUMERACY-</p> <ul style="list-style-type: none"> ● Problem solving 4-5 pieces puzzle ● Maze ● Complete the patterns ● Number games ● Shape-Star ● Oral Counting:1-50 ● Correlation of numbers 1-20 ● Writing of numbers 1- 50 ● Backward Counting 20- 1 ● Concept of ‘What comes after and before?’ (till 20) ● Months of the year <p>Montessori Apparatus- Seguin Board- I & II</p>
		BEHAVIOURAL SKILLS:	<ul style="list-style-type: none"> ● Imbibe the habit of using a handkerchief while sneezing, coughing. ● Talking to each other from an adequate distance 	<ul style="list-style-type: none"> ● Imbibe the coolness of air in the child’s behavior (Facilitators to work on age-appropriate anger management skills for Preschoolers).

		SEVA	<ul style="list-style-type: none"> Planting activity: Engage children in planting seeds, teaching them about their role in caring for the natural environment 	<ul style="list-style-type: none"> Planting activity: Engage children in planting seeds, teaching them about their role in caring for the natural environment
		VALUE	<ul style="list-style-type: none"> Developing a sense of responsibility towards the environment Working together to keep the air clean Humanity, compassion, <i>Vasudhev Kutumbakam</i> -The entire world breathes the air 	<ul style="list-style-type: none"> Developing a sense of responsibility towards the environment Working together to keep the air clean <ul style="list-style-type: none"> Humanity, compassion, <i>Vasudhev Kutumbakam</i>
		PROJECT / EXPERIENTIAL LEARNING (COLLABORATION)	<ul style="list-style-type: none"> 'Air we Smell' - Good smell and bad smell (Smelling hing, agarbatti, camphor, rotten tomato, etc.) How do smells get to our nose? Air carries them Audio recording of learners' reactions by the facilitator PICTURE CONVERSATION 	<ul style="list-style-type: none"> Discuss simple sustainable practices such as reducing waste and reusing materials Craft projects using recycled materials to emphasize the importance of sustainability Say no to crackers

			<ul style="list-style-type: none"> ● Wrap-Up and Review : ‘Fun with Air’ ● Activities: Review key concepts through interactive games and activities. ● Show and Tell: Throughout the syllabus, use age-appropriate language, engage in play-based learning, and encourage questions 	<ul style="list-style-type: none"> ● Minimize the poisonous effects of crackers and maximize the happiness of the festival with your earthen lamps ● Art Activity- Let children blow the drops of wet paint using straws and create designs on earthen lamps. ● Group projects: Children collaborate on creating a collage illustrating their role in prevention of air from pollutants.
		PRASAR	<ul style="list-style-type: none"> ● Narration of story or recitation of rhyme (being learnt at school about Air) for family members. ● The family to create a short video of the preschooler doing this step. 	<ul style="list-style-type: none"> ● Nukkad Natak to create awareness to combat air pollution

#Value and Basic Courtesies and Manners -‘Green’ Habits

Involve children actively in ‘Doing’ so that they master ‘Knowing’.

MONTH - NOVEMBER

Theme- Means of Transport (यतायात है बहुत जरूरी संगी साथियों की मिटाये दूरी)

PS I- Once upon a time, on the busy roads of Delhi, there lived four friends- Mrs. Car, Mr. Truck, Ms Bicycle & Mr. Auto Rickshaw.

On a sunny day, as they were waiting at the Red Light. They started a conversation with each other. Mrs. Car commented “You know, we always get stuck in this heavy traffic. It’s so disturbing”.

Mr. Truck nodded and said, I wish there were broader roads to make our ride smooth and clean.

Ms. Bicycle, smallest of the four said “I am slim and light as compared to you all” and run manually and do not get stuck in the traffic like you Mr. Truck and Mrs. Car. I do not create pollution at all. I look so simple... not like you Mrs. Car, you come in so many different models.

Mr. Auto Rickshaw being the green vehicle came with a solution “I am glad to tell you that unlike Car and Truck, I run on cleaner fuel, I am a green vehicle and do not create pollution. If we promote riding together and encourage each other to ride on such eco-friendly vehicles, we can make Delhi clean and green. All the three agreed and

PS II- Story of ‘Invention of wheel’ to be narrated by the Facilitators with the help of the interactive panel. The following pertinent questions to be asked after the narration.

“Children, can we have modes of transport - especially land & air - without the Wheel? Do you know that some boats also have extraordinary kinds of wheels?

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PS I	PS II
1	November	Means of Transport- यतायात है बहुत जरूरी संगी साथियों की मिटाये दूरी	<ul style="list-style-type: none"> ● Why travel - To meet & be with loved ones, family. ● Names of common means of transport that the child sees in his/her environment. ● Circular movement of tyres- connect different speed levels (share more details about land transport as we will be going from known to unknown, and simple to complex across the three levels). ● Talking about the 'food' for various modes of transport- types of fuel used to run different types of vehicles- (petrol, diesel). ● Integration with pre number concepts (big/small, thick/thin, few/many, heavy/light). Observing the wheels of 	<ul style="list-style-type: none"> ● Why travel - School, work, visit places, transporting goods & food. etc. ● Modes of transport- land, water, air along with names of the people who drive these vehicles (driver, pilot, sailor). ● Circular movement of tyres- connect different speed levels (air transport is faster as compared to land transport). ● Talking about the food- various types of fuel used to run different types of vehicles- (petrol, diesel, Electricity, CNG). ● Maximum number of passengers travelling in a vehicle. ● Carrying of license, challan, over speed and cameras, etc. ● Delhi Metro- understanding the basic simple rules while travelling in a metro like-

			<p>different types of vehicles.</p> <ul style="list-style-type: none"> ● Recognition of sounds produced by various means of transport (loud and soft sounds). ● Role of a traffic policeman. ● Delhi metro as a means of transport/ Metro station. <p>LANGUAGE & LITERACY</p> <p>Rhymes:</p> <ul style="list-style-type: none"> ● Wheels Of the Bus ● Bits of Paper <p>कविताएँ:</p> <ul style="list-style-type: none"> ● बत्ती ● डेलम डेल ● गाड़ी का पहिया ● छुक छुक चली रेल ● मेट्रो <p>Stories: The Four Friends</p> <p>कहानी: मिली की साइकिल</p> <p>Reading Readiness Activities Facilitator to enhance the preschoolers active vocabulary with the following: Conversing with the class group by using these words on a daily basis</p>	<p>token/ smart card and its timely recharge.</p> <ul style="list-style-type: none"> ● Not to carry sharp objects, get the luggage scanned, food items not allowed, etc. <p>LANGUAGE & LITERACY</p> <p>Rhymes:</p> <ul style="list-style-type: none"> ● At the crossroad ● We are going to the city <p>कविताएँ:</p> <ul style="list-style-type: none"> ● पी पी डर डर ● फूटा पटाखा <p>Stories: Invention of wheel</p> <p>कहानी: मिली की साइकिल</p> <p>Reading Readiness Activities Facilitator to enhance the preschoolers active vocabulary with the following: Conversing with the class group by using these words</p>
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			<p>consciously & as frequently as possible.</p> <ul style="list-style-type: none"> • Theme related Vocabulary: far, gas, CNG, slow, fast, near, land, road, rash, honk, tyre, wheel, means, mode, petrol safety, traffic, electric, zebra crossing, green vehicle, speed breaker etc. • Sight words- this, the, it. <p>Letter & sound recognition and related vocabulary. Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities. Remember & remind yourself to go from simple to complex words while teaching letter related vocabulary.</p> <p>Letter Cc- car, cup, cat cot, cold, cool, corn, cake, clock, cage, care, class, candle, cabin, create, computer, cushion, carpenter, compass etc.</p> <ul style="list-style-type: none"> • Letter Oo- ox, on, off, open, oven, orange, office, oxygen, octopus, ostrich, orchid, orchestra etc. • Alphabet stories and rhymes to introduce the letters. <p>Letter games</p>	<p>on a daily basis consciously & as frequently as possible.</p> <ul style="list-style-type: none"> • Theme related Vocabulary: speed, drive, accident, comfort, long distance, zebra crossing, honking, traffic signals, traffic symbols, etc. • Picture book reading (left to right directionality) • Reading CVC words with 'e'. • Reading simple sentences • Action words related to the theme (any 5) <p>Writing Activities</p> <p>Writing three letter words with the vowel "e".</p>
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			<p>Writing Readiness Activities</p> <ul style="list-style-type: none"> • Development of postural control. • Free hand drawing- Land, Water & Air transport. • Writing of letters li and Ff. <p># Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon.</p> <p>HINDI LITERACY</p> <ul style="list-style-type: none"> • शब्दावली- सड़क, जल, रेलगाड़ी, हवा, बस, धुआँ, कार, , समुद्र पहिया साइकिल इत्यादि । <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें ।</p>	<p>HINDI LITERACY</p> <p>शब्दावली- यातायात, साधन, सावधानी , वाहन, स्थान, आनन्द, सुरक्षा,,पटरी,प्रदूषण, नियम, सिग्नल ,दुर्घटना आदि ।</p> <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें ।</p>
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			<ul style="list-style-type: none"> ● मौखिक ध्वनि विश्लेषण -अ,उ और औ । <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा ।</p> <p>NUMERACY</p> <ul style="list-style-type: none"> ● Sorting and pairing activities. ● Pre- Number Concept- Narrow & Wide. ● Oral Counting 1-10. ● Tracing of sandpaper numbers. ● Recognition of numbers 8 & 9. ● Correlation of numbers 1 to 9 with quantity. ● Information of house number, number of family members. 	<p>मौखिक ध्वनि विश्लेषण - च, ज, श, ष, ड</p> <ul style="list-style-type: none"> ● लिखित अभ्यास - - च, ज, श, ष, ड ● दो और तीन अक्षर वाले शब्दों के वाक्यों का मौखिक अभ्यास ● दो एवं तीन अक्षर वाले शब्दों के वाक्यों को लिखने का अभ्यास <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा ।</p> <p>Montessori Apparatus- चल अक्षर माला पेटी</p> <p>NUMERACY</p> <ul style="list-style-type: none"> ● Problem solving 4-5 pieces puzzle maze ● Pre- Number concept - Time and space ● Oral counting 1-50 ● Correlation of nos. 1-20 ● Backward counting 20-1 ● Concept of what comes after and before ● Revision of what comes in between (1-20)
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			<p>Montessori Apparatus- Previous Montessori apparatus to be carried along.</p>	<p>Montessori Apparatus- Seguin Board- I & II.</p>
		<p>Behavioral Skills</p>	<ul style="list-style-type: none"> ● Action games- simple, safe and age-appropriate movement of different vehicles, human pyramid. ● Traffic Lights- Integration of observation & time displayed for red & green lights at Traffic signals, significance of red, yellow, and green signals in the traffic light. ● Emphasizing the importance of holding an adult's hand when on the roads, etc. 	<ul style="list-style-type: none"> ● Talking about various traffic and safety rules to be followed on the road such as seat belts, helmets, zebra crossing. ● Walkers' safety- to always walk on the footpath before crossing a road, sense of walking on the left - side always, to look left-right- left while crossing the road on the zebra crossing. ● Paste, along with integration with backward counting displayed alongside red & green lights. ● Stranger Danger- not talking or travelling with unknown people.

			<ul style="list-style-type: none"> To learn to drive the most basic and eco-friendly land transport - tricycle & bicycle. 	
		Seva	<ul style="list-style-type: none"> Inviting a Traffic Police officer in the school for felicitating him. 	<ul style="list-style-type: none"> Inviting a Traffic Police officer in the school, felicitating him, and expressing gratitude- a programme to be conducted by Pre- Schoolers.
		Value	<ul style="list-style-type: none"> Integration of SD Goals- use of eco- friendly vehicles like bicycle, battery operated vehicles. 	<ul style="list-style-type: none"> Integration of SD Goals- Good health and well-being (SDG-3) To promote safe and healthy transportation practices, emphasizing the importance of seat belts, etc. Nonpolluting fuels Solar Energy & electricity
		Prasar	<ul style="list-style-type: none"> Song- "Swachh Bharat ka Irada" https://youtu.be/Vw-TeVhfVxY?si=GB202EGZ850yOD98 	<ul style="list-style-type: none"> Role play-setting up a mini transport station- Road, Water, Air for an imaginative play.

				<ul style="list-style-type: none"> • Encouraging the children to share their travel experience. • Song- Swachh Bharat ka Irada- https://youtu.be/Vw-TeVhfVxY?si=GB202EGZ850yOD98 • Communication & expression
		Project/ Experiential learning (collaboration)	<ul style="list-style-type: none"> • Exploring the school premises to spot and identify different vehicles. 	<ul style="list-style-type: none"> • Visit to the Rail Museum/ Metro Museum. • To understand the importance of the community helpers involved in road making- JCB, Road rollers. • Story narration and & audio recording. • Poster making activity.

Value and Basic Courtesies and Manners- Cleanliness

FRED DONALDSON - Children learn as they play, most importantly in play children LEARN how to LEARN.

MONTH - DECEMBER

Theme- Community Helpers (समुदाय के मददगार करे जीवन का उद्धार)

PS I- Yesterday, when Bharati and Bharat were returning home from School, Bharati started instructing & explaining things to her kid brother Bharat.

“My dear Bharat, as we reach home in a little while, you will not see our helper Didi around. Mumma has given her a ‘chutti’ as Didi is unwell. Please take off your shoes and clothes and keep them separately. I will keep these in the washing area. Do not throw them around as you do everyday. Also, collect your lunch plate from me when I will call you from the kitchen. Do not start watching ‘Nickelodeon.’ You may do all this when our helper Didi gets back to our household tomorrow.”

PS II- Tia and Ria are besties. Once they started discussing what all they like about coming to their School - BBPS. Ria expressed her liking for her teacher and her classroom. Tia liked something different about her School. She shared that the best area for her in her **big** School is the Play arena. This gives her lots of opportunities to play, exercise, swing and run around **fearlessly** - to have a healthy and strong body. The strength gained will develop her capacity to help her community. She aspires to grow up to become a ‘Fire Fight

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PRE SCHOOL	PRE- PRIMARY
1	December (Week I&II)	COMMUNITY HELPERS- समुदाय के मददगार करे जीवन का उद्धार	<ul style="list-style-type: none"> Why do we need help? How can we help each other at home? Concept of parents working outside of home. Names & identification of few common community helpers in the environment - Doctor & Nurse, Driver, 	<ul style="list-style-type: none"> How can we help each other at school? Talk about the helpers present in the school environment. Neighbourhood. People who care for us. Recognition of few community helpers in the neighbourhood- Delivery friend, Carpenter, Plumber, Police, Fire Fighter, etc.

			<p>Guard, House help, etc.</p> <ul style="list-style-type: none"> • Basic tools used by these community helpers. <p>LANGUAGE & LITERACY</p> <p>Rhymes:</p> <ul style="list-style-type: none"> • Our Helpers • Winter Fun • Pat-a- Cake <p>कविताएँ:</p> <ul style="list-style-type: none"> • मज़े की सर्दी • डोबी आया • माली आया • डॉक्टर देखो <p>Stories: Our Helpers कहानी: मिली के बाल</p> <p>Reading Readiness Activities The facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"> • Conversing with the class group by using these words on a daily basis consciously & as frequently as possible. • Theme related vocabulary: doctor, teacher, plumber, shoemaker, cobbler, policeman, dentist, soldier, RJ's, 	<ul style="list-style-type: none"> • Basic tools used by these community helpers. <p>LANGUAGE & LITERACY</p> <p>Rhymes: Miss Molly Hello Mr . Helper Five corn Buns Found a peanut What makes me happy</p> <p>कविताएँ: क्या करेंगे भाई</p> <p>Stories: Our Helpers कहानी: मौसी क मोज़े</p> <p>Reading Readiness Activities -The facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"> • Conversing with the class group by using these words on a daily basis consciously & as frequently as possible. • Theme related vocabulary: stethoscope, screwdriver, board, hammer, screws, denture, scissors, guns, tanks, injection, first aid, thermometer, water cans, etc.
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			<p>delivery boy, barber, chef, driver, green grocer, air hostess, pilot, gardener, helper didi/bhaiya, guards, attendant, tools, uniforms, duty, responsible, share, service, thank you, serve, gratitude.</p> <ul style="list-style-type: none"> ● Sight words- On, At. <p>Letter & sound recognition and related vocabulary. Concrete letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities. Remember & remind yourself to go from simple to complex words while teaching letter related vocabulary.</p> <ul style="list-style-type: none"> ● Letter W w- wet, way, wag, wind, wear, wait, west, what, wipe, wave, wall, word, waist, wash, watch, water, whistle, whale, winter, window, weight, weather etc. ● Revision of letters done so far. ● Alphabet stories and rhymes to introduce the letters. <p>Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon.</p>	<ul style="list-style-type: none"> ● Picture book reading (left to right directionality) ● Reading CVC words with 'o'
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			<p>Writing Readiness Activities</p> <ul style="list-style-type: none"> ● Development of postural control. ● Free hand drawing ● Writing of letters Dd, Aa, Kk using crayons. <p>HINDI LITERACY</p> <ul style="list-style-type: none"> ● शब्दावली- माली , पुलिस डॉक्टर, सब्जीवाला, ठेला, हरा बगीचा, दूध ,अध्यापक, इत्यादि । ● मौखिक ध्वनि विश्लेषण - इ, ए और ओ <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p> <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p>	<p>Writing Activities</p> <ul style="list-style-type: none"> ● Development of postural control ● Colouring ● Scissor skills. ● Writing CVC words with 'o' <p>Montessori Apparatus- SandPaper Letters, English reading box (Vowel “a, e, i, o, u”)</p> <p>HINDI LITERACY</p> <ul style="list-style-type: none"> ● शब्दावली- इलाज, चोट , सेवा, चालक, , आदर- सम्मान, दर्द , मदद , सुरक्षित , सहायता, सिपाही , आदि ।मौखिक ध्वनि विश्लेषण- ष, इ लिखित अभ्यास- ष, इ ● दो और तीन अक्षर वाले शब्दों के वाक्यों का दो एवं तीन अक्षर वाले शब्दों के वाक्यों को लिखने का अभ्यास
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			<p style="text-align: center;">NUMERACY</p> <ul style="list-style-type: none"> ● Sorting and pairing activities. ● Pre number concept- Fat & Thin. ● Oral Counting 1-10. ● Tracing of sandpaper numbers. ● Recognition of numbers 1-10. ● Correlation of numbers 1 to 10 with quantity. ● 	<p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p> <p>Montessori Apparatus- Hindi Movable Boxes, चल अक्षर माला पेटी</p> <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p> <p style="text-align: center;">NUMERACY</p> <ul style="list-style-type: none"> ● Sorting and pairing activities ● Pre number concept- hot/cold ● Shape-Sphere ● Knowledge of patterns -complete the pattern ● Oral counting- 1 to 50 ● Backward counting 20-1 ● Number games ● Concept of what comes before/after and in between ●
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			<p>Montessori Apparatus- Brown Stairs, & previous Montessori apparatus to be carried along.</p>	<p>Montessori Apparatus- Seguin Board- I & II.</p>
		<p>Behavioural Skills</p>	<ul style="list-style-type: none"> • Make the children learn certain 'helping' skills that make the home environment more organized like putting the toys back at the correct place, keeping the used plates in the sink, etc. 	<ul style="list-style-type: none"> • Make the children learn certain 'helping' skills that make the home environment more organized like folding their clothes, keeping the shoes at the proper place, etc.

		'Seva'	<ul style="list-style-type: none"> • Thank you cards. • Offering help to approachable community helpers through a donation drive at school. 	<ul style="list-style-type: none"> • Thank you cards. • Offering help to approachable community helpers through a donation drive. (To be held at school.)
		Value	<ul style="list-style-type: none"> • Appreciating and respecting the role of others (helpers). • To be patient and treat them with kindness & respect. 	<ul style="list-style-type: none"> • Appreciating and respecting the role of others (helpers). • To be patient and treat them with kindness & respect.
		Project/Experiential learning (Collaboration)	<ul style="list-style-type: none"> • DIY activity related to tools of the specific helpers like stethoscopes. • Mini market setup for buying balloons, bangles, etc. 	<ul style="list-style-type: none"> • DIY activity related to tools of the specific helpers like stethoscopes. • Mini KidZania set up.
		Prasar	<ul style="list-style-type: none"> • Fancy dress presentation related to the helpers. • Special assemblies can be conducted where children share their 	<ul style="list-style-type: none"> • Role play related to the helpers. • Special assemblies can be conducted where children share how the helpers have made a positive impact on their lives. Facilitator

			<p>observations on how the helpers have made a positive impact on their lives.</p> <p>Facilitator to record anecdotes of 'reflexive sharing' by the learners in the classroom for any particular experience with a community helper.</p> <ul style="list-style-type: none"> • Inviting the doctor/nurse, etc. to school for an interactive session-Basic. 	<p>to record anecdotes of 'Reflexive</p> <ul style="list-style-type: none"> • sharing' done by the learners in the classroom for any particular experience with a community helper. • Inviting the fire fighter, etc. to school for an interactive session-Basic.
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Value, Basic Courtesies and Manners- Gratitude

Chuck Grassley - "What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning".

MONTH - JANUARY

Theme- Toys and Games (खेल खिलोने- सीखने खजाने

PS I- Chulbuli and Chutki are best friends. Chulbuli always insists on playing indoor and outdoor games with Chutki and instructs her to follow rules of the game.

Chutki, on the other hand, loves playing with toys. At times, with soft toys and sometimes, with paper or wooden toys. She involves Chulbuli in naming these toys, making these toys speak to each other and share feelings. Chutki also reminds her to always share these toys with friends and to put them back at their respective places.

PS II- One day Bharat walked excitedly up to his ma'am and told her about an interesting new toy gifted to him by his grandparents - "It's an interesting toy rocket ma'am and papa told me that its food is a battery in its tummy. There is a button on the right side of its cylindrical body and this button when pressed makes it fly high."

Bharat's ma'am was very happy for him and encouraged him to share the toy's features with all his friends. Bharat then told his classmates, "My friends, my toy- rocket is of blue, red and grey colour and you know what. **I counted backwards from 10 to 1 as I pushed its press button to help it take its flight!** I will become a Rocket Scientist when I grow old.

Bharat's friends got too excited after the *Prasar* by him. The teacher could see most of the children wondering about their favourite toys.

"Wow!" said Ma'am, "Children, now that you are thinking of your favourite toys, let us put our hands to work and make our own toys using old newspapers. C'mon everyone, let us complete our toy-making activity. After completing the task, I will give each one of you a chance to present the *Prasar related to your toy*."

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PRE SCHOOL	PRE- PRIMARY
1	January (Week III)	“Toys and Games”- खेल खिलोने सीखने के खजाने	<ul style="list-style-type: none"> • Introduction to various toys through observation and exploration of Toys in their immediate environment. • Speaking activity -My Favourite Toy • The facilitator will incorporate sensory play with the help of sensory bins. These sensory bins are filled with toys of different textures to enhance tactile exploration and language development. • Sharing toys- Why should toys be shared? • Significance of keeping toys clean (to be done through picture conversation or during Circle Time activities). • Vocabulary related to Toys. 	<ul style="list-style-type: none"> • Traditional toys • Push/pull toys, balls, dolls, top • Toy sorting: The facilitator will have a variety of toys and ask the children to sort them based on different criteria, such as colour, type, shape, etc. This will help with categorization and language development.

			<p style="text-align: center;">LANGUAGE & LITERACY</p> <p>Rhymes:</p> <ul style="list-style-type: none"> • I am a Little Teapot • When You Are Happy • Tommy Thumb <p>कविताएँ:</p> <ul style="list-style-type: none"> • मेरे साथी <p>Stories: Chulbuli and Chutki</p> <p>कहानी: छुपन छुपाई</p> <p>Reading Readiness Activities Facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"> • Conversing with the class group by using these words on a daily basis, consciously and as frequently as possible. • Theme related vocabulary: doll, soft, love, clean, share, chess, ludo, play, care, cards, share, happy, outdoor, indoor, puzzle, game, football, carrom board, basketball, cricket, badminton, snakes and ladder, puzzle, discipline. • Revision of the letters done so far. • Sight words- You 	<p style="text-align: center;">LANGUAGE & LITERACY</p> <p>Rhyme: Never Lie The Mulberry Bush</p> <p>कविताएँ:</p> <ul style="list-style-type: none"> • जोकर • खिलौने वाला • अगड़म बगड़म <p>Stories – Bharat's toy कहानी: आउट</p> <p>Reading Readiness Activities Facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"> • Conversing with the class group by using these words on a daily basis, consciously and as frequently as possible. • Theme related vocabulary: Do it yourself (DIY),
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		<p>Letter & sound recognition and related vocabulary. Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities. Remember and remind yourself to go from simple to complex words while teaching letter related vocabulary.</p> <ul style="list-style-type: none"> ● Letter Uu- up, us, urn, ugly, utter, under, uncle, unpack, umbrella, upstairs, underpass etc. ● Letter Rr- rat, red, raw, root, rock, ring, rain, rope, ripe, rage, route, right, rough, rattle, robot, ribbon, radish, racket, rainbow etc. ● Reading of two letter words. ● Sight words- You, His, Her <p># Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayons.</p>	<p>teamwork, adjustment, communication, flexibility, fitness, etc.</p> <ul style="list-style-type: none"> ● Rhyming games on theme related words. ● Picture book reading (moving fingers from left to right and top to bottom). ● Reading CVC words with 'a', 'e', 'i', 'o', 'u' ● Reading four letter words. ● Reading simple sentences.
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			<p>Writing Readiness Activities</p> <ul style="list-style-type: none"> • Development of postural control. • Colouring an enclosed figure and free hand drawing • Writing letters - Kk, Bb, Hh (using a pencil). <p>HINDI LITERACY</p> <ul style="list-style-type: none"> • शब्दावली- खिलौन, गुड़िया, पिटारा , पोटली , भागना , आसान , सेहत आदि • मौखिक ध्वनि विश्लेषण - व और ब • लिखित अभ्यास - व और ब। 	<p>Writing Activities</p> <ul style="list-style-type: none"> • Writing four letter words. • Writing simple sentences using mixed vowels • Writing CVC • Montessori Apparatus- Sand Paper Letters, English reading boxes. <p>HINDI LITERACY</p> <ul style="list-style-type: none"> • शब्दावली- पसंद, उत्साह, रंगीन, कल्पना, मनोरंजन हंसना, इकट्ठा, तैयारी,, टूट- फूट, व्यायाम ,विकास , कोशिश आदि । • मौखिक ध्वनि विश्लेषण - ज, श
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			<p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा।</p> <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p> <p>NUMERACY-</p> <ul style="list-style-type: none"> ● Sorting and pairing activities. ● Shape- Oval ● Oral counting 1-10. 	<ul style="list-style-type: none"> ● लिखित अभ्यास - ज, श ● चार अक्षर वाले शब्दों का मौखिक अभ्यास ● चार अक्षर वाले शब्दों को सलीखना का अभ्यास। <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p> <p>Montessori Apparatus- Hindi Movable Boxes. चल अक्षर माला पेटी</p> <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p> <p>NUMERACY-</p> <ul style="list-style-type: none"> ● Thick/thin ● Odd one out. ● Number games. ● Problem solving. ● Shape - cone shape. ● Backward counting 20-1.
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			<ul style="list-style-type: none"> ● Tracing of sandpaper numbers. ● Correlation of numbers 1 to 10 with quantity. ● Pre-number concept- Up & Down. <p>Montessori Apparatus- Knobles cylinder, Zip Frame & previous Montessori apparatus to be carried along.</p>	<ul style="list-style-type: none"> ● Concept of what comes after, before and in between. ● Single line addition <p>Montessori Apparatus- Seguin Board- I & II , Addition Board.</p>
		Behavioural Skills:	<ul style="list-style-type: none"> ● Fostering collaborative play through toys. The facilitator will encourage the preschoolers to share the toys turn wise and play together i.e, Pretend game / Act of playing. 	<ul style="list-style-type: none"> ● Patience and Turn-taking: Playing with toys enhances the importance of taking turns, imparts valuable lessons for social situations.
		'Seva'	<ul style="list-style-type: none"> ● Creating a Toy Bank (The facilitator will encourage the students to donate toys / board games) 	<ul style="list-style-type: none"> ● Draping a doll. Inculcating cultural integration. Keep the toys back in the basket after playing.

		Value:	<ul style="list-style-type: none"> • Sharing and caring • Inculcating the habit of taking care of toys and winding up the toys after playing. 	<ul style="list-style-type: none"> • Empathy- creating real life situations with toys and dolls to experience the feeling/emotion of empathy.
		Project / Experiential learning (Collaboration):	<ul style="list-style-type: none"> • Winter fruits and vegetables (Creating with clay dough) • Imaginary Play: Set up an area for imaginative play with various toys. This could be a kitchen, a doctor's office, or a construction site. Encourage children to use their creativity and language skills while playing together. 	<ul style="list-style-type: none"> • Science based project work • Use of shadow, reflection, magnets • DIY toys- soft toy making- Sock puppet
		Prasar:	<ul style="list-style-type: none"> • Rhyme recitation on patriotism • Toy land walk: Organize a "Toy Land Walk" wherein children can walk around the room with their favourite toys. As they walk, they can briefly talk about their toys. 	<ul style="list-style-type: none"> • Storytelling using toys • Stories related to bravery and heroism

			<ul style="list-style-type: none"> Students will be encouraged to speak two sentences about 'My Toy, My Best Friend'. 	
JAN (Week IV)	"Toys and Games"	<ul style="list-style-type: none"> Introduction to various indoor and outdoor games The games we play: Luka- chupi games, Snakes and Ladders games, balloons, Simon says, puzzles 	<ul style="list-style-type: none"> Traditional games Scavenger game, Shape game, Hopscotch (Stappu), Animal charade Toy sorting: Have a variety of toys and ask children to sort them based on different criteria, such as colour, size, or type. This helps with categorization and language development. 	
	Behavioural Skills:	<ul style="list-style-type: none"> Fostering social skills through free play and games. The facilitator will encourage teamwork and positive communication while playing games. 	<ul style="list-style-type: none"> Patience and turn-taking: The facilitator will provide an environment to the children to play games with rules. These games will teach patience and the importance of taking turns, valuable lessons for social situations. 	
	'Seva'	<ul style="list-style-type: none"> Taking care of toys/objects and articles 	<ul style="list-style-type: none"> Self-help skills: - Taking care of game boards will be encouraged in children. 	

		Value:	<ul style="list-style-type: none"> • Reviving traditional games and toys 	<ul style="list-style-type: none"> • Team spirit- Understanding the rules of a game and playing as a team
		Project/ Experiential learning (Collaboration):	<ul style="list-style-type: none"> • Creating a 'Jawaan/Tank/Soldier Cap' to celebrate Republic Day. 	<ul style="list-style-type: none"> • Let us learn how to make a moving toy.
		Prasar:	<ul style="list-style-type: none"> • Children will sing songs based on love for the nation. 	<ul style="list-style-type: none"> • Children will engage themselves in traditional games with musical instrument- Posham Pa

Value, Basic Courtesies and Manners- Team Spirit and Sharing

“Concepts determine knowing, believing, and doing. Help children form healthy & positive ones!”

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MONTH - FEBRUARY

Theme- Flora on Earth_ (पेड़ पौधों का करो ख्याल , बनाओ जीवन को खुशहाल)

Theme- Plants: - To weave the concept through the journey, going from simple to complex.

PS I- Once Bharati and Bharat were enjoying the cool morning breeze in the garden next to their home. Suddenly, Bharati started wiggling Bharat’s mind with some questions- “Bharat as we walk around here, how many colours can you identify in plants around us?” Bharat replied, “I can see red (roses), green (leaves and grass), brown (trunks), yellow (sunflower), pink and white (periwinkle), orange (baby naarangi).”

Bharati exclaimed “Oh wow! I am sure you have seen these colours in the plants, flowers, fruits and trees growing here.”

“Imagine staying somewhere, where there is no garden around us and we don’t have all these colours to appreciate.”

And Bharat “Can you smell the fresh fragrance of these plants and flowers? The fresh air we are breathing in is also smelling so nice.”

PS II-In a jungle, there lived four friends namely Giju the giraffe, Gitti the goat, Rabby the rabbit, & Mini the monkey. All day long, they laughed, played and ate together around a mango tree and some watermelon creepers. They loved each other’s company so very much. On a bright and sunny morning, as they met under the mango tree, Giju, Rabby & Mini saw Gitti, the goat crying. She was trembling and appeared to be very sad. The three friends gathered around Gitti, expressed their concern & asked the reasons for her sadness. Gitti sobbingly answered, “Friends, I was thinking if there were no green grass on our forest land & no delicate plants around, there would be nothing left to eat which would lead to weakness and illness. This thought made me feel so afraid.”

On hearing this, Giju, Rabby and Mini also became very anxious about not seeing plants & trees around them and expressed their fears.

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PRE SCHOOL	PRE PRIMARY

<p>1 .</p>	<p>February (Week I to III)</p>	<p>Flora on Earth- पेड़ पौधों का करो ख्याल , बनाओ जवान को खुशहाल</p>	<ul style="list-style-type: none"> ● Names of the common plants / trees around us - Neem, Banana, Tulsi, Money plant etc. ● Names of the common flowers that we can see in our immediate environment - Rose, Marigold, Sunflower, Lily, Pansy, Jasmine etc. ● Plants vary on the basis of their size, colour, shape and texture of leaves. ● Things we get from plants - fruits, vegetables, wood, medicine, flowers. ● Naming & identification of Common fruits & vegetables. ● Importance of Plants - fresh air, shade, shelter, cool breeze, wood, medicine, perfume, rubber ● Name the national fruit, Vegetable, Flower, Tree. 	<ul style="list-style-type: none"> ● Things we get from plants - cereals, pulses, oil, etc. ● Parts of a plant - seed, root, stem, leaves, branches, bud, flower and fruit. ● Life cycle of a plant. ● Plants need air, water, sunlight, soil, space and manure. ● Names of a few indoor plants. ● Names of a few outdoor plants . ● Plants that grow in water - Money Plant, Bamboo and Lotus. ● Taking care of plants. ● Fun Facts - Red coloured fruits keep the heart strong. Yellow coloured fruits prevent us from getting sick. Green coloured fruits keep the teeth and bones strong. ● Creepers & Climbers ● Plants prepare their own food. ● Plants can feel as they are living beings. ● Vocabulary bag: air, water, sunlight, space, manure, shade, wood, medicine, shelter.
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			<p>LANGUAGE & LITERACY</p> <p>Rhymes:</p> <ul style="list-style-type: none"> • Plants All Around • How Does the Corn Go <p>कविताएँ:</p> <ul style="list-style-type: none"> • फूल • चिड़िया रानी <p>Stories: The Colourful Garden</p> <p>कहानी: चिमटी का फूल</p> <p>Reading Readiness Activities</p> <ul style="list-style-type: none"> • Facilitator to enhance the preschoolers active vocabulary with the following: 	<p>LANGUAGE & LITERACY</p> <p>Rhyme:</p> <p>Out In the garden Hip- Hip Hop Hop Hop</p> <p>कविताएँ:</p> <ul style="list-style-type: none"> • चना कैसे बोया • गाजर का पौधा <p>Stories: The four friends</p> <p>कहानी: पत्तल</p> <p>Reading Readiness Activities</p> <ul style="list-style-type: none"> • Facilitator to enhance the preschoolers active vocabulary with the following: Conversing with the class group by using these words on a
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			<p>Conversing with the class group by using these words on a daily basis consciously and as frequently as possible.</p> <ul style="list-style-type: none"> • Theme related vocabulary: sun, ant, pot, bud, crop, seed, stem, tree, stem, root, leaf, bud, fruit, water, seed, grow, field, spring, tractor, blossom, oxygen, names of plants, flower, vegetable and tree. • Revision of the letters done so far. • Sight words- You, His, Her. <p>Writing Readiness Activities</p> <ul style="list-style-type: none"> • Development of postural control. • Free hand drawing. • Writing of letters- ee, vv, oo using pencil. <p>HINDI LITERACY</p> <ul style="list-style-type: none"> • शब्दावली- पेड़, पौधा, पानी, तना, फूल, बाजरा, घोंसला, पत्ता, तिनका , मिट्टी आदि। मौखिक ध्वनि विश्लेषण- क और त 	<p>daily basis consciously & as frequently as possible.</p> <ul style="list-style-type: none"> • Theme related vocabulary: underground, shrub, herb, branches, trunk, bark, twigs, oxygen, blossom, germination • Revision of three and four-letter words done so far. • Reading words with phonograms (ee, oo, sh, ch, th) • Reading simple and short sentences. • Reading aloud simple and short stories. • Picture book reading (moving fingers from left to right and top to bottom.) <p>Writing Activities</p> <ul style="list-style-type: none"> • Writing four letter words with vowels - a, e, i, o, u. • Writing words with phonograms (ee, oo, sh, ch, th) • Free hand drawing and colouring. • Writing simple sentences. <p>Montessori Apparatus- Sandpaper, Letters, English reading boxes.</p> <p>HINDI LITERACY</p> <p>शब्दावली- आक्सीजन, जड़, टहनी, छाया, जड़ी-बूटी, लकड़ी, बसेरा, सुन्दर, फूल, गोंद, औषधि, तिनका ,रबड़,आदद।</p>
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			<ul style="list-style-type: none"> ● सभी स्वरों का ● लिखित अभ्यास- क और त <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p> <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p>	<ul style="list-style-type: none"> ● चार अक्षर वाले शब्दों के वाक्यों का मौखिक अभ्यास ● चार अक्षर वाले शब्दों के वाक्यों को लिखने का अभ्यास । ● दो, तीन, चार अक्षर वाले शब्दों से वाक्य निर्माण । ● कार्यपत्रिका द्वारा शब्दों को पूरा करने का अभ्यास कराया जायेगा । <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p> <p>Montessori Apparatus- Hindi Movable Boxes, चल अक्षर माला पेटी</p> <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p>
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			<p>NUMERACY-</p> <ul style="list-style-type: none">● Sorting and pairing activities.● Oral Counting 1-10.● Revision of Pre- number concept done so far.● Revision of shapes● Correlation of numbers 1 to 10 with quantity.● Maze, Problem Solving.● Montessori Apparatus- Previous Montessori apparatus to be carried along. <p>_____</p> <p>_____</p>	<p>NUMERACY-</p> <ul style="list-style-type: none">● Pre number concept: Thick - Thin● Serial counting 1-50● Revision of Pre- number concepts done so far.● Revision of shapes.● Revision of Backward counting 20-1.● Revision of what comes after, before and in between● Concept of Time● Single line addition● Correlation of numbers 1 to 20 with quantity.● Comparing- Maze, Problem Solving.
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				<ul style="list-style-type: none"> ● Montessori Apparatus- Addition Board, Seguin Board - I & II.
		<ul style="list-style-type: none"> ● Behavioural Skills: 	<ul style="list-style-type: none"> ● Not to pluck leaves, flowers, stems etc. 	<ul style="list-style-type: none"> ● Creating a green space in the house.
		<ul style="list-style-type: none"> ● 'Seva' 	<ul style="list-style-type: none"> ● Watering plants in school & at home 	<ul style="list-style-type: none"> ● Taking care of green space created in the house. ● Cultivation steps for Potted Plants ● Spotting creepers in the school lawns & fields & placing their stems softly in correct direction to help them grow
		<ul style="list-style-type: none"> ● Value: 	<ul style="list-style-type: none"> ● Do your bit to develop - "GREEN HABITS". 	<ul style="list-style-type: none"> ● Save the environment.
		<ul style="list-style-type: none"> ● Project / Experiential learning (Collaboration): 	<ul style="list-style-type: none"> ● Collage - Pasting of different leaves, things we get from plants ● Sorting of seeds / leaves 	<ul style="list-style-type: none"> ● Making a miniature greenhouse and how plants grow ● Visit a nearby / local flower shop. ● Drawing - Life cycle of a plant

Value, Basic Courtesies and Manners- "Green" Habits

Plutarch- "The mind is not a vessel to be filled but a fire to be ignited".

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MONTH - MARCH

Bridging programmes uploaded on PSDEAR prepared for Bal Bharati PS levels to be incorporated, to help the learners move to the next level with ease, confidence, clarity in their concepts, well achieved language and literacy competencies, & readiness to imbibe the next level of learning outcomes, behavioural skills, values, and learning standards for self-identification as proud BAL BHARATIANS.

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PRE SCHOOL	PRE PRIMARY
			<p>Rhymes: School Song</p> <p>कविताएँ: है नमन बाल भारती को</p> <p>कहानी: रानी और रमा</p> <ul style="list-style-type: none">● Revision of letters done so far.● Revision of the sight words.● Free hand drawing● Writing Practice of the letters done so far.● Bridging Worksheets	<p>Rhymes : School Song On Time</p> <p>कविताएँ: आस पास की सैर</p> <p>कहानी: रानी भी</p> <ul style="list-style-type: none">● Bridging activities - Revision of vocabulary related to the letters and theme covered during the year.● Pattern writing activities● Reading and writing sentences with three and four letter words along with sight words.● Bridging Worksheets <p>Montessori Apparatus- Sand Paper Letters, English reading boxes.</p>

			<p>Hindi Literacy</p> <ul style="list-style-type: none"> ● शब्दावली- विद्यालय किवाड़ , अध्यापक , छात्र , शिक्षक, गाई ,कक्षा, सीट ,कुर्सी सहायिका ,दीदी ,भाइया आदि ● सभी स्वरों का मौखिक ध्वनि विश्लेषण ● मौखिक ध्वनि विश्लेषण प और र्म ● लिखित अभ्यास - प और र्म <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p>	<p>Hindi Literacy</p> <ul style="list-style-type: none"> ● शब्दावली- झूला, मैदान, गाई ,किताबे ,शिक्षिक , कूड़ेदान , हरियाली ,पुस्तकालय ● दो, तीन एवं चार अक्षर वाले शब्दों को पढ़ने का अभ्यास । ● दो, तीन, चार अक्षर वाले शब्दों के वाक्यों को लिखने का अभ्यास । ● कार्य पत्रिका द्वारा करवाए गए अक्षरों , व्यंजनों - दो , तीन , चार, अक्षर वाले शब्दों की नियामित रूप से पुनार्वृति करवाई जाएगी <p>स्वर एवं वर्ण सम्बंधित आयु - अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुँचाना शिक्षिका का ध्येय रहेगा</p>
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			<p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p> <p style="text-align: center;">NUMERACY-</p> <ul style="list-style-type: none"> ● Sorting and pairing activities. ● Oral Counting 1-10. ● Revision of the Pre number concept done so far. ● Revision of the shapes already done. ● Correlation of numbers 1 to 10 with quantity. ● Revision of information of age, contact number. house number, number of family members. <p>Montessori Apparatus- Previous Montessori apparatus to be carried along.</p> <p>Role of Special educators for learning gaps. Identification of weaker students, learning gaps, thus the role of special educator in collaboration with the class teachers.</p>	<p>Montessori Apparatus- Hindi Movable Boxes, चल अक्षर माला पेटी ।</p> <p>इन शब्दों को नियामित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें</p> <p>NUMERACY-</p> <ul style="list-style-type: none"> ● Sorting and pairing activities ● Comparing Activities ● Maze/Puzzles (4-5 Pieces) ● Odd one out. <p>Role of Special educators for learning gaps. Identification of weaker students, learning gaps, thus the role of special educator in collaboration with the class teachers.</p>
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#Value, Basic Courtesies and Manners- Respect for School Property

Environment- immediate and known to the child is the most meaningful for vocabulary building

#Value, Basic Courtesies and Manners- Respect for School Property

Environment- immediate and known to the child is the most meaningful for vocabulary building