



**CLASS - UKG**

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

<b>CLASSES REQUIRED</b>	12
<b>TOPIC</b>	<u>Cursive (g,i,v,d,h,t,p)</u>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Knowledge of lower case letters of alphabet.</li> <li>• Ability to write letters in cursive.</li> <li>• Drawing of pictures related to written letters.</li> <li>• Improvisation in all four language skills (Listening, reading, speaking and writing).</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Writing of letters in cursive(lower case)</li> <li>• Enhancement of vocabulary and association of letters with related pictures.</li> <li>• Enhancement of motor and sensory skills.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Flash cards, notebooks, whiteboard</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• Reinforcement</li> <li>• Explanation</li> </ul>
<b>ACTIVITY / ASSIGNMENT</b>	<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 case 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>
<b>INFORMAL ASSESSMENT</b>	Worksheets for writing of letters in cursive (lower case)



<b>CLASSES REQUIRED</b>	03
<b>TOPIC</b>	<u>Two letter words</u>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>• Formation of two letter words.</li><li>• Improvement in Language (Listening, reading, speaking) and cognitive skills.</li></ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"><li>• Ability to form two letter words.</li><li>• Enhancement of vocabulary.</li><li>• Empowerment of thinking skills.</li></ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"><li>• Flash cards, chart paper, glue, white board</li></ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"><li>• Concept formation</li><li>• Reinforcement</li><li>• Explanation</li><li>• Random questioning</li></ul>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Formation of two letter words with flash cards</u></b></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>
<b>INFORMAL ASSESSMENT</b>	Flash card activity for formation of words.



<b>CLASSES REQUIRED</b>	03
<b>TOPIC</b>	<u>Opposites (oral)</u>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Differentiation of things.</li> <li>• Improvement in language, motor and cognitive skills.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Learn to detect differences.</li> <li>• Enhancement of vocabulary.</li> <li>• Incorporation of creative movement skills</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Objects available within the school campus.
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Concept formation</li> <li>• Reinforcement</li> <li>• Explanation</li> </ul>
<b>ACTIVITY / ASSIGNMENT</b>	<p>Discussion with children about opposites. They will be encouraged so that they can come up with examples of what they think opposites are. Following movement games will be played to help them learn about opposites.</p> <p><b><u>In, Out, Up, Down</u></b></p> <p>Children will be asked to make a circle and this rhyming dance will be taught to them.</p> <p>Take 3 steps in and clap, clap, clap          Take 3 steps in and snap, snap, snap          Bend your body way.....”</p> <p><b><u>Simon's Opposites</u></b></p> <p>With the help of chalk, a large circle will be made. Teacher's name will be substituted for Simon.</p> <p>“Simon says: Stand inside the circle          Stand outside the circle          Simon says.....”</p> <p>Other opposites will be taught accordingly.</p>
<b>INFORMAL ASSESSMENT</b>	Same activities. Worksheets.



<b>CLASSES REQUIRED</b>	01
<b>TOPIC</b>	<u>Story: Thirsty Crow</u>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>● Improvisation in listening and speaking skills.</li><li>● Improvisation in cognitive and social skills</li></ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"><li>● Increase in vocabulary.</li><li>● Stimulation of imagination and thinking.</li></ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Storybooks
<b>PEDAGOGY</b>	<ul style="list-style-type: none"><li>● Random questioning</li><li>● Reinforcement</li><li>● Explanation</li></ul>
<b>ACTIVITY / ASSIGNMENT</b>	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.
<b>INFORMAL ASSESSMENT</b>	Questioning to check language, cognitive and social skills.



<b>CLASSES REQUIRED</b>	02
<b>TOPIC</b>	<u>Rhymes:</u> <ul style="list-style-type: none"><li>● <u>Start the day with a smile.</u></li><li>● <u>This is my head.</u></li></ul>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>● Connection between movements, rhythm and words.</li><li>● Improvisation in language skills.</li></ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"><li>● Enhancement of vocabulary.</li><li>● Increase in confidence level.</li><li>● Empowerment of listening and speaking skills.</li></ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Projector, amplifier, rhyme booklet
<b>PEDAGOGY</b>	<ul style="list-style-type: none"><li>● Actions</li><li>● Singing</li></ul>
<b>ACTIVITY / ASSIGNMENT</b>	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.
<b>INFORMAL ASSESSMENT</b>	Recitation of rhyme with actions to check language skills and confidence level.



**CLASS - UKG**

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

<b>CLASSES REQUIRED</b>	7(seven)
<b>TOPIC</b>	<b>MY Family</b>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>•To know importance of living together.</li> <li>•Concept of big and small family.</li> </ul>
<b>LEARNING OUTCOMES</b>	Difference between big and small family
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Family pictures. Story. Drawing
<b>PEDAGOGY</b>	Discussion . Random Questioning. Concept Formation
<b>ACTIVITY / ASSIGNMENT</b>	<b>Thumb Printing</b> 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.
<b>INFORMAL ASSESSMENT</b>	Quiz.

<b>CLASSES REQUIRED</b>	7(seven)
<b>TOPIC</b>	<b>Our Helpers</b>
<b>CONCEPT &amp; SKILLS</b>	To know importance of workers.
<b>LEARNING OUTCOMES</b>	Understanding the importance of workers in our life.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Poem. Role play. Drawing.
<b>PEDAGOGY</b>	Discussion . Random Questioning. Concept Formation. Role play.
<b>ACTIVITY / ASSIGNMENT</b>	<b>Role Play.</b> Children will be asked to act like different helpers.
<b>INFORMAL ASSESSMENT</b>	Project Work.



<b>CLASSES REQUIRED</b>	7(seven)
<b>TOPIC</b>	Celebrations
<b>CONCEPT &amp; SKILLS</b>	To know different festivals celebrated in India. Spending good time with family and friends.
<b>LEARNING OUTCOMES</b>	Value of togetherness.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Song. P.P.T
<b>PEDAGOGY</b>	Discussion . Random Questioning. Concept Formation.
<b>ACTIVITY / ASSIGNMENT</b>	Birthday celebration.
<b>INFORMAL ASSESSMENT</b>	<b>Role Play.</b>



CLASS – UKG

CYCLE - 2<sup>ND</sup>

CLASSES REQUIRED	18	
TOPIC		
CONCEPT & SKILLS	<p>विषय व्यंजन छ,ण,ड,ड.,झ</p> <p>व्यंजन की पहचान</p> <p>व्यंजन का शुद्ध उच्चारण</p> <p>व्यंजन द्वारा नए शब्द बनाना</p> <p>skill</p> <p>सुनने का कौशल</p> <p>पठन का कौशल</p> <p>व्यंजन की बनावट का कौशल</p> <p>शब्द भंडार में वृद्धि</p> <p>कविता सुबहा सवेरे आती तितली</p> <p>कविता का लय में कंठ करना</p> <p>भाषा के प्रति रूची उत्पन्न करना</p> <p>फलों के नाम(मौखिक)</p> <p>फलों के नामों की हिन्दी में जानकारी देना</p>	





<b>LEARNING OUTCOMES</b>	<p>व्यंजन की पहचान हुई व्यंजन का शुद्ध उच्चारण करना आया व्यंजन के लेखन कार्य में रूची उत्पन्न हुई</p> <p>इन व्यंजनों से नए शब्द बनाने आए</p> <p>कविता को लय में कंठ करना आया भाषा के प्रति रूचि उत्पन्न हुई कविता में आए शब्दों का शुद्ध उच्चारण करना आया</p> <p>फलों के नामों की हिन्दी में</p> <p>जानकारी मिली फलों के नाम हिन्दी भाषा में बोलने आए फलों के राजा के नाम की जानकारी मिली</p>	
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<p>व्यंजनों से सम्बंधित चित्र व्यंजनों से सम्बंधित चित्र श्वेत पट्ट पर बना कर व्यंजनों के फ्लैश कार्ड</p>	



	<p>फलो के चित्रो द्वारा</p> <p>श्वेत पट्ट पर चित्र बना कर</p>	
<b>PEDAGOGY</b>	<p>सबसे पहले मैं सिखाई गई कविता-कोयल रानी का वाचन करने के लिए बच्चो को कहूँगी। फिर सिखाए गए व्यंजनो का उच्चारण करने के लिए कहूँगी। इस के पश्चात मैं नए व्यंजन को पुराने व्यंजन के साथ मिला कर एक काल्पनिक कहानी बच्चो को सुनाऊँगी। फिर मैं बच्चो को उस व्यंजन का फ्लैश कार्ड दिखा कर उसकी पहचान बताऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चो को "छ" व्यंजन की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इस के बाद "छ" व्यंजन का लेखन कार्य करवाया जाए गा जिसके लिए बिन्दुओ को जोडकर उसकी बनावट बच्चो को सिखाऊँगी इसी प्रकार व्यंजन ण,ड,ड.,झ का उच्चारण करवाया जाए गा।</p> <p>बच्चो को कविता द्वारा फलों की जानकारी दी जाएगी</p> <p>तथा उनका महत्व व फल हमारी सहेत के लिए कितने जरूरी है बच्चो को समझाउ गी।</p>	
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p>व्यंजनों के चित्रों में रंग भरवाए जाएगए</p> <p>बच्चो को व्यंजनों से सम्बन्धित चित्र</p> <p>बनवाए जाए गए</p> <p>व्यंजनों के बना कर उन पर</p> <p>व्यंजनों से शुरू होने वाले चित्र चिपकाए जाए गए</p> <p>फलो के चित्रो मे रंग भरवाए जाए गए</p> <p>बच्चो से फलो का एक एक चित्र लाने को कहा जाए गा और उसका चार्ट बनाया जाए गा</p>	



<b>ASSESSMENT</b>	<p>फलैश कार्ड द्वारा व्यंजनों का पठन करने को कहा जाए गा</p> <p>फलैश कार्ड द्वारा व्यंजन पहचाने के लिए कहा जाए गा</p> <p>बच्चों को व्यंजनों के चित्र दे कर उन्हें और चित्र बताने के लिए कहा जाए गा</p> <p>तमबोला</p> <p>कविता को लय में कंठ करने को कहा जाए गा</p> <p>प्रश्न पूछ कर</p> <p>फलों के नाम व रंग पूछ कर</p> <p>फलों के चित्र बनवाकर</p>	
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>		



DETAILED PLANNER OF  
**MATHS**  
(APRIL-MAY)  
Cycle 2

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

<b>CLASSES REQUIRED</b>	7(seven)
<b>TOPIC</b>	COUNT AND WRITE
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Number formation.</li> <li>• Number sequence.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Apply knowledge and understanding of numbers.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Beads</li> </ul>
<b>PEDAGOGY</b>	Discussion, Random questioning, reinforcement. concept formation.
<b>ACTIVITY /</b>	SHOPPING



**ASSIGNMENT /  
RESEARCH**

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 )



مطلوبہ دروس	۱۲۔ چودہ	۷۔ سات
موضوع	حروف تہجی (ط۔ گ)	اعادہ (ا۔ گ) اردو نظمیں (چوہیارانی، چالاک کو، چڑیا)
خیال، تدریسی ہنر	بچوں کو صحیح تلفظ کے ساتھ حروف (ا۔ گ) 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۔ گ) تک کی پہچان ہو گئی اور لکھنے کی قابلیت بڑھ گئی۔ لہجہ اور صحیح تلفظ کے ساتھ نظم خوانی ہو گئی۔	
تدریسی آلات اور حوالہ جات	فلش کارڈ، حروف کے متعلق تصاویر، بورڈ، پیکنی استاد۔	
طرز تدریس	بچوں کو ط۔ گ 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 ط۔ گ 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۔ نظمیں 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	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۔	
تشخیص	عملی کام۔ اردو نظموں کے ذریعے بچوں کو صحیح تلفظ اور لہجہ سے تشخیص کیا جائے گی۔	
موضوعی، معروضی تشخیص	حروف تہجی (ا۔ گ)	



میقات اول

جماعت: یو۔ کے۔ جی عرصہ

	مطلوبہ دروس
	موضوع
	خیال، تدریسی ہنر
	تدریسی نتائج
	تدریسی آلات اور حوالہ جات
	طرز تدریس
	تفویض، تحقیق، منصوبے، سرگرمیاں
	تشخیص
	موضوعی، معروضی تشخیص