



CLASS–L.K.G

CYCLE -1ST

<b>CLASSES REQUIRED</b>	6-7 40 min class period.
<b>TOPIC</b>	My self, Parts of Body
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>• Knowing about oneself.</li><li>• Identification and naming of different body parts.</li><li>• Counting of different parts of body.</li></ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"><li>• Awareness about oneself.</li><li>• Awareness about different parts of body.</li><li>• Importance to keep our body clean and healthy.</li></ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"><li>• Charts.</li><li>• PPT.</li><li>• Magic bag.</li><li>• Drawing, coloring and Flash Cards.</li></ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"><li>• We will show them pictures of different Body parts for recognition.</li><li>• Discussion.</li><li>• Random questioning.</li></ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<ul style="list-style-type: none"><li>• Colour based worksheets.</li><li>• Making of self booklet.</li><li>• Pasting of photographs.</li><li>• PPT</li><li>• Different action games.</li><li>• Playing number games.</li></ul>
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"><li>• Fun Based Worksheets.</li></ul>



<b>CLASSES REQUIRED</b>	6-7 40 min class period.
<b>TOPIC</b>	My family, My school
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Me and my family.</li> <li>• Importance of family members.</li> <li>• Sharing and caring.</li> <li>• Developing moral values.</li> <li>• Fine motor skills.</li> <li>• Knowing different places of school and their importance.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Awareness about relations.</li> <li>• Importance of being together and sharing.</li> <li>• Awareness about school.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Charts.</li> <li>• Puppets.</li> <li>• PPT.</li> <li>• Flash Cards.</li> <li>• Rhymes.</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Concept formation.</li> <li>• Learning by doing.</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<ul style="list-style-type: none"> <li>• Making of booklet.</li> <li>• Making posters of happy family.</li> <li>• Card making.</li> <li>• Making of family tree.</li> <li>• Visit to school campus.</li> </ul>
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Fun Based worksheets.</li> </ul>



**CLASS–L.K.G**

**CYCLE -2<sup>ND</sup>**

CLASSES REQUIRED	6-7 40 min class period.
TOPIC	Animals (Pet, Domestic and Wild). Plants.
CONCEPT & SKILLS	<ul style="list-style-type: none"> <li>• Identification of different Animals.</li> <li>• Identification of different parts of plants.</li> <li>• Visual association.</li> <li>• Uses and importance of plants</li> <li>• Taking care of plants.</li> <li>• Taking care of Animals.</li> </ul>
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>• Awareness about names of plants.</li> <li>• Awareness about names of animals</li> <li>• Recognize different plants.</li> <li>• Recognize different animals and difference between them.</li> <li>• Sound and size of different Animals.</li> <li>• Colour, homes and food of different animals.</li> </ul>
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> <li>• Charts,</li> <li>• PPT,</li> <li>• Magic bag,</li> <li>• Drawing, coloring and Flash Cards.</li> </ul>
PEDAGOGY	<ul style="list-style-type: none"> <li>• We will show them pictures of different Plants and animals for recognition.</li> <li>• For classification of plants and animals we will show them ppt.</li> </ul>
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> <li>• Nature Walk.</li> <li>• Growing garden in a cup.</li> <li>• Collecting leaves.</li> <li>• Leaf Print</li> <li>• Making of Bean collage</li> <li>• Visit to farm house</li> <li>• Worksheet (Dinosaur).</li> </ul>
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> <li>• Fun based worksheets.</li> </ul>



**DETAILED PLANNER OF ENGLISH  
(April)**

**CLASS – L.K.G**

**Cycle – 1st**

CLASSES REQUIRED	18- 20 periods
CONCEPT & SKILLS	<ul style="list-style-type: none"> <li>• Opposites: in/ out , Sit/ stand, Come/ go, Open / Close.</li> <li>• Action words: cry, clap, jump, drink, eat, laugh.</li> <li>• Rhymes: Thank you God Myself</li> <li>• Skills: Listening Speaking Reading Writing Recitation with proper actions. Vocabulary development using words like clap, jump, eat, laugh, close.</li> <li>• Strokes: Standing line. Sleeping line. Slanting line. Curved line.</li> </ul>
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>• Children will be able to identify the opposites and action words.</li> <li>• They will be able to use the words in everyday English.</li> <li>• Developing rhythmic sense and body actions.</li> <li>• Developing motor skills and eye-hand coordination.</li> </ul>
INSTRUCTIONAL TOOLS & REFERENCES	<p>Teacher Presenter. Flash cards for opposites and action words. Charts and Crayons.</p>
PEDAGOGY	<p>For teaching opposites various prompting activities will be followed e.g. in / out. The teacher will stand in front of class and will hold an almanac in her hand and ask them to prompt the same with their almanacs.</p> <ul style="list-style-type: none"> <li>• Follow up:</li> </ul> <p>The teacher will ask the students to open your eyes and close your eyes. Similar methodology will be followed for teaching other opposites.</p> <ul style="list-style-type: none"> <li>• Action words:</li> </ul> <p>For teaching action words various prompting activities will be followed e.g. Teacher will tell the students to laugh and children will laugh. Similar methodology will be followed for teaching other action words.</p> <ul style="list-style-type: none"> <li>• Prompting activity:</li> </ul> <p>Teacher will ask the students to dip the finger in the poster colour and draw</p>



	different strokes on the chart paper or newspaper.
ACTIVITY	Walking on strokes. Making of strokes in air.
INFORMAL ASSESSMENT	Individual Anecdotal Record of each child maintained.



**DETAILED PLANNER OF ENGLISH  
(May)**

**CLASS – L.K.G**

**Cycle – 1st**

CLASSES REQUIRED	18- 20 periods
TOPIC	Alphabets L, T, I, H
CONCEPT & SKILLS	<ul style="list-style-type: none"> <li>• Opposites: Hot/ cold ,boy/ girl, He/ she, Up/ down, day/ night.</li> <li>• Action words: walk, fly, write, touch, hop.</li> <li>• Rhymes: Drive like papa My school</li> <li>• Skills: Listening Speaking Writing Reading Recitation with proper actions. Vocabulary development.</li> </ul>
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>• Children will be able to identify the opposites and action words.</li> <li>• They will be able to use the words in everyday English.</li> <li>• Developing rhythmic sense and body actions.</li> <li>• Developing motor skills and eye-hand coordination.</li> </ul>
INSTRUCTIONAL TOOLS & REFERENCES	Teacher Presenter. Flash cards for opposites and action words. Charts, crayons, worksheets and notebook.
PEDAGOGY	<p>For teaching opposites various prompting activities will be followed e.g. hot/ cold. The teacher will take the students out in the sun and will explain that the sun is hot it gives us heat and light and for cold teacher will take the students to the water pooland explain that water is cold.</p> <p>Follow up: The teacher will take the students upstairs and down the stairs to make them understand the meaning of up and down. Similar methodology will be followed for teaching other opposites.</p> <ul style="list-style-type: none"> <li>• Action words:</li> </ul> <p>For teaching action words various prompting activities will be followed e.g. Teacher will draw a line on the floor and will ask the students to walk on the line. Similar methodology will be followed for teaching other action words.</p>
ACTIVITY	<ul style="list-style-type: none"> <li>• Prompting activity:</li> </ul> <p>Teacher will ask the students to dip the finger in the poster colour and draw different alphabets on the chart paper or newspaper. Alphabets: L, T, I, H The teacher will take out objects from the magic bag related to the alphabets L, T, I,</p>



	<p>H. The teacher will name the objects and will stress on the first sound like (L ) for Lion or Lamp. The teacher will display the flash cards and ask the students to pair the cards like big/ small, boy/ girl. They can pair the flash cards as they find the set of opposites.</p> <ul style="list-style-type: none"><li>• Follow Up: Oral drill of phonetics will be followed by ppt.</li></ul> <p>Oral drill in classroom.</p>
INFORMAL ASSESSMENT	<p>Fun based worksheet will be provided. Evaluating comprehension of alphabet and recognition of pictures.</p>



**DETAILED PLANNER OF ENGLISH  
(June)**

**CLASS – L.K.G**

**Cycle – 1st**

CLASSES REQUIRED	18 - 20 periods
TOPIC	Alphabets F, E, V, W
CONCEPT & SKILLS	<ul style="list-style-type: none"> <li>• Opposites: Inside/ outside, Full/ empty, sweet/ sour, happy/ sad.</li> <li>Action words: Skip, push, throw, run, sleep.</li> <li>• Rhymes: Ten little fingers Polite words</li> <li>• Skills: Listening Speaking Writing Reading Recitation with proper actions. Vocabulary development using sight words.</li> </ul>
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>• Children will be able to identify the opposites and action words.</li> <li>• They will be able to use the words in everyday English.</li> <li>• Developing rhythmic sense and body actions.</li> <li>• Developing motor skills and eye-hand coordination.</li> </ul>
INSTRUCTIONAL TOOLS & REFERENCES	Teacher Presenter. Flash cards for opposites and action words. Charts, crayons, worksheets and notebook.
PEDAGOGY	<p>For teaching opposites various prompting activities will be followed e.g. Full/ Empty. The teacher will demonstrate this activity by holding a glass of water in one hand and empty glass in another hand and will tell the students to differentiate between the two.</p> <ul style="list-style-type: none"> <li>• Follow up:</li> </ul> <p>The teacher will hold the lemon in one hand and sugar in another hand and will tell the students to taste both so that the students will be able to differentiate between the sweet and the sour. Similar methodology will be followed for teaching other opposites.</p> <ul style="list-style-type: none"> <li>• Action words:</li> </ul> <p>For teaching action words various prompting activities will be followed e.g. Teacher will throw the ball and will tell the students to catch it. Similar methodology will be followed for teaching other action words.</p>





ACTIVITY	<ul style="list-style-type: none"><li>• Prompting activity: Teacher will ask the students to dip the finger in the poster colour and draw different alphabets on the chart paper or newspaper. Alphabets: E, F, V, W The teacher will take out objects from the magic bag related to the alphabets E, F, V, W. The teacher will name the objects and will stress on the first sound like (E ) for Egg or Elephant. The teacher will display the flash cards and ask the students to pair the cards like happy/ sad, inside/ outside. They can pair the flash cards as they find the set of opposites.</li><li>• Follow Up: Oral drill of phonetics will be followed by ppt. Oral drill in classroom.</li></ul>
INFORMAL ASSESSMENT	Fun based worksheet will be provided. Evaluating comprehension of alphabet and recognition of pictures.



**Detailed Planner Of Hindi  
April**

Class- L.K.G

Classes Required	8
Topic	<b>वर्ण: अ, आ, इ, ई (मौखिक)</b> <b>कविता: लालटमाटर</b>
Concept & Skills	<b>कौशल: बोलने, सुनने तथा पढ़ने के कौशल</b> 1. बच्चों को स्वरों की सही पहचान कराना। 2. बच्चों को स्वरों का शुद्ध उच्चारण कराना। 3. बच्चों के शब्द भण्डार में वृद्धि लाना।
Learning Outcomes	1. बच्चों को स्वरों की सही पहचान कराना। 2. बच्चों ने स्वरों का शुद्ध उच्चारण सीखा। 3. बच्चों के शब्द भण्डार में वृद्धि हुई।
Instructional Tools & References	1. फ्लैश कार्ड 2. चार्ट
Pedagogy	बच्चों को सबसे पूर्व स्वरों के फ्लैश कार्ड दिखाए जाएंगे जिस से उन्हें स्वरों को पहचानने का अभ्यास होगा। उसके पश्चात में उन्हें मुहँ की सहायता से इन स्वरों का सही उच्चारण करने का अभ्यास कराऊँगी। बच्चों को बार बार स्वरों को बोलने के लिए रत करूँगी। बच्चों को एक चार्ट दिखाया जाएगा। जिस में पढ़ाए जाने वाले स्वरों से शुरू होने वाले अनेक चित्र बने होंगे, जैसे- 'अ' से अनार, 'आ' से आइम, 'इओ' से इमली आदि। बच्चों को इन शब्दों का मौखिक अभ्यास कराया जाएगा।
Activity/Assignment/Research	<b>फ्लैश कार्ड गतिविधि</b> बच्चों को समूह में रखा जाएगा तथा हर समूह को दो प्रकार के फ्लैश कार्ड दिए जाएँगे- एक जिस में स्वर होगा तथा दूसरा जिस में चित्र बने होंगे। बच्चों को निर्देश दिए जाएंगे कि हमें स्वर वाले फ्लैश कार्ड को चित्र सम्बन्धित फ्लैश कार्ड से मिलाना है।
Informal Assessment	बच्चों को फ्लैश कार्ड द्वारा अक्षर पहचानने को कहा जाएगा तथा उसका सही उच्चारण



	करने को कहा जाएगा। बच्चों को चित्र की शुरु की ध्वनि तथा शब्द बोलने को कहा जाएगा।
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**Detailed Planner Of Hindi  
May**

Class- L.K.G

Classes Required	8
Topic	<b>वर्ण: उ, ऊ, ए, ऐ (मौखिक)</b> <b>कविता: बारिश</b>
Concept & Skills	<b>कौशल:</b> बोलने, सुनने तथा पढ़ने के कौशल 1. बच्चों को स्वरों की सही पहचान कराना। 2. बच्चों को स्वरों का शुद्ध उच्चारण कराना। 3. बच्चों के शब्द भण्डार में वृद्धि लाना।
Learning Outcomes	1. बच्चों को स्वरों की सही पहचान कराना। 2. बच्चों ने स्वरों का शुद्ध उच्चारण सीखा। 3. बच्चों के शब्द भण्डार में वृद्धि हुई।
Instructional Tools & References	1. जादू का पिटारा 2. चार्ट 3. पी.पी.टी
Pedagogy	बच्चों को सबसे पूर्व स्वरों का चार्ट दिखाया जाएगा जिस से उन्हें स्वरों को पहचानने का अभ्यास होगा। उसके पश्चात में उन्हें मुहँ की सहायता से इन स्वरों का सही उच्चारण करने का अभ्यास कराऊँगी। बच्चों को बार बार स्वरों को बोलने के लिए प्रेरित करूँगी। बच्चों को जादू का पिटारा दिखाया जाएगा जिसमें पढ़ाए जाने वाले स्वरों से शुरू होने वाले अनेक वस्तुएं होंगी जैसे- 'उ' से पहार, 'ऊ' से ऊन आदि। बच्चों को इन शब्दों का मौखिक अभ्यास कराया जाएगा।
Activity/Assignment/Research	<b>फलैश कार्ड गतिविधि</b> बच्चों को समूह में रखा जाएगा तथा हर समूह को दो प्रकार के फलैश कार्ड दिए जाएंगे- एक जिसमें स्वर होगा तथा दूसरा जिसमें चित्र बने होंगे। बच्चों को निर्देश दिए जाएंगे कि हमें स्वर वाले फलैश कार्ड को चित्र सम्बन्धित फलैश कार्ड से मिलाना है।



Informal Assessment	बच्चों को पी. पी. टी द्वारा अक्षर पहचानने को कहा जाएगा तथा उसका सही उच्चारण करने को कहा जाएगा। बच्चों को अनेक चित्र पी.पी.टी पर दिखाए जाएंगे तथा उन्हें चित्र की शुरु की ध्वनि तथा शब्द बोलने को कहा जाएगा।



Detailed Planner Of Hindi  
June

Class- L. K.G

Classes Required	8
Topic	<b>वर्ण: ओ, औ, अं, अः(मौखिक)</b> <b>कविता: आलू</b>
Concept & Skills	<b>कौशल:</b> बोलने, सुनने तथा पढ़ने के कौशल 1. बच्चों को स्वरों की सही पहचान कराना। 2. बच्चों को स्वरों का शुद्ध उच्चारण कराना। 3. बच्चों के शब्द भण्डार में वृद्धि लाना।
Learning Outcomes	1. बच्चों को स्वरों की सही पहचान कराना। 2. बच्चों ने स्वरों का शुद्ध उच्चारण सीखा। 3. बच्चों के शब्द भण्डार में वृद्धि हुई।
Instructional Tools & References	1. जादू का पिटारा 2. चार्ट
Pedagogy	बच्चों को सबसे पूर्व स्वरों का चार्ट दिखाया जाएगा जिस से उन्हें स्वरों को पहचानने का अभ्यास होगा। उसके पश्चात में उन्हें मुहँ की सहायता से इन स्वरों का सही उच्चारण करने का अभ्यास कराऊँगी। बच्चों को बार बार स्वरों को बोलने के लिए प्रेरित करूँगी। बच्चों को जादू का पिटारा दिखाया जाएगा जिस में पढ़ाए जाने वाले स्वरों से शुरु होने वाले अनेक वस्तुएं होंगी जैसे- 'ओ' से ओखली, 'अं' से अंडा आदि। बच्चों को इन शब्दों का मौखिक अभ्यास कराया जाएगा।
Activity/Assignment/Research	<b>फलैश कार्ड गतिविधि</b> बच्चों को समुह में रखा जाएगा तथा हर समुह को दो प्रकार के फलैश कार्ड दिए जाएंगे- एक जिस में स्वर होगा तथा दूसरा जिस में चित्र बने होंगे। बच्चों को निर्देश दिए जाएंगे कि हमें स्वर वाले फलैश कार्ड को चित्र सम्बन्धित फलैश कार्ड से मिलाना है।



Informal Assessment

वर्कशीट



DETAILED PLANNER OF  
**Conversation**

(April)

Class -LKG

<b>CLASSES REQUIRED</b>	2
<b>TOPIC</b>	Myself
<b>CONCEPT &amp; SKILLS</b>	<p>Concept: The teacher will introduce herself in order to demonstrate and initiate a conversation among the students, stressing on proper pronunciation and grammar. Students will follow and speak a few lines about themselves. The teacher will play a rhyme "Family Fingers" which the students will sing along and memorise while it's being played.</p> <p>Skills: This will develop within the students a sense of proper pronunciation of words and fluency.</p>
<b>LEARNING OUTCOMES</b>	The children will get to speak freely among peers and express their ideas. They will be encouraged to speak in front of audience/classmates. They will learn to listen to their peers. They will learn to point out the errors which their peers make while speaking and correct their mistakes and eventually learn from them. It will help them in the development of vocabulary and grammar during the process.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher, speaker, amplifier, pen drives, audio sounds, micro-phones.
<b>PEDAGOGY</b>	Random questioning, choral-recitation, chorus drill.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Discussion, Random questioning.
<b>ASSESSMENT</b>	The teacher will check the student's performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Ditto





**CLASS –LKG**

<b>CLASSES REQUIRED</b>	2
<b>TOPIC</b>	My family
<b>CONCEPT &amp; SKILLS</b>	<p>Concept: The teacher will initiate a conversation amongst the students by asking questions like, What is a family? How many members are there in your family? Which games you play with your family? Which member likes you most in your family? The students will start speaking and answering the questions and the teacher will observe the students vocabulary and pronunciation. The teacher will play a theme based rhyme called “Family Fingers” which the students will recite along and memorise while it’s being played.</p> <p>Skills: This will develop within the students a sense of accuracy, proper pronunciation and fluency.</p>
<b>LEARNING OUTCOMES</b>	The children will get to speak freely and express their ideas. They get encouraged while speaking in front of their peers and they will learn to listen to their peers. They will also learn to point out the errors their peers make while speaking. They will have fun in reciting the rhymes. This will help them to develop their expression, imagination and pronunciation, vocabulary development and essentials of grammar.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher, speaker, amplifier. Pen drives, audio sounds, micro-phones.
<b>PEDAGOGY</b>	Random questioning, choral recitation, chorus drill.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Role play done by students like father and son, sister/brother conversing.
<b>ASSESSMENT</b>	The teacher will check the student’s performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Ditto



**DETAILED PLANNER OF**

**Conversation  
(JUNE)**

**CLASS – LKG**

<b>CLASSES REQUIRED</b>	2
<b>TOPIC</b>	Animals/Plants
<b>CONCEPT &amp; SKILLS</b>	<p>Concept: The teacher will initiate a discussion by asking questions like, Do you have a pet? Where did you get it from? Who takes care of it? What does it eat? What is its name? What are domestic and wild animals? Where do plants grow? How do plants grow? What is the colour of leaves? The teacher will play a song called “The Dog Says Bow Wow”. Students will be asked to listen carefully and then sing along with the song till they memorise it.</p> <p>Skills: It will help students to memorise and develop a sense of fluency and proper pronunciation.</p>
<b>LEARNING OUTCOMES</b>	The children will get the concept of animals and plants. Different types of animals like-domestic, wild and pet animals. They will learn the concept of loving and caring of pets and will get to know about the plants. The children will get to speak freely and express their ideas.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Teacher, speaker, amplifier, pen drives, audio sounds, micro-phones.
<b>PEDAGOGY</b>	Random questioning, choral-recitation, chorus drill.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Discussion, Show and tell.
<b>ASSESSMENT</b>	The teacher will check the student’s performance on the basis of fluency, grammar accuracy, accent, pronunciation throughout the session.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Ditto



CLASS: LKG DETAILED PLANNER  
MATHEMATICS (APRIL)

<b>Month</b>	April
<b>TOPIC</b>	1-3, shapes (circle & square), count and write 1-3.
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Pre -Number concept</u></b></p> <ol style="list-style-type: none"> <li>1. Tall/Short</li> <li>2. Big/Small</li> <li>3. Near/Far</li> </ol> <p><b><u>Skill</u></b></p> <ol style="list-style-type: none"> <li>1. Development of pre-mathematics skill.</li> <li>2. Skill related to comparison sorting.</li> <li>3. Language development using pre-number concept For example Big/Small etc.</li> </ol>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. Children will be able to compare using the real objects.</li> <li>2. They will be able to use words like big/small etc.</li> <li>3. They will be able to sort the objects.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Real objects available like big/small ball.</li> <li>2. Teachers presenter.</li> </ol>
<b>PEDAGOGY</b>	<p>For teaching pre- number concepts various prompting activities will be followed For example Big/Small Teacher will stand in front of class and hold up an object like a big ball and a small pebble and prompt as a big ball and a small pebble. Students will prompt the same.</p> <p><b><u>Follow up :</u></b></p> <p>Teacher will choose two children to stand with her and ask which one of us is big and which is small. Similar methodology will be followed for teaching other pre number concepts.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><u>Lets play "Follow the leader"</u> (with the teacher as leader) Emphasizing small/big things and verbalizing as you go long Let us take small steps Let us touch Small jumps . Let us make a big circle Teacher will introduce the words and continue to use teachable moments to reinforce The vocabulary.</p>
<b>ASSESSMENT</b>	<p><u>Activity</u> Work sheets like asking the children to colour the big ball red and the small as green. Circle the objects that are tall (various objects or pictures provided in the worksheet)</p>



CLASS: LKG DETAILED PLANNER  
MATHEMATICS (MAY)

<b>Month</b>	May
<b>TOPIC</b>	Numbers 4-6, Shapes (Triangle and Rectangle), count and write 1-6
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Pre-Number Concepts</u></b></p> <ol style="list-style-type: none"> <li>1. In/Out</li> <li>2. up/Down</li> <li>3. Open/Shut</li> </ol> <p><b><u>Skill</u></b></p> <ol style="list-style-type: none"> <li>1. Development of pre-mathematics skill.</li> <li>2. Skill related to comparison sorting.</li> <li>3. Language development using pre-number concept For example on and under etc.</li> </ol>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. Children will be able to compare using the real objects.</li> <li>2. They will be able to use words like open, close etc.</li> <li>3. They will be able to sort the objects.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>1. Real objects available like open and close the door etc.</li> <li>2. Teachers presenter.</li> </ol>
<b>PEDAGOGY</b>	<p>Teacher will herself stand up from her chair and then will sit and make the children to do the same so that the children will understand the concept of up and down.</p> <p>The teacher will go out of the class and will come in and will explain the children in/out concept. The children will be instructed to go out from the class and to come in.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><u>Lets play "Follow the leader"</u> (with the teacher as leader)</p> <p>Teacher will make use of staircases. She will climb the stairs and will come down and will instruct the children to follow the same in order to make them understand the concept of up and down.</p>
<b>ASSESSMENT</b>	<p><u>Activity</u></p> <p>Instructing the children open your eyes, close your eyes, open your lunch boxes and close it, open the door and close the door In the class out the class.</p>



**CLASS: LKG DETAILED PLANNER  
MATHEMATICS (JUNE)**

<b>Month</b>	June
<b>TOPIC</b>	Numbers 7,8 Revisions of numbers and shapes, count and write 1-8
<b>CONCEPT &amp; SKILLS</b>	<p><b><u>Pre-Number Concept</u></b></p> <ol style="list-style-type: none"> <li>Hot/Cold</li> <li>Full/Empty</li> <li>More/less</li> </ol> <p><b><u>Skill</u></b></p> <ol style="list-style-type: none"> <li>Development of pre-mathematics skill.</li> <li>Skill related to comparison sorting.</li> <li>Language development using pre-number concept For example hot/cold etc.</li> </ol>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>Children will be able to compare using the real objects.</li> <li>They will be able to use words like hot/cold etc.</li> <li>They will be able to differentiate the objects.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ol style="list-style-type: none"> <li>Real objects like hot sun, cold water, full bottle and empty bottle, more biscuits and less biscuits</li> <li>Teacher presenter.</li> </ol>
<b>PEDAGOGY</b>	<p>The teacher will take children out and show them sun is hot later on she will take them to the water pool to make them feel cold water.</p> <p><b><u>Follow up :</u></b> Teacher will take two bottles in her hands one full of water and other one empty to make them understand the concept of full and empty.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p><u>Lets play "Follow the leader"</u> (with the teacher as leader)</p> <p>Teacher will take crayons in her hands ,more in one hand and less in the other hand So that children will emphasise the quantity. Children will be asked to pick up the crayons in their hands to maintain the quantity as per the topic.</p>
<b>ASSESSMENT</b>	<p><u>Activity</u> Worksheets like asking the children to colour the cold things like ice cubes, water, snow with blue and things like fire, sun, and tea with red colour.</p>



**CLASS – L.K.G**

<b>CLASSES REQUIRED</b>	One Story per period. (40 minutes class period)
<b>TOPIC</b>	<p><u>Stories:</u></p> <ul style="list-style-type: none"> <li>• The Magic Pot.</li> <li>• The Ant &amp; the Dove.</li> <li>• The Fox &amp; the Cock.</li> <li>• The Horse &amp; the Lion.</li> <li>• The Lion’s Howdah.</li> <li>• The Clever Fox.</li> <li>• The Mouse with Seven Tales.</li> <li>• The Donkey &amp; the lion.</li> <li>• The Elephant &amp; the Dog.</li> <li>• The Precious Treasure.</li> <li>• The Apple Tree.</li> <li>• Picnic with Green.</li> <li>• The Dog &amp; the Crocodile.</li> <li>• The Ant &amp; the Grasshopper.</li> <li>• The Horse &amp; the lion.</li> <li>• The large Magic tree.</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Know the theme of the story.</li> <li>• Having fun in listening to the stories.</li> <li>• Learn to see and tell the words or names.</li> <li>• Recognize the character in the story through role play.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Books ( Pop up)</li> <li>• Teacher Presenter.</li> <li>• Props.</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• The teacher will make students to relate with the different characters of the story.</li> <li>• Follow- up: teacher will narrate the story through the role play.</li> </ul>
<b>ACTIVITY / ASSIGNMENT</b>	Retell the story with the help of teacher’s assistance and using props
<b>ASSESSMENT</b>	Same As Above
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	_____

<b>CLASSES REQUIRED</b>	One Story per period. (40 minutes class period)
<b>TOPIC</b>	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• The Idle Donkey.</li> <li>• The Two Foolish Cats.</li> <li>• The Horse &amp; the wolf.</li> <li>• Ant &amp; the cricket.</li> <li>• Tailless fox.</li> <li>• Pop Up &amp; Play Farm.(Pop Up Book ).</li> <li>• The Mouse with Seven Tales.</li> <li>• The Wolves &amp; the Dog.</li> <li>• The Question of the Lion.</li> <li>• Horse &amp; the Donkey.</li> <li>• Monkey &amp; the Lion Skin.</li> <li>• Frog &amp; the Mouse.</li> <li>• The Lion &amp; the Fox.</li> <li>• Who will Bell the cat.</li> <li>• Apple Tree.</li> <li>• Cinderella. (Pop Up book).</li> </ul>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Know the theme of the story.</li> <li>• Having fun in listening to the stories.</li> <li>• Learn to recognise and tell the words or names.</li> <li>• Recognize the character in the story through role play.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Books. (Pop up).</li> <li>• Teacher Presenter.</li> <li>• Props.</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• The teacher will make students to relate with the different characters of the story.</li> <li>• Follow- up: teacher will narrate the story through the role play.</li> </ul>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b>Activity:</b> Retell the story with the help of teacher’s assistance and using props</p>
<b>ASSESSMENT</b>	Same As Above
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	_____



**Detailed Planner of Sports  
Class LKG March/April (Cycle -1)**

<b>CLASSES REQUIRED</b>	16(40 minutes each class)
<b>TOPIC</b>	.Commands . Mass drill
<b>CONCEPT &amp; SKILLS</b>	.Four Count Callisthenic free Hand Exercises .By order and discipline
<b>LEARNING OUTCOMES</b>	discipline Standing In Row, Flexibility number in ascending and descending order .Maintain Discipline .Improve co-ordination .Counting
<b>INSTRUCTIONAL TOOLS</b>	. Ground Or Indoor Stadium . Drum Or Whistle
<b>PEDAGOGY</b>	Practical Demonstration about the Position Of Body Parts i.e. Position OF foots,Hands,Legs, Etc
<b>ACTIVITY</b>	.Warm-up-Exercises Like, On Spot Running and jumping .Bending and stretching
<b>ASSESSMENT</b>	. Will Ask Students To Perform Such Exercises
<b>SYLLUBUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	On the basis of students participation in activities done in the sports class e students will be assessed continuously for the motivation, expertise and sportsmanship throughout the session





**Detailed Planner of Sports**

**Class LKG**

**April/May**

**(Cycle -2)**

<b>CLASSES REQUIRED</b>	16(40 minutes each class)
<b>TOPIC</b>	.Commands . Jogging . Warm-up exercise
<b>CONCEPT &amp; SKILLS</b>	. By Order And Discipline .Commands .Method .Demonstration
<b>LEARNING OUTCOMES</b>	.Maintain Discipline .Breathing system wills strong .Muscles strengthens increase .Blood circulation .Increase Flexibility .Improve co-ordination .Strength of muscles will improved
<b>INSTRUCTIONAL TOOLS</b>	.Ground or Indoor Stadium .Soft surface
<b>PEDAGOGY</b>	. Practical demonstration
<b>ACTIVITY</b>	arm-up-Exercises,Before Any Activity jumping bending and stretching .On spot
<b>ASSESSMENT</b>	. Will Ask Students To Perform Such Exercises
<b>SYLLUBUS FOR FORMATIVE &amp; UMMATIVE ASSESSMENT</b>	On the basis of students participation in activities done in the sports class the students will be assessed continuously for the motivation, expertise and sportsmanship throughout the session

**Detailed Planner of Sports**
**Class LKG**
**May/June (Cycle -3)**

CLASSES REQUIRED	16(40 minutes each class)
TOPIC	<ul style="list-style-type: none"> <li>. Body movements + co-ordination</li> <li>. Jumping over the rope</li> <li>. Walking on the given shape backward/forward walking</li> <li>. Hopping</li> </ul>
CONCEPT & SKILLS	<ul style="list-style-type: none"> <li>. Commands</li> <li>. Body parts rotation</li> <li>. According to commands, head, heel &amp; toe.</li> <li>. Skills related like as grip</li> <li>. Circle Row</li> <li>. Forward Stop &amp; Backward Stop</li> <li>. On leg hopping</li> <li>Right &amp; left</li> <li>. Both leg hopping</li> </ul>
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>. Knowledge about body parts.</li> <li>. Joints &amp; Muscles that are strengthened by exercise.</li> <li>. Strength will improve</li> <li>. Knowledge about</li> <li>. Co-operation,</li> <li>. Co-ordination</li> <li>. Strong legs muscles,</li> </ul>
INSTRUCTIONAL TOOLS	<ul style="list-style-type: none"> <li>. Ground</li> <li>. Soft surface</li> <li>. Chalk powder</li> <li>. Whistle</li> <li>. Soft &amp; plain surface</li> </ul>
PEDAGOGY	. Practical demonstration
ACTIVITY	<ul style="list-style-type: none"> <li>. Warm-up on spot running ,spot jumping</li> <li>. After that body movement head to toe</li> <li>. Stretching exercise is related with legs</li> </ul>
ASSESSMENT	On daily basis to see the gradual improvement in the skill being taught
SYLLUBUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	On the basis of students participation in activities done in the sports class the students will be assessed continuously for the motivation, expertise and sportsmanship throughout the session



**Detailed Planner of Sports**

**Class LKG**

**June/July**

**(Cycle -4)**

CLASSES REQUIRED	16(40 minutes each)
TOPIC	. Safety rules while swimming . Swimming
CONCEPT & SKILLS	. Changing clothes. . Warm-up-exercises . Use of swimwear & bath towel . Enter and exit water safely . Blow bubbles through mouth and nose . Scoop the water and wash face
LEARNING OUTCOMES	. Wearing swim costumes properly & use of towel Overcome aqua phobia. Aware of stance . Learn basic pool safety rules . Enter unassisted, move 1 meter and exit safely.
INSTRUCTIONAL TOOLS & REFERENCES	. Pool safety signs . How to swim" video . Whistle. . Swimming pool
PEDAGOGY	. Practical demonstration
ACTIVITY	. Changing uniform and putting on swim wear . Keeping uniform neatly at a proper place. . Entering water safely. . Students will follow instructions properly . Front glides and floats. . Use of basic slides.
ASSESSMENT	. Daily observation to monitor- obedience of pool rules, following safety signs, wearing of swimmer and towel
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	On the basis of daily observation and student participation, the child will be assessed continuously for discipline, motivation & basic skills



**CLASS: LKG DETAILED PLANNER (Activities)  
MARCH 2016**

<b>Month</b>	MARCH
<b>TOPIC</b>	<ol style="list-style-type: none"> <li>1. Doodling.</li> <li>2. Clay modelling.</li> <li>3. Cartoon movie.</li> <li>4. Story narration.</li> <li>5. Activities-tearing, crushing.</li> <li>6. Making of tulips.</li> <li>7. Sorting- pebbles and nuts.</li> <li>8. Free hand colouring.</li> <li>9. Round of school campus</li> <li>10. Myself kit</li> </ol>
<b>CONCEPT &amp; SKILLS</b>	<ol style="list-style-type: none"> <li>1. To entertain students.</li> <li>2. Develop fine motor skills.</li> <li>3. Develop listening, speaking and imagination skills..</li> </ol>
<b>LEARNING OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. Students get entertained.</li> <li>2. Their imagination and vocabulary will be enhanced.</li> <li>3. Fine motor skill will be developed.</li> <li>4. Their eye and hand coordination will be developed.</li> </ol>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Crayons, clay, props ,tissue papers, fluorescent sheets, pebbles, nuts, Chart paper.
<b>PEDAGOGY</b>	<p>Teacher will start with the help of props like puppets, masks, and narrate the story in a very dramatic way in order to entertain the students. She will make students aware about their school.</p> <p>Like Art room, Computer room, Toilets, Library etc .Teachers will provide crayons to students and let them do free hand colouring to reveal their personality. Clay will be given to children to make objects of their choice. Fluorescent sheets will be given to them to teach how to make tulip flowers.</p>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p>Worksheets will be given to students for colouring.</p> <p>Warm up activities.</p> <p>Story narration.</p> <p>Rhyme recitation.</p>
<b>ASSESSMENT</b>	<b>Individual Anecdotal Record of each child will be maintained.</b>



<b>Month</b>	June
<b>TOPIC</b>	Numbers 7,8 Revisions of numbers and shapes, count and write 1-8
<b>CONCEPT &amp; SKILLS</b>	<b><u>Pre-Number Concept</u></b> 4. Hot/Cold 5. Full/Empty 6. More/less <b><u>Skill</u></b> 1. Development of pre-mathematics skill. 2. Skill related to comparison sorting. 3. Language development using pre-number concept For example hot/cold etc.
<b>LEARNING OUTCOMES</b>	1. Children will be able to compare using the real objects. 2. They will be able to use words like hot/cold etc. 3. They will be able to differentiate the objects.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	3. Real objects like hot sun, cold water, full bottle and empty bottle, more biscuits and less biscuits 4. Teacher presenter.
<b>PEDAGOGY</b>	The teacher will take children out and show them sun is hot later on she will take them to the water pool to make them feel cold water. <b><u>Follow up :</u></b> Teacher will take two bottles in her hands one full of water and other one empty to make them understand the concept of full and empty.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b><u>Lets play "Follow the leader"</u></b> (with the teacher as leader) Teacher will take crayons in her hands ,more in one hand and less in the other hand So that children will emphasise the quantity. Children will be asked to pick up the crayons in their hands to maintain the quantity as per the topic.
<b>ASSESSMENT</b>	<b><u>Activity</u></b> Worksheets like asking the children to colour the cold things like ice cubes, water, snow with blue and things like fire, sun, and tea with red colour.



مطلوبہ دروس	۱۲۔ بارہ
موضوع	زبانی حروف (ا۔ث)
خیال، تدریسی ہنر	تلفظ، حروف کی پہچان
تدریسی نتائج	صحیح تلفظ کے ساتھ حرف کی پہچان
تدریسی آلات اور حوالہ جات	چارٹ، فلش کارڈ، جادوئی تھیلا
طرز تدریس	سب سے پہلے بچوں کو جادوئی تھیلا دکھایا جائے گا جس میں 'ا' (الف) سے شروع ہونے والی چیزیں دکھائی جائے گی جیسے انڈا، انگور، انار، وغیرہ جس سے حرف کی آواز کی پہچان کرائی جائے گی اس کے بعد بچوں کو فلش کارڈ دکھائے جائے گے جس میں حرف 'ا' (الف) کی پہچان کرائی جائے گی۔
تفویض، تحقیق، منصوبے، سرگرمیاں	بچوں کو چار دائروں میں بٹھایا جائے گا ہر ایک دائرے میں دو قسم کے فلش کارڈ بھانٹے جائے گے جس میں ایک میں حرف اور دوسرے میں تصاویر ہوں گی اس کے بعد بچوں کو سمجھایا جائے گا کہ اس میں سے حرف 'ا' کے متعلق تصاویر کو الگ کر دیجئے۔
تشخیص	بچوں کو مختلف تصاویر دکھائی جائے گی جس میں ان سے تصویر کا پہلا حرف پوچھا جائے گا۔



مطلوبہ دروس	۲۱۔ بارہ
موضوع	زبانی حروف (ج. ڈ)
خیال، تدریسی ہنر	تلفظ، حروف کی پہچان
تدریسی نتائج	صحیح تلفظ کے ساتھ حرف کی پہچان
تدریسی آلات اور حوالہ جات	چارٹ، فلش کارڈ، جادوئی تھیلا، عملی کام
طرز تدریس	سب سے پہلے بچوں کو جادوئی تھیلا دکھایا جائے گا جس میں 'ج' سے شروع ہونے والی چیزیں دکھائی جائے گی جیسے جھنڈا، جہاز وغیرہ جس سے حرف کی آواز کی پہچان کرائی جائے گی اس کے بعد بچوں کو فلش کارڈ دکھائے جائے گے جس میں حرف 'ج' کی پہچان کرائی جائے گی۔
تفویض، تحقیق، منصوبے، سرگرمیاں	بچوں کو ایک عملی کام دیا جائے گا جس میں انہیں بتایا جائے گا کہ انگوٹھے کو رنگ میں ڈبو کر ان حرفوں کو خوبصورت بنا دیجئے۔
تشخیص	بچوں کو مختلف تصاویر دکھائی جائے گی جس میں ان سے تصویر کا پہلا حرف پوچھا جائے گا۔



عرصہ۔ ماہ جون

جماعت۔ ایل۔ کے۔ جی

مطلوبہ دروس	۱۲۔ بارہ
موضوع	زبانی حروف (ذ۔ ژ)
خیال، تدریسی ہنر	تلفظ، حروف کی پہچان
تدریسی نتائج	صحیح تلفظ کے ساتھ حرف کی پہچان
تدریسی آلات اور حوالہ جات	چارٹ، فلش کارڈ، جادوئی تھیلا
طرز تدریس	سب سے پہلے بچوں کو جادوئی تھیلا دکھایا جائے گا جس میں 'ذ' سے شروع ہونے والی چیزیں دکھائی جائے گی جیسے ذُخیرہ، ذرات، وغیرہ جس سے حرف کی آواز کی پہچان کرائی جائے گی اس کے بعد بچوں کو فلش کارڈ دکھائے جائے گے جس میں حرف 'ذ' کی پہچان کرائی جائے گی۔
تفویض، تحقیق، منصوبے، سرگرمیاں	سب سے پہلے بچوں کو حروف تہجی کے چند حروف (ا۔ ژ) کے کارڈ بنا کر ایک رسی پر لٹکائے جائیں گے۔ پھر ان حروف میں سے کچھ حروف کو الٹا کر کے چھپایا جائے گا۔ اور بچے سے پوچھا جائے گا کہ کون سا حرف غائب ہے۔ اس طرح ہم حروف تہجی کے چند حروف (ا۔ ژ) تک طلباء کو ذہن نشین کرے گے۔
تشخیص	بچوں کو مختلف تصاویر دکھائی جائے گی جس میں ان سے تصویر کا پہلا حرف پوچھا جائے گا۔