



CLASS - UKG

CYCLE – 1th

(March)

CLASSES REQUIRED	02
TOPIC	Myself
CONCEPT & SKILLS	The teacher will initiate a conversation amongst the students by asking the question like “What is your name”? “Where do you live”, “How old are you”, “What is the name of your school”. Students will speak about Myself with proper pronunciation while speaking. The teacher will play a theme based song called “Let me introduce Myself”
LEARNING OUTCOMES	The children get to speak feely among peers and express their ideas. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interrupting while they’re speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They come to know about their friends more during this process. This will help them develop their expression, imagination and pronunciation, vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences.
INSTRUCTIONAL TOOLS & REFERENCES	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
PEDAGOGY	Discussion, random questioning, choral recitation, pair work, chorus singing.
ACTIVITY / ASSIGNMENT	The students will talk 5 lines about Myself
INFORMAL ASSESSMENT	The teacher will check the students’ performance on the basis of fluency, grammar accuracy, accent, pronunciation. Individual anecdotal record of each child maintained.

CLASSES REQUIRED	02
TOPIC	My family
CONCEPT & SKILLS	<p>The teacher initiates a conversation amongst the students by asking simple questions like “What is your father’s name?” “What is your mother’s name? DO you have any brother or sister? Students will speak about different members of family with proper pronunciation while speaking.</p> <p>The teacher will play a theme based rhyme like “My mother....” which the students will recite along and memorise while it’s been played.</p> <p>This will develop within the students a sense of proper pronunciation of words and fluency in recitation.</p>
LEARNING OUTCOMES	<p>The children get to speak feely among peers and express their ideas. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interrupting while they’re speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They will have fun in reciting the poem. This will help them develop their expression, imagination and pronunciation. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences.</p>
INSTRUCTIONAL TOOLS & REFERENCES	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
PEDAGOGY	Discussion, random questioning, choral recitation, pair work, chorus drill.
ACTIVITY / ASSIGNMENT	The students will be asked to talk about different members of their family.
INFORMAL ASSESSMENT	<p>The teacher will check the students’ performance on the basis of fluency, grammar accuracy, accent, pronunciation.</p> <p>Individual anecdotal record of each child maintained.</p>

CLASS – UKG
CYCLE – 3

(May)

CLASSES REQUIRED	02
TOPIC	Animals/Plants
CONCEPT & SKILLS	<p>The teacher will initiate a conversation amongst the students by asking the questions like “What is a pet animal, “What is a domestic animal”, “Name the animals you have seen”, “Where do plants grow”. Students will speak about different animals and plants with proper pronunciation while speaking.</p> <p>The teacher will play theme based song called “The animal sound song”.</p>
LEARNING OUTCOMES	<p>The children will know about different animal and where do they live. They get an open platform to speak feely among peers and express their ideas. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interrupting while they’re speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They will have fun in singing the song. This will help them develop their expression, imagination and pronunciation. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences.</p>
INSTRUCTIONAL TOOLS & REFERENCES	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
PEDAGOGY	Discussion, random questioning, choral singing, pair work, chorus drill.
ACTIVITY / ASSIGNMENT	The students will be asked to talk about different type of animals and where do they live and know the different parts of the plants.
INFORMAL ASSESSMENT	<p>The teacher will check the students’ performance on the basis of fluency, grammar accuracy, accent, pronunciation.</p> <p>Individual anecdotal record of each child maintained.</p>



CLASSES REQUIRED	02
TOPIC	Food
CONCEPT & SKILLS	The teacher will initiate a conversation amongst the students by asking the question like “Which is your favourite food”? “What is healthy food”, “What is junk food”, “why should we eat food. Students will speak about types of food with proper pronunciation while speaking. The teacher will play a theme based song called “little brown seeds.....”
LEARNING OUTCOMES	The children get to speak feely among peers and express their ideas. They get encouraged to face audience with confidence while maintaining a proper eye contact. They learn to listen to their peers without interrupting while they’re speaking. They learn to point out the errors their peers make while speaking and correct their mistakes and eventually learn from them. They know their friends more during this process. Vocabulary development and essentials of grammar. Students will learn to choose words to form meaningful sentences.
INSTRUCTIONAL TOOLS & REFERENCES	Teacher speaker, amplifier, pen drives, audio sounds, micro phones.
PEDAGOGY	Discussion, random questioning, choral recitation, pair work, chorus singing.
ACTIVITY / ASSIGNMENT	The students will talk about their favourite food and why they like it.
INFORMAL ASSESSMENT	The teacher will check the students’ performance on the basis of fluency, grammar accuracy, accent, pronunciation. Individual anecdotal record of each child maintained.



CLASSES REQUIRED	02
TOPIC	Revision sequence (A-Z)with phonic sounds.
CONCEPT & SKILLS	<ul style="list-style-type: none"> ●Checking of previous knowledge.[Recapitulation] ● Improving Language by Listening, reading, and speaking) . ● Sight words
LEARNING OUTCOMES	<ul style="list-style-type: none"> ● Recognition of letters with sounds. ● Association of pictures with their related sounds ● Enhancement of vocabulary and thinking skills. ● Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	Picture cards, Alphabet cards
PEDAGOGY	<ul style="list-style-type: none"> ● Warm-up activity: Teacher will recapitulate letters from A-Z in sequence. ● Follow-up Teacher and students will say the sounds of alphabets ● Concept Formation and Explanation will be followed by activities.
ACTIVITY / ASSIGNMENT	<p>Flash card Activity</p> <p>☆Stack the alphabet cards and picture cards separately. Ask a child to pick up the alphabet card, recognize the letter tell the sound. After that, the child has to match letter card with the related picture card. Same procedure will be repeated in respect of other students</p>
INFORMAL ASSESSMENT	<p>Flash card activity for association of sounds with pictures.</p> <p>Visualisation of A/V clip for recognition of sounds.</p> <p>Individual anecdotal record of each child maintained.</p>



ENGLISH

CLASSES REQUIRED	12
TOPIC	<u>Cursive (c, a ,e ,l, m, n)</u>
CONCEPT & SKILLS	<ul style="list-style-type: none"> ● Knowledge of lower case letters of alphabet. ● Ability to write letters in cursive. ● Drawing of pictures related to written letters. ● Improving language skills by listening, reading, speaking and writing. • Sight Words
LEARNING OUTCOMES	<ul style="list-style-type: none"> ● Writing of letters in cursive(lower case) ● Enhancement of vocabulary and association of letters with related pictures. ● Enhancement of motor and sensory skills. • Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ● Flash cards, notebooks, whiteboard
PEDAGOGY	<ul style="list-style-type: none"> ● Concept formation and Explanation will be followed by activities ● Reinforcement
ACTIVITY / ASSIGNMENT	<p>Alphabet cards with both the upper and lower case letters will be shown to children. These cards have been displayed in class and will be read daily so that the children could retain the lower class letters as well.</p> <p>Transcription (one page per day) of each cursive letter will be given in the notebooks. The teacher will also transcribe the same letter on the white board e.g , if letter 'c' will be given in their notebooks, it's transcription will be shown to children and they will be asked to follow the same pattern of writing in their notebooks.</p>
INFORMAL ASSESSMENT	<p>Worksheets for writing of letters in cursive (lower case)</p> <p>Individual anecdotal record of each child maintained.</p>



ENGLISH

CLASSES REQUIRED	03
TOPIC	<u>Two letter words</u>
CONCEPT & SKILLS	<ul style="list-style-type: none"> ● Formation of two letter words. ● Improving Language by listening, reading, and speaking. • Sight words
LEARNING OUTCOMES	<ul style="list-style-type: none"> ● Ability to form two letter words. ● Enhancement of vocabulary. ● Empowerment of thinking skills. • Learn to read sight words for enhancing reading skills
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ● Flash cards, chart paper, glue, white board
PEDAGOGY	<ul style="list-style-type: none"> ● Concept formation and Explanation will be followed by activities. ● Random questioning
ACTIVITY / ASSIGNMENT	<p><u>Formation of two letter words with flash cards</u></p> <p>Letter card will be pasted on a chart paper say ‘a’ and children will be asked to tell the sound. Then another card say ‘n’ will be pasted on the same chart paper and the children will be asked once again to say the sound. Both the cards will be joined and the teacher will read the word formed ‘an’. Teacher will explain that when we join two letters, it forms a word.</p> <p>An A/V clip will also be shown to children to make the concept more clear.</p> <p>Flash card activity for formation of words.</p>
INFORMAL ASSESSMENT	<p>Flash card activity for formation of words.</p> <p>Individual anecdotal record of each child maintained.</p>



CLASSES REQUIRED	12
TOPIC	Cursive (g, j, y ,d, h, t, p)
CONCEPT & SKILLS	<ul style="list-style-type: none"> ● Knowledge of lower case letters of alphabet. ● Ability to write letters in cursive. ● Drawing of pictures related to written letters. ● Improving language by listening, reading, speaking and writing. • Sight Words
LEARNING OUTCOMES	<ul style="list-style-type: none"> ● Writing of letters in cursive(lower case) ● Enhancement of vocabulary and association of letters with related pictures. ● Enhancement of motor and sensory skills. • Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ● Flash cards, notebooks, whiteboard
PEDAGOGY	<ul style="list-style-type: none"> ● Concept formation and Explanation will be followed by activities. ● Reinforcement
ACTIVITY / ASSIGNMENT	<p>Alphabet cards with both the upper and lower case letters will be shown to children. These cards have been displayed in class and will be read daily so that the children could retain the lower class letters as well.</p> <p>Transcription (one page per day) of each cursive letter will be given in the notebooks. The teacher will also transcribe the same letter on the white board e.g, if letter 'c' will be given in their notebooks, it's transcription will be shown to children and they will be asked to follow the same pattern of writing in their notebooks.</p> <p>The teacher will explain to the children the forming cursive pattern of letters following four line pattern in the note book.</p>
INFORMAL ASSESSMENT	<p>Worksheets for writing of letters in cursive (lower case).</p> <p>Individual anecdotal record of each child maintained.</p>



ENGLISH

CLASSES REQUIRED	03
TOPIC	<u>Two letter words</u>
CONCEPT & SKILLS	<ul style="list-style-type: none"> ● Formation of two letter words. ● Improvement in Language by listening, reading, and writing skills • Sight words
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Ability to form two letter words. • Enhancement of vocabulary. • Empowerment of thinking skills. • Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ● Flash cards, chart paper, glue, white board
PEDAGOGY	<ul style="list-style-type: none"> ● Concept formation and Explanation will be followed by activities ● Reinforcement
ACTIVITY / ASSIGNMENT	<p><u>Formation of two letter words with flash cards</u></p> <p>Letter card will be pasted on a chart paper say ‘a’ and children will be asked to tell the sound. Then another card say ‘n’ will be pasted on the same chart paper and the children will be asked once again to say the sound. Both the cards will be joined and the teacher will read the word formed ‘an’. Teacher will explain that when we join two letters, it forms a word.</p> <p>An A/V clip will also be shown to children to make the concept more clear.</p> <p>Flash card activity for formation of words.</p>
INFORMAL ASSESSMENT	<p>Flash card activity for formation of words.</p> <p>Individual anecdotal record of each child maintained.</p>



ENGLISH

CLASSES REQUIRED	03
TOPIC	<u>Opposites (oral)</u>
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Differentiation of things. • Improvement in language, motor and cognitive skills. • Sight words
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Learn to detect differences. • Enhancement of vocabulary. • Incorporation of creative movement skills • Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	Objects available within the school campus.
PEDAGOGY	<ul style="list-style-type: none"> ● Concept formation ● Reinforcement ● Explanation
ACTIVITY / ASSIGNMENT	<p>Activities with children about opposites. Following activities will be done to help them learn about opposite.</p> <p style="text-align: center;">Day and Night</p> <p>Materials needed: White paper with a thick black line drawn down the middle (from top to bottom). Talk about the opposite of day and night. Encourage the children to draw a picture, or items, on the left that they would see during the daytime (sun, birds, etc.) and things they would see during the night time on the right (moon, stars, nocturnal animals!).</p> <p style="text-align: center;">Opposite Textures</p> <p>Materials Needed: One egg carton for each child, opposite texture items for each egg cup section such as cotton balls, sand paper, velvet, Velcro, feathers, etc.), glue. The children glue one item in each egg cup section. Discuss the textures and the opposites-- rough, smooth, soft, hard, etc.</p> <p>Other opposites will be taught accordingly.</p>
INFORMAL ASSESSMENT	Worksheets. Individual anecdotal record of each child maintained.



ENGLISH

CLASSES REQUIRED	01
TOPIC	<u>Story: Thirsty Crow</u>
CONCEPT & SKILLS	<ul style="list-style-type: none">• Improving listening and speaking skills.• Improving cognitive and social skills• Sight Words.
LEARNING OUTCOMES	<ul style="list-style-type: none">• Increase in vocabulary.• Stimulation of imagination and thinking.• Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	Storybooks
PEDAGOGY	<ul style="list-style-type: none">●Reinforcement●Explanation
ACTIVITY / ASSIGNMENT	Children will be seated comfortably so that they can see teacher clearly. The teacher will narrate the story using simple language and modulate her voice carefully, will use lots of gestures and vary her facial expressions.
INFORMAL ASSESSMENT	Questioning to check language, cognitive and social skills. Individual anecdotal record of each child maintained.



ENGLISH

CLASSES REQUIRED	02
TOPIC	<p>Rhymes:</p> <ul style="list-style-type: none"> ● <u>Start the day with a smile.</u> ● <u>This is my head.</u>
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Connection between movements, rhythm and words. • Improving language skills. • Sight Words
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Enhancement of vocabulary. • Increase in confidence level. • Empowerment of listening and speaking skills. • Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	Projector, amplifier, rhyme booklet
PEDAGOGY	<ul style="list-style-type: none"> ● Actions ● Singing
ACTIVITY / ASSIGNMENT	Teacher will sing the rhyme along with the students. Actions required in the rhyme will also be performed. Repetition of rhymes will be done regularly so that children can learn them as well.
INFORMAL ASSESSMENT	Recitation of rhyme with actions to check language skills and confidence level. Individual anecdotal record of each child maintained.



(May-June)

CLASS – UKG

ENGLISH CYCLE – Sa1

CLASSES REQUIRED	12
TOPIC	Cursive (f ,j , k ,q, z)
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Knowledge of lower case letters of alphabet. • Ability to write letters in cursive. • Drawing of pictures related to written letters. • Improvisation in all four language skills (Listening, reading, speaking and writing). • Sight Words
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Writing of letters in cursive(lower case) • Enhancement of vocabulary and association of letters with related pictures. • Enhancement of motor and sensory skills. • Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> •Flash cards, notebooks, whiteboard
PEDAGOGY	<ul style="list-style-type: none"> • Concept formation and Explanation will be followed by activities. • Reinforcement
ACTIVITY / ASSIGNMENT	<p>Alphabet cards with both the upper and lower case letters will be shown to children. These cards have been displayed in class and will be read daily so that the children could retain the lower class letters as well.</p> <p>Transcription (one page per day) of each cursive letter will be given in the notebooks. The teacher will also transcribe the same letter on the white board e.g, if letter ‘c’ will be given in their notebooks, it’s transcription will be shown to children and they will be asked to follow the same pattern of writing in their notebooks.</p> <p>The teacher will explain to the children the forming cursive pattern of letters following four line patterns in the note book.</p>
INFORMAL ASSESSMENT	<p>Worksheets for writing of letters in cursive (lower case).</p> <p>Individual anecdotal record of each child maintained.</p>



ENGLISH

CLASSES REQUIRED	03
TOPIC	<u>Three Letter words</u>
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Formation of three letter words. • Improvement in Language (Listening, reading, speaking) and cognitive skills. • Sight words.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Ability to form three letter words. • Enhancement of vocabulary. • Empowerment of thinking skills. • Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> ●Flash cards, chart paper, glue, white board
PEDAGOGY	<ul style="list-style-type: none"> ●Concept formation and Explanation will be followed by activities ●Reinforcement
ACTIVITY / ASSIGNMENT	<p><u>Formation of three letter words with flash cards</u></p> <p>‘Two letter word card will be pasted on a chart paper say ‘an’ and children will be asked to tell the word. Then another card say ‘n’ will be pasted on the same chart paper and the student will be asked once again to say the sound. Both the cards will be joined and the teacher will read the the word formed ‘and’. Teacher will explain that when we join ‘two letter word’ with another letter. It forms a three letter word. Same activity can be done by joining flash cards of different letters. For example , by joining letter cards say ‘b’ ‘a’ ‘t’ three letter word ‘bat’ can be formed.</p> <p>An A/V clip will also be shown to children to make the concept more clear.</p>
INFORMAL ASSESSMENT	Flash card activity for formation of words. Individual anecdotal record of each child maintained.



ENGLISH

CLASSES REQUIRED	03
TOPIC	Vowels(a, e, l ,o ,u)
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Knowledge of five vowels and their importance in each word. • Improvement in language, motor and cognitive skills. • Sight words.
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Vowels give volume to words. • Enhancement of vocabulary. • Empowerment of language, motor and cognitive skills. • Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> •Flash cards, projector, teacher and students
PEDAGOGY	<ul style="list-style-type: none"> • Concept formation and Explanation will be followed by activities • Reinforcement
ACTIVITY / ASSIGNMENT	<p>First, the visuals for vowels will be shown to the students. Then hand motions for each vowel will be taught. For example, for E, students will make a fist and notice the lower case E their fingers made. Then the teacher will ask the students to tell the sound of each letter.</p> <p>Teacher will tell them that these five letters i.e, a e i o u are vowels. Teacher would call out a list of words, and for each word, the students would do the hand motion for the vowel they heard. For example, when she say ‘bat’ the students will make hand motion of ‘a’. Then teacher will explain them that there is a vowel in each word and it gives volume to that particular word.</p> <p>Teaching of vowel song where they will learn the sound accordingly</p>
INFORMAL ASSESSMENT	<p>Activity : Vowel sticks Worksheet Individual anecdotal record of each child maintained.</p>



ENGLISH

CLASSES REQUIRED	01
TOPIC	Story: The Greedy Dog
CONCEPT & SKILLS	<ul style="list-style-type: none">• Enhancement in listening and speaking skills.• Enhancement in cognitive and social skills• Sight Words.
LEARNING OUTCOMES	<ul style="list-style-type: none">• Increase in vocabulary.• Stimulation of imagination and thinking.• Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	Storybooks
PEDAGOGY	<ul style="list-style-type: none">●Reinforcement●Explanation
ACTIVITY / ASSIGNMENT	Children will be seated comfortably so that they can see teacher clearly. The teacher will narrate the story using simple language and modulate her voice carefully, will use lots of gestures and vary her facial expressions.
INFORMAL ASSESSMENT	Students will be asked to retell the story. Individual anecdotal record of each child maintained.



ENGLISH

CLASSES REQUIRED	02
TOPIC	<p><u>Rhymes:</u></p> <ul style="list-style-type: none"> ● Action song ● Old McDonald had a farm
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Connection between movements, rhythm and words. • Improvisation in language skills. • Sight Words
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Enhancement of vocabulary. • Increase in confidence level. • Empowerment of listening and speaking skills. • Learn to read sight words for enhancing reading skills.
INSTRUCTIONAL TOOLS & REFERENCES	Projector, amplifier, rhyme booklet
PEDAGOGY	<ul style="list-style-type: none"> ● Actions ● Singing
ACTIVITY / ASSIGNMENT	Teacher will sing the rhyme along with the students. Actions required in the rhyme will also be performed. Repetition of rhymes will be done regularly so that children can learn them as well.
INFORMAL ASSESSMENT	Recitation of rhyme with actions to check language skills and confidence level. Individual anecdotal record of each child maintained.



(March)

Cycle 1

CLASSES REQUIRED	5
TOPIC	My Self
CONCEPT & SKILLS	<ul style="list-style-type: none">• My body• Knowledge of different parts of body.• Visual association.• Recognition counting
LEARNING OUTCOMES	<ul style="list-style-type: none">• Understanding different body parts with their functions.• Counting of different parts of body
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Charts• A/V• Drawing
PEDAGOGY	<ul style="list-style-type: none">• Discussion• Random Questioning• Concept formation• Demonstration• Reinforcement• Explanation
ACTIVITY / ASSIGNMENT / RESEARCH	Pasting of pictures of body parts. Children will be provided with an outline of a body and they will be asked to paste a given body part like ear, eyes, nose, hand , etc on it.
ASSESSMENT	<ul style="list-style-type: none">• Pick and paste for identification of body parts.



CLASSES REQUIRED	5(five)
TOPIC	Sense Organs
CONCEPT & SKILLS	To develop awareness of senses
LEARNING OUTCOMES	<ul style="list-style-type: none">• Understanding importance of sense organs.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Things related to activity (salt, sugar, cotton, sand paper etc.)• A/V• Chart• Drawing
PEDAGOGY	<ul style="list-style-type: none">• Discussion• Random Questioning• Concept formation• Poem
ACTIVITY / ASSIGNMENT / RESEARCH	Nature walk Children will be taken for a nature walk in school campus. They will be asked several questioning e.g. What can you see. The children will name different things they would be able to see e.g. Trees, swings, buses etc. Then they will be asked to close their eyes. With this they will be able to know that eyes help us to see things. Similarly they will be asked to hear different sounds and touch different objects like cotton, sandpaper, etc. They will come to know about difference and importance of sense organs.
Assessment	Senses working together. Different things (like salt, blindfold, perfume, bell etc.)will be given to the children so that they come to know about importance of sense organs,



(April)

CLASSES REQUIRED	7(seven)
TOPIC	MY Family
CONCEPT & SKILLS	<ul style="list-style-type: none">•To know importance of living together.•Concept of big and small family.
LEARNING OUTCOMES	Difference between big and small family
INSTRUCTIONAL TOOLS & REFERENCES	Family pictures. Story. Drawing
PEDAGOGY	Discussion . Random Questioning. Concept Formation
ACTIVITY / ASSIGNMENT	Thumb Printing Children will draw an outline of a tree and they will be asked to make thumb prints according to the number of members in their family.
INFORMAL ASSESSMENT	Quiz.



CLASSES REQUIRED	7(seven)
TOPIC	My school
CONCEPT & SKILLS	To know about their school.
LEARNING OUTCOMES	Awareness about school and importance of school.
INSTRUCTIONAL TOOLS & REFERENCES	Visit to school Drawing. Poem.
PEDAGOGY	Discussion. Random Questioning. Concept Formation. Role play.
ACTIVITY / ASSIGNMENT	Role Play. Children will be asked to act like different people in school.
INFORMAL ASSESSMENT	Project Work.



CLASSES REQUIRED	7(seven)
TOPIC	My country
CONCEPT & SKILLS	Know about their country. Know the names of different states of India
LEARNING OUTCOMES	Awareness about country. Awareness about National Flag , National animal, National Anthem, National bird
INSTRUCTIONAL TOOLS & REFERENCES	Drawing Poem Song
PEDAGOGY	Discussion. Random Questioning. Concept Formation. Practical demonstration.
ACTIVITY / ASSIGNMENT	Colouring and making of National Flag
INFORMAL ASSESSMENT	Worksheet



(May)

CLASSES REQUIRED	8(seven)
TOPIC	Plants ,Types of plants and care of plants
CONCEPT & SKILLS	Different parts of plants. Different types of plants.
LEARNING OUTCOMES	To learn names of different parts of plants. To understand the difference between different types of plants.
INSTRUCTIONAL TOOLS & REFERENCES	Charts Drawing PPT
PEDAGOGY	Discussion. Random Questioning. Concept Formation. Practical demonstration.
ACTIVITY / ASSIGNMENT	Nature Walk
INFORMAL ASSESSMENT	Worksheet



CLASSES REQUIRED	7(seven)
TOPIC	Animals Homes, Young ones and Food
CONCEPT & SKILLS	Identification on the basis of homes, young ones ,food and their sounds
LEARNING OUTCOMES	To learn names of different animals and young ones of different animals Children will come to know about the food eaten by different animals.
INSTRUCTIONAL TOOLS & REFERENCES	Charts Drawing PPT
PEDAGOGY	Discussion. Random Questioning. Concept Formation. Rhymes
ACTIVITY / ASSIGNMENT	Pasting pictures of animals with their young ones. Food eaten by different animals(Drawing)
INFORMAL ASSESSMENT	Quiz



(June)

CLASSES REQUIRED	7(seven)
TOPIC	Food we eat
CONCEPT & SKILLS	Why do we need food? Concept good food. Concept of raw and cooked food Concept of veg and non-veg foods
LEARNING OUTCOMES	Importance of different types of food .
INSTRUCTIONAL TOOLS & REFERENCES	Pictures of different types of food. Lunch-box
PEDAGOGY	Discussion. Random Questioning. Concept Formation. Rhymes
ACTIVITY / ASSIGNMENT	Lunch-box. Celebration of fruit day
INFORMAL ASSESSMENT	



CLASSES REQUIRED	7(seven)
TOPIC	Keeping healthy
CONCEPT & SKILLS	Importance of eating healthy food Sources of Food.
LEARNING OUTCOMES	To draw the attention of the students towards <ul style="list-style-type: none">• Importance of eating food• Ways of keeping their body clean.
INSTRUCTIONAL TOOLS & REFERENCES	Charts Drawing PPT
PEDAGOGY	Discussion. Random Questioning. Concept Formation. Rhymes
ACTIVITY / ASSIGNMENT	Worksheet
INFORMAL ASSESSMENT	My body, Senseorgans,plants,animals,food we eat.



CLASSES REQUIRED	14
TOPIC	स्वर (अ - अः) व्यंजन - क, ख, ग, कविता - कोयल रानी
CONCEPT & SKILLS	विषय : स्वर (अ - अः) पुनरावृत्ति व्यंजन : क ,ख, ग व्यंजनों का उच्चारण व्यंजन द्वारा नए शब्द बनाना Skill सुनने का कौशल पठन का कौशल स्वर - व्यंजन की बनावट का कौशल शब्द भंडार में वृद्धि कविता: कोयल रानी -कोयल रानी कविता को लय में कंठ करना आया भाषा के प्रति रुचि उत्पन्न करना
EARNING OUTCOMES	व्यंजनों की पहचान हुई ,व्यंजनों का शुद्ध उच्चारण करना आया । व्यंजनों के लेखन कार्य में रुचि उत्पन्न हुई । इन व्यंजनों से नए शब्द बनाने आए ।



	<p>कविता को लय में कंठ करना आया । भाषा के प्रति रुचि उत्पन्न हुई ।</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>व्यंजनों से संबंधित चित्र व्यंजनों के फ्लैश कार्ड व्यंजनों से संबंधित चित्र श्वेत पट्ट पर बनाकर</p>
PEDAGOGY	<p>सबसे पहले मैं बच्चों को सिखाई गई कविता 'कोयल- रानी' का वाचन करने के लिए बच्चों को कहूँगी। फिर मैं बच्चों को एक काल्पनिक कहानी सुनाऊँगी, जिस से बच्चों का ध्यान में अपनी ओर करते हुए ,व्यंजनों का उच्चारण करने के लिए कहूँगी । इसके पश्चात व्यंजन 'क' व उससे संबंधित चित्र श्वेत पट्ट पर बनाऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चों को 'क' व्यंजन की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इसी प्रकार बाकी व्यंजनों का उच्चारण व लेखन कार्य करवाया जाएगा।</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>व्यंजनों के चित्रों में रंग भरवाया जाएगा । व्यंजनों से संबंधित चित्र बनवाए जाएंगे ।</p>
ASSESSMENT	<p>फ्लैश कार्ड द्वारा व्यंजनों का पठन करने को कहा जाएगा । फ्लैश कार्ड द्वारा व्यंजनों को पहचानने के लिए कहा जाएगा । कविता को सुनाने के लिए कहा जाएगा ।</p>



CLASS – U.K.G

DETAILED PLANNER OF HINDI

APRIL

<p>CLASSES REQUIRED</p>	<p>21</p>
<p>TOPIC</p>	<p>व्यंजन - घ, ङ, च, छ कविता - हे ईश्वर , करो एहसान</p>
<p>CONCEPT & SKILLS</p>	<p>विषय : घ , ङ , च , छ व्यंजनों की पहचान व्यंजनों का उच्चारण व्यंजनों द्वारा नए शब्द बनाना Skill सुनने का कौशल पठन का कौशल व्यंजनों की बनावट का कौशल शब्द भण्डार में वृद्धि कविता : हे ईश्वर,करो एहसान कविता को लय में कंठ करना आया । भाषा के प्रति रुचि उत्पन्न करना ।</p>
<p>EARNING OUTCOMES</p>	<p>व्यंजनों की पहचान हुई ,व्यंजनों का शुद्ध उच्चारण करना आया इन व्यंजनों से नए शब्द बनाने आए कविता को लय में कंठ करना आया भाषा के प्रति रुचि उत्पन्न हुई</p>



	<p>कविता में आए शब्दों का शुद्ध उच्चारण करना आया।</p>
<p>INSTRUCTIONAL TOOLS & REFERENCES</p>	<p>व्यंजनों से संबंधित चित्र व्यंजनों के फ्लैश कार्ड व्यंजनों से संबंधित चित्र श्वेत पट्ट पर बना कर।</p>
<p>PEDAGOGY</p>	<p>बच्चों की रुचि बढ़ाने के लिए सर्व प्रथम मैं कविता का वाचन करवाऊँगी। फिर सिखाए गए व्यंजनों का उच्चारण करने के लिए कहूँगी। इसके पश्चात व्यंजन 'घ' व उससे संबंधित चित्र श्वेत पट्ट पर बनाऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चों को 'घ' व्यंजन की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इसी प्रकार बाकी व्यंजनों का उच्चारण व लेखन कार्य करवाया जाएगा।</p>
<p>ACTIVITY / ASSIGNMENT / RESEARCH</p>	<p>व्यंजनों के चित्रों में रंग भरवाया जाएगा। बच्चों को व्यंजनों से संबंधित चित्र बनवाए जाएंगे। व्यंजन 'घ' से शुरू होने वाले चित्र चिपकाए जाएंगे।</p>



ASSESSMENT

फलैश कार्ड द्वारा व्यंजनों का पठन करने को कहा जाएगा ।

फलैश कार्ड द्वारा व्यंजनों को पहचानने के लिए कहा जाएगा ।

खेल - खेल में खेल खेला जाएगा ।

कविता को लय में कंठ करने को कहा जाएगा ।

वर्क शीट द्वारा ।



CLASS U.K.G
DETAILED PLANNER OF HINDI
MAY

CLASSES REQUIRED	21
TOPIC	व्यंजन - ज, झ, ञ, ट, ठ कविता - पीला रंग-रँसीला आम रंगों के नाम (मौखिक)
CONCEPT & SKILLS	विषय : ज, झ, ञ, ट, ठ व्यंजनों की पहचान व्यंजनों का उच्चारण व्यंजनों द्वारा नए शब्द बनाना Skill सुनने का कौशल पठन का कौशल व्यंजनों की बनावट का कौशल शब्द भण्डार में वृद्धि कविता : हे ईश्वर, करो एहसान कविता को लय में कंठ करना आया भाषा के प्रति रुचि उत्पन्न करना । रंगों के नाम (मौखिक) रंगों के महत्त्व रंगों का हिन्दी भाषा में उच्चारण ।



LEARNING OUTCOMES	<p>व्यंजनों की पहचान हुई</p> <p>व्यंजनों का शुद्ध उच्चारण करना आया ।</p> <p>व्यंजनों से नए शब्द बनाने आए</p> <p>कविता को लय में कंठ करना आया।</p> <p>भाषा के प्रति रुचि उत्पन्न हुई ।</p> <p>कविता में आए शब्दों का शुद्ध उच्चारण करना आया।</p> <p>रंगों के नामों की हिन्दी भाषा में जानकारी मिली ।</p> <p>रंगों की पहचान हुई ,रंगों के नामों का सही उच्चारण करना आया ।</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>व्यंजनों से संबंधित चित्र</p> <p>व्यंजनों के फ्लैश कार्ड ।</p> <p>व्यंजनों से संबंधित चित्र श्वेत पट्ट पर बना कर।</p> <p>ता से बहार ले जाकर रंगों की जानकारी देना । जैसे - पेड - हरा, आसमान - नीला, बस -पीली अथवा कक्षा में रखी वस्तुओं द्वारा ।</p>
PEDAGOGY	<p>बच्चों का ध्यान अपनी ओर आकृषित करते हुए सबसे पहले मैं सिखाई गई कविता का वाचन करने के लिए बच्चों को कहूँगी। फिर सिखाए गए व्यंजनों का उच्चारण करने के लिए कहूँगी। इसके पश्चात व्यंजन 'ज' व उससे संबंधित चित्र श्वेत पट्ट पर बनाऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चों को व्यंजन 'ज' की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इसी प्रकार बाकी व्यंजनों का उच्चारण व लेखन कार्य करवाया जाएगा।</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>व्यंजनों के चित्रों में रंग भरवाया जाएगा ।</p> <p>बच्चों को व्यंजनों से संबंधित चित्र बनवाए जाएंगे ।</p> <p>व्यंजन 'झ' से शुरू होने वाले चित्र झंडे में रंग भरवाया जाएगा तथा उसका महत्त्व भी समझाया जाएगा ।</p>



ASSESSMENT	<p>फलैश कार्ड द्वारा व्यंजनों का पठन करने को कहा जाएगा । फलैश कार्ड द्वारा व्यंजनों को पहचाने के लिए कहा जाएगा । खेल - खेल में खेल खेला जाएगा । कविता को लय में कंठ करने को कहा जाएगा । वर्क शीट द्वारा ।</p>
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JUNE

CLASSES REQUIRED	21
TOPIC	व्यंजन - ड, ढ, ण, त, थ कविता - आसमान में कितने तारे दिनों के नाम (मौखिक)
CONCEPT & SKILLS	विषय : ड, ढ, ण, त, थ व्यंजनों की पहचान व्यंजनों का उच्चारण व्यंजनों द्वारा नए शब्द बनाना Skill सुनने का कौशल पठन का कौशल व्यंजनों की बनावट का कौशल शब्द भण्डार में वृद्धि कविता : आसमान में कितने तारे कविता को लय में कंठ करना आया भाषा के प्रति रुचि उत्पन्न करना दिनों के नाम (मौखिक) बच्चों को हिन्दी भाषा में दिनों के नामों की जानकारी दी जाएगी ।



LEARNING OUTCOMES	<p>व्यंजनों की पहचान हुई ।</p> <p>व्यंजनों का शुद्ध उच्चारण करना आया ।</p> <p>व्यंजनों के लेखन कार्य में रुचि उत्पन्न हुई, व्यंजनों से नए शब्द बनाने आए ।</p> <p>कविता को लय में कंठ करना आया ।</p> <p>भाषा के प्रति रुचि उत्पन्न हुई ।</p> <p>कविता में आए शब्दों का शुद्ध उच्चारण करना आया।</p> <p>बच्चों को हिन्दी भाषा में दिनों के नामों का उच्चारण करना आया ।</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>व्यंजनों से संबंधित चित्र</p> <p>व्यंजनों के फ्लैश कार्ड</p> <p>व्यंजनों से संबंधित चित्र श्वेत पट्ट पर बना कर।</p>
PEDAGOGY	<p>बच्चों का ध्यान अपनी ओर आकृषित करते हुए सबसे पहले मैं सिखाई गई कविता का वाचन करने के लिए बच्चों को कहूँगी। फिर सिखाए गए व्यंजनों का उच्चारण करने के लिए कहूँगी। इसके पश्चात व्यंजन 'ड' व उससे संबंधित चित्र श्वेत पट्ट पर बनाऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चों को व्यंजन 'ड' की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इसी प्रकार बाकी व्यंजनों का उच्चारण व लेखन कार्य करवाया जाएगा।</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>व्यंजनों के चित्रों में रंग भरवाया जाएगा ।</p> <p>बच्चों को व्यंजनों से संबंधित चित्र बनवाए जाएंगे ।</p> <p>चिकनी मिट्टी (clay) द्वारा बच्चों से अक्षर बनवाए जाएंगे ।</p>
ASSESSMENT	<p>फ्लैश कार्ड द्वारा व्यंजनों का पठन करने को कहा जाएगा ।</p> <p>फ्लैश कार्ड द्वारा व्यंजनों को पहचानने के लिए कहा जाएगा ।</p> <p>कविता को लय में कंठ करने को कहा जाएगा ।</p> <p>वर्क शीट द्वारा ।</p>



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SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	व्यंजन चित्र / शब्द रंगों व दिनों के नाम मौखिक (oral) कविता
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DETAILED PLANNER OF
LIBRARY
(April-May)

CLASS – UKG

CLASSES REQUIRED	Total periods: 8 (40 minute class period) 1 story a week and Book reading a week
TOPIC	<p><u>Stories:</u></p> <ul style="list-style-type: none"> • Pepper undergoes A Change. • Little Brother and Little Sister. • The Frog Prince. • Bobo and his three wishes. <p><u>Book Reading:</u></p> <ul style="list-style-type: none"> • Phonics Book Reading. • Pepper Book Reading. • Disney Books.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Listening • Speaking • Reading
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Know the theme of the story. • Exploring ideas from stories and reciting the stories. • Having fun in reading and help students to read a book.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Books. • Teacher Presenter. • Involving students to play the role of different characters in the story.
PEDAGOGY	<ul style="list-style-type: none"> • The teacher will read a book together with a child and will help students to read a book. • Group speaking: The teacher will ask students about the role of different characters played in the story. • Teacher will highlight some important words that are included in a story and will tell students the meaning of those words.
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> • Listening stories from the students to check their speaking skills. • Reading Hour: The students will read two letter words, three letter words, four letter words included in a book. • Random Questioning: Moral of the Story.
ASSESSMENT	Same As Above
SYLLABUS FOR FORMATIVE & SUMMATIVE	



CLASS – UKG

CLASSES REQUIRED	Total periods: 8 (40 minute class period) 1 story a week and Book reading a week
TOPIC	<p><u>Stories:</u></p> <ul style="list-style-type: none"> • Sly Fox and Little Red Hen. • The Elephant and the Tailor. • The Selfish Giant. • The Treasure Island. <p><u>Book Reading:</u></p> <ul style="list-style-type: none"> • Funny Photo Phonics. • Lady Bird Tales. • Bubbles Play.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Listening • Speaking • Reading
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Know the theme of the story. • Exploring ideas from stories and reciting the stories. • Having fun in reading and help students to read a book.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Books. • Teacher Presenter. • Involving students to play the role of different characters in the story.
PEDAGOGY	<ul style="list-style-type: none"> • The teacher will read a book together with a child and will help students to read a book. • Group speaking: The teacher will ask students about the role of different characters played in the story. • Teacher will highlight some important words that are included in a story and will tell students the meaning of those words.
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none"> • Listening stories from the students to check their speaking skills. • Reading Hour: The students will read two letter words, three letter words, four letter words included in a book. • Random Questioning: Moral of the Story.
ASSESSMENT	Same As Above
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	_____



Class UKG

CLASSES REQUIRED	8(eight)
TOPIC	Pre-number concepts
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Awareness of size and shapes of different objects and their positions
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Understanding pre-number concepts. • Development of power of thinking and reasoning.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Items available within the classroom, school campus, white board.
PEDAGOGY	<ul style="list-style-type: none"> • Concept Formation • Random Questioning
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Let us explore</p> <p>Teacher will take students in garden and will show different things like trees, mountains, slides and buses etc. Then they will be told to identify the things that they see around them. Teacher will help them to differentiate things according to their shape and size e.g. small tree-big tree ,short building- tall building etc.</p>
ASSESSMENT	<ul style="list-style-type: none"> • Nature walk • Worksheet



CLASSES REQUIRED	7(Seven)
TOPIC	Bundling of tens
CONCEPT & SKILLS	<ul style="list-style-type: none">• Thinking and reasoning
LEARNING OUTCOMES	<ul style="list-style-type: none">• Understand that two digit numbers represents amount of tens and ones.• Numbers from 11-19 are composed of tens and one, two, three-----
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Beads
PEDAGOGY	Discussion, Random questioning, Concept formation and hand on practice.
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Teacher will use beads. She will place a pile of them on the table and shows that it is easier to count them in group of tens. First make group of tens then count the group of tens and individual beads separately say, I have here group of ten and four individual beads. If we will count them together it will make fourteen beads.</p> <p>Teacher will continue in a similar way by taking different number of beads.</p>
ASSESSMENT	Activity Worksheet Colouring



CLASSES REQUIRED	4(four)
TOPIC	Numbers 1- 20
CONCEPT & SKILLS	<ul style="list-style-type: none">• Number formation.• Number sequence.• Number recognition
LEARNING OUTCOMES	<ul style="list-style-type: none">• Recognition of numbers.• Able to write numbers.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Chart paper making
PEDAGOGY	Hands on practice, explanation , reinforcement.
ACTIVITY / ASSIGNMENT / RESEARCH	Number '1' will be displayed on the chart paper and children will be asked which number comes next. The child with the card written number '2' will get it and place it next to the number '1'. Then next child will get number '3' and place it next to '2'. In the same manner the children will complete the chart of numbers from 1-20.
Assessment	Worksheet Individual Anecdotal Record of each child maintained.



DETAILED PLANNER OF MATHS

APRIL

CLASS UKG

CLASSES REQUIRED	7(seven)
TOPIC	Shapes
CONCEPT & SKILLS	<ul style="list-style-type: none">• Identification of shapes• Developing motor skills• Exploring different shapes around• Sorting and counting of number of shapes• Thinking and reasoning.
LEARNING OUTCOMES	<ul style="list-style-type: none">• Understanding of shapes and their names.• Recognition of shapes and drawing objects with the help of shapes.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Match box.• Glue stick.• Notebook.
PEDAGOGY	<ul style="list-style-type: none">• Discussion, Random questioning, concept formation and hands on practice.
ACTIVITY / ASSIGNMENT / RESEARCH	Making of plane shapes with the help of match sticks. Teacher will provide the required material to the students. <ol style="list-style-type: none">1. Take 4 sticks, arrange and paste them on paper to form square.2. Take 6 sticks, arrange and paste them on paper to form rectangle.3. Take 3 sticks, arrange and paste them on paper to form triangle.
ASSESSMENT	<ul style="list-style-type: none">• Activities• Worksheet• Drawing• Colouring



CLASSES REQUIRED	7(seven)
TOPIC	COUNT AND WRITE
CONCEPT & SKILLS	<ul style="list-style-type: none">• Number formation.• Number sequence.
LEARNING OUTCOMES	<ul style="list-style-type: none">• Apply knowledge and understanding of numbers.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Flash cards• Beads
PEDAGOGY	Discussion, Random questioning, reinforcement. concept formation.
ACTIVITY / ASSIGNMENT / RESEARCH	SHOPPING The child will be asked to pick any flash card(1-9).Then teacher will tell him to buy beads of that particular number from the shop(teacher has to create the scene of market in the class)
Assessment	Worksheet Individual Anecdotal Record of each child maintained.



DETAILED PLANNER OF MATHEMATIC

MAY/JUNE

CYCLE 2

CLASSES REQUIRED	seven)
TOPIC	NUMBERS (20-30)
CONCEPT & SKILLS	Numerical identification Counting One to one correspondence Sorting and classification
LEARNING OUTCOMES	Recognition of numbers. Development relation between number and quantity.
INSTRUCTIONAL TOOLS & REFERENCES	Beads
PEDAGOGY	Discussion, Random questioning, concept formation questioning.
Aa ACTIVITY / ASSIGNMENT / RESEARCH	Teacher will have 22 or any number of buttons. She will say loudly i have 22 buttons 1, 2, 3, 4-----.As she places the buttons at a time on her plate, she will also get into the routine of demonstrating one to one correspondence by purposefully touching each item as she counts. She will let child to join her when she is able by counting aloud/or pointing to the itemso as she count together.
ASSESSMENT	Activities Worksheet Colouring Individual Anecdotal Record of each child maintained.



DETAILED PLANNER OF MATHEMATICS

June

Class:UKG

CLASSES REQUIRED	seven)
TOPIC	Backward counting
CONCEPT & SKILLS	Improves math comprehension. Cognitive skills Improves the child's counting skills. Learn the concept of reverse counting.
LEARNING OUTCOMES	Recognition of the order of numbers. Understand the concept of reverse order. Put the numbers in the correct sequence.
INSTRUCTIONAL TOOLS & REFERENCES	stairs outside the class
PEDAGOGY	Discussion, Random questioning, Reinforcement. Concept formation.
ACTIVITY / ASSIGNMENT / RESEARCH	Teacher will take students to stairs outside the classroom. She will write 1-10 in sequence on staircases from top to bottom. She will tell students to go up the stairs and read numerals (1-10) loudly. After that she tell them to come down the stairs and read numbers (10-1).Teacher will repeat this activity many times till the students will be able to count backward
ASSESSMENT	Activities Worksheet



CLASSES REQUIRED	seven)
TOPIC	What comes after, before and in between
CONCEPT & SKILLS	Improves math comprehension. Cognitive skills Improves the child's counting skills.
LEARNING OUTCOMES	Comparing position of one number with another. Recognition of the order of numbers.
INSTRUCTIONAL TOOLS & REFERENCES	Chalk
PEDAGOGY	Discussion, Random questioning, reinforcement. concept formation.
ACTIVITY / ASSIGNMENT / RESEARCH	What comes after Teacher will make a ladder on floor and write numbers 1-10 on its steps as 1, 2, 3-----10. Then she will tell a student to stand on a number and take 1 jump forward. Teacher will ask the student what number comes after 1 jump. she will tell them after one jump we get the number that comes after. Teacher will repeat the same procedure with other numbers with other students. what comes before teacher will draw a number line on the floor and then she will tell students to stand on any number then she will tell students to take a jump one step back. After that she will explain them when we go one step back we get the number which comes before the number.
ASSESSMENT	Activities Worksheet
SYLLABUS FOR INFORMAL ASSESSMENT	Numbers 1-30 Count and write Shapes Ones and tens What comes after, before and between Backward counting



CLASS -UKG

CYCLE – 1st

CLASSES REQUIRED	4 periods(40 minutes)
TOPIC	Natural Sounds,,,Dafli and Maracus practice,,,Singing Practrice
CONCEPT & SKILLS	Listening Skills. The concept and ideas of natural sounds. Controle of rhythm.
LEARNING OUTCOMES	Voice quality will developed Through regular practice. Children will identify a variety of sounds in the environment.
INSTRUCTIONAL TOOLS & REFERENCES	Teacher presenter, Harmonium, Congo ,Dafli etc.
PEDAGOGY	Teacher will gradually acquire skills in using fragments of music ,hymns,tunes, ,songs etc.
ACTIVITY / ASSIGNMENT / RESEARCH	Listen / singing different types of Tunes/songs.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Assessment done throughout session where the students motivation ,sense of rhythm and quality of voice will be noted down



CLASSES REQUIRED	4 periods (40 minutes)
TOPIC	Sargam ,Alankaar, Aakaar,Rhythm
CONCEPT & SKILLS	Alankaars according to rhythm. Aakaar
LEARNING OUTCOMES	Learn to identify Swars.... Learn to develop Skill of singing through sargams. Learn to develop voice quality /pitch through sargam practice with rhythm.
INSTRUCTIONAL TOOLS & REFERENCES	Teacher presenter,Hormonium,congo,Dafli etc.
PEDAGOGY	Teacher will practically show how to sing sach sargam Alankaars..
ACTIVITY / ASSIGNMENT / RESEARCH	Different types of sargam alankaars.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Assessment done throughout session where the students motivation ,sense of rhythm and quality of voice will be noted down.



CLASS – U.K.G

CLASSES REQUIRED	4 periods (40 minutes)
TOPIC	<p>Different types of song. UA-----Carrot finger, Carrot finger Where are u. UB-----Bits of paper .Bits of paper. UC-----Brush Brush Brush your teeth. UC-----We shall over come. UD-----I have a tooth Brush. UE--- -----We shall over come. UF-----This is the way we go to school. UG----- If you are happy and u know it. UH-----The Wheels on the bus go. UI----- Hello Hello can your clap your hands.</p>
CONCEPT & SKILLS	<p>Develop the right techniques of to sing in tune.. Control of pitch. Control of volume. Control of time. Control of rhythm.</p>
LEARNING OUTCOMES	<p>Learn to sing in tune, with the correct rhythm Learn the lyrics Develop interest in music Enjoy singing in a group</p>
INSTRUCTIONAL TOOLS & REFERENCES	Teacher presenter, Harmonium, congo, Dafli etc.
PEDAGOGY	The teacher will sing two or three songs during a lesson and ask the children to choose what they like most.
ACTIVITY / ASSIGNMENT / RESEARCH	Different types of Songs.
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	Assessment done throughout session where the students motivation ,sense of rhythm and quality of voice will be noted down.



Detailed Planner of Sports

Class UKG

March/April

(Cycle -1)

CLASSES REQUIRED	12(40 minutes each class)
TOPIC	.Commands . Mass drill
CONCEPT & SKILLS	.Four Count Callisthenic free Hand Exercises .By order and discipline
LEARNING OUTCOMES	.Discipline Standing In Row, Flexibility .Counting number in ascending and descending order .Maintain Discipline .Improve co-ordination
INSTRUCTIONAL TOOLS	. Ground Or Indoor Stadium . Drum Or Whistle
PEDAGOGY	practical Demonstration about the Position Of Body Parts i.e Position OF foots, Hands, Legs, Etc
ACTIVITY	.Warm-up-Exercises Like, On Spot Running and jumping .Bending and stretching
ASSESSMENT	. Will Ask Students To Perform Such Exercises
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 UKG

April/May

(Cycle -2)

CLASSES REQUIRED	12(40 minutes each class)
TOPIC	.Commands . Jogging . Warm-up exercise
CONCEPT & SKILLS	. By Order And Discipline .Commands .Method .Demonstration
LEARNING OUTCOMES	.Maintain Discipline Breathing system will be strong Endurance will increase Flexibility will increase Coordination will be improved .Muscles .Blood circulation .Improve .Strength of muscles will
INSTRUCTIONAL TOOLS	.Ground or Indoor Stadium .Soft surface
PEDAGOGY	. Practical demonstration
ACTIVITY	.Warm-up-Exercises, Before Any Activity Hot jumping bending and stretching .On
ASSESSMENT	. Will Ask Students To Perform Such Exercises
SYLLUBUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	. On the basis of students participation in activities done in the sports As the students will be assessed continuously for the motivation, expertise and sportsmanship throughout the session



Detailed Planner of Sports

Class UKG

May/June

(Cycle -3)

CLASSES REQUIRED	12(40 minutes each class)
TOPIC	<ul style="list-style-type: none"> . Body movements + co-ordination . Jumping over the rope . Walking on the given shape backward/forward walking . Hopping . Basket ball dribbling
CONCEPT & SKILLS	<ul style="list-style-type: none"> . Commands . Body parts rotation . According to commands, head, heel & toe. . Skills related like as grip . Length of skipping rope . Circle Row . Forward Stop & Backward Stop . On leg hopping Right & left . Both leg hopping
LEARNING OUTCOMES	<ul style="list-style-type: none"> . Knowledge about body parts. . Joints & Muscles that are strengthened by exercise. . Wrist of students will be strong . Strength will improve . Knowledge about . leg strength improved
INSTRUCTIONAL TOOLS	<ul style="list-style-type: none"> . Basket ball . Basketball court . Ground or Indoor Stadium . Chalk powder . Whistle
PEDAGOGY	. Practical demonstration
ACTIVITY	<ul style="list-style-type: none"> . Warm-up on spot running ,spot jumping . After that body movement head to toe . Stretching /dribbling . Dribbling of basketball with one hand
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 UKG

June/July

(Cycle-4)

CLASSES REQUIRED	12(40 minutes each)
TOPIC	<ul style="list-style-type: none"> . Safety rules while swimming . Swimming . Cricket
CONCEPT & SKILLS	<ul style="list-style-type: none"> . 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	<ul style="list-style-type: none"> . 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	<ul style="list-style-type: none"> . Pool safety signs . How to swim" video . Whistle. . Cricket kit . Swimming pool
PEDAGOGY	<ul style="list-style-type: none"> . Practical demonstration
ACTIVITY	<ul style="list-style-type: none"> . 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	<ul style="list-style-type: none"> . Daily observation to monitor- obedience of pool rules, following safety signs, wearing of swimmer and towel . Daily observation to monitor-skills of cricket
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	<p>On the basis of daily observation and student participation, the child will be assessed continuously for discipline, motivation & basic skills</p>



مطلوبہ درس	۷۔ سات	۲۰۔ بیس	۶۔ چھ	۳۰ منٹ کی وقفہ کی کلاس
موضوع	اعادہ (ا۔ ژ)	حروف تہجی (س۔ غ)	اردو نظیں (آوہڑ ہیں سب مل کے، چوہیارانی)	
خیال، تدریسی ہنر	بچوں کو صحیح تلفظ کے ساتھ حروف (ا۔ غ) کی پہچان کرانا۔ سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ لہجہ اور تلفظ کے ساتھ نظم خوانی کرانا۔			
تدریسی نتائج	بچوں کو صحیح تلفظ کے ساتھ حروف (ا۔ غ) تک کی پہچان ہو گئی اور لکھنے کی صلاحیت بڑھ گئی۔ لہجہ اور صحیح تلفظ کے ساتھ نظم خوانی ہو گئی۔			
تدریسی آلات اور حوالہ جات	فلش کارڈ، حروف کے متعلق تصاویر، بورڈ، پیٹنگی اُتاد۔ چارٹ			
طرز تدریس	بچوں کو (س۔ غ) کے فلش کارڈ دکھا کر صحیح تلفظ کے ساتھ پڑھایا جائے گا۔ اور پھر بچوں سے بھی پڑھوایا جائے گا۔ جس سے اُن کو حروف (س۔ غ) کی پہچان ہو جائے گی۔ ان حروف کے متعلق تصاویر بھی دکھائی جائے گی اور ان حروف کی لکھنے کی مشق بھی کرائی جائے گی۔ نظیں صحیح لہجہ صحیح تلفظ اور حرکات کے ساتھ پڑھائی جائے گی۔ اور پھر بچوں سے بھی پڑھوائی جائے گی۔ جس سے اُن کے تلفظ میں اضافہ ہو گا۔ اور حروف کو ترتیب وار دہرایا جائے گا۔			
تفویض، تحقیق، منصوبے، سرگرمیاں	ایک جادوئی تھیلے میں ا۔ غ کے فلش کارڈ اور ان کے متعلق مختلف تصاویر موجود ہوں گے۔ پھر بچوں کو اس تھیلے میں سے ایک ایک کر کے فلش کارڈ اور تصویر بھی نکالنے کو کہا جائے گا۔ جس سے اُن کو حروف کی پہچان ہو جائے گی۔ بچوں کو ہوا میں حروف (س۔ غ) لکھایا جائے گا۔ جس سے بچوں کو ہر حرف کی بناوٹ ذہن نشین ہوگی اور لکھنے کی بھی صلاحیت پیدا ہو جائے گی۔ اور عملی کام کے ذریعے حروف کی تشخیص ہو جائے گی۔			
تشخیص	عملی کام۔ اردو نظموں کے ذریعے بچوں کو صحیح تلفظ اور لہجہ سے تشخیص کیا جائے گی۔			
موضوعی، معروضی تشخیص	حروف تہجی (ا۔ غ)			



عرصہ۔ ماہِ مئی

جماعت۔ یو۔ کے۔ جی

۱۴۔ چودہ	۶۔ چھ	۴۰۔ منٹ کی وقفہ کی کلاس	مطلوبہ دروس
حروف تہجی (ف۔ م)	اُردو نظیں (چالاک کوا، چڑیا)		موضوع
بچوں کو صحیح تلفظ کے ساتھ حروف (ا۔ م) کی پہچان کرانا۔ سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔	لہجہ اور تلفظ کے ساتھ نظم خوانی کرانا۔		خیال، تدریسی ہنر
بچوں کو صحیح تلفظ کے ساتھ حروف (ا۔ م) تک کی پہچان ہو گئی اور لکھنے کی صلاحیت بڑھ گئی۔ لہجہ اور صحیح تلفظ کے ساتھ نظم خوانی ہو گئی۔			تدریسی نتائج
فلش کارڈ، حروف کے متعلق تصاویر، بورڈ، پینگی اُتاد۔			تدریسی آلات اور حوالہ جات
بچوں کو (ف۔ م) کے فلش کارڈ دکھا کر صحیح تلفظ کے ساتھ پڑھایا جائے گا۔ اور پھر بچوں سے بھی پڑھوایا جائے گا۔ جس سے اُن کو حروف (ف۔ م) کی پہچان ہو جائے گی۔ ان حروف کے متعلق تصاویر بھی دکھائی جائے گی اور ان حروف کی لکھنے کی مشق بھی کرائی جائے گی۔ نظیں صحیح لہجہ صحیح تلفظ اور حرکات کے ساتھ پڑھائی جائے گی۔ اور پھر بچوں سے بھی پڑھوایا جائے گی۔ جس سے اُن کے تلفظ میں اضافہ ہو گا۔ اور حروف کو ترتیب وار دہرایا جائے گا			طرز تدریس
بچوں کو ہوا اور مٹی (clay) سے مختلف حروف کی بناوٹ بنوائی جائے گی۔ جس سے بچوں کو ہر حرف کی بناوٹ ذہن نشین ہو جائے گی۔ اور عملی کام کے ذریعے حروف کی تشخیص ہو جائے گی۔			تفویض، تحقیق، منصوبے، سرگرمیاں
عملی کام۔ اُردو نظموں کے ذریعے بچوں کو صحیح تلفظ اور لہجہ سے تشخیص کیا جائے گی۔			تشخیص
حروف تہجی (ا۔ م)			موضوعی، معروضی تشخیص



مطلوبہ دروس	۱۱۔ گیارہ ۲۔ چار۔ ۶۔ چھ ۴۰۔ منٹ کی وقفہ کی کلاس
موضوع	حروف تہجی (ن۔ ے) (ا۔ ے) مد کی (~) پہچان مد والے الفاظ اُردو نظیں (چند اماما ہا تھی، پکھا)
خیال، تدریسی ہنر	بچوں کو صحیح تلفظ کے ساتھ حروف (ا۔ ے) کی پہچان کرانا۔ سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ مد (~) کی جانکاری دینا اور مد والے الفاظ سے واقف کرانا۔ لہجہ اور تلفظ کے ساتھ نظم خوانی کرانا۔
تدریسی نتائج	بچوں کو صحیح تلفظ کے ساتھ حروف (ا۔ ے) تک کی پہچان ہو گئی اور لکھنے کی صلاحیت بڑھ گئی۔ مد کی پہچان ہو گئی۔ لہجہ اور صحیح تلفظ کے ساتھ نظم خوانی ہو گئی۔
تدریسی آلات اور حوالہ جات	فلش کارڈ، حروف کے متعلق تصاویر، بورڈ، پیکنی اُتاد۔
طرز تدریس	بچوں کو (ن۔ ے) کے فلش کارڈ دکھا کر صحیح تلفظ کے ساتھ پڑھایا جائے گا۔ اور پھر بچوں سے بھی پڑھوایا جائے گا۔ جس سے اُن کو حروف (ن۔ ے) کی پہچان ہو جائے گی۔ ان حروف کے متعلق تصاویر بھی دکھائی جائے گی اور ان حروف کی لکھنے کی مشق بھی کرائی جائے گی۔ مد کی پہچان آواز کے ذریعے کی جائے گی اور مد والے الفاظ کے لکھنے کی مشق کرائی جائے گی۔ نظیں صحیح لہجہ صحیح تلفظ اور حرکات کے ساتھ پڑھائی جائے گی۔ اور پھر بچوں سے بھی پڑھوائی جائے گی۔ جس سے اُن کے تلفظ میں اضافہ ہو گا۔
تفویض، تحقیق، منصوبے، سرگرمیاں	بچوں کو ہوا اور آٹے پر مختلف حروف کی بناوٹ بنوائی جائے گی۔ جس سے بچوں کو ہر حرف کی بناوٹ ذہن نشین ہو جائے گی۔ اور عملی کام کے ذریعے حروف کی تشخیص ہو جائے گی۔
تشخیص	عملی کام۔ اُردو نظموں کے ذریعے بچوں کو صحیح تلفظ اور لہجہ سے تشخیص کیا جائے گی۔
موضوعی، معروضی تشخیص	غیر رسمی تشخیص لی جائے گی ۱۔ نظم خوانی (چالاک کوا، چند اماما، آو پڑھیں سب) ۲۔ کھیل کھیل میں لفظ کی پہچان (ا۔ ے) ۳۔ مطالعہ ۴۔ املا (ا۔ ے) ۵۔ عملی کام

