



CLASS - UKG

CYCLE – 3rd

<b>CLASSES REQUIRED</b>	10
<b>TOPIC</b>	<u>Cursive (f,j,k,q,z)</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>●Enhancement in all four language skills (Listening, reading, speaking and writing).</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>●<b>Writing of letters in cursive(lower case)</b></li> <li>●<b>Enhancement of vocabulary and association of letters with related pictures.</b></li> <li>●<b>Enhancement of motor and sensory skills.</b></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 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>
<b>INFORMAL ASSESSMENT</b>	Worksheets for writing of letters in cursive (lower case)



<b>CLASSES REQUIRED</b>	03
<b>TOPIC</b>	<u>Three letter words</u>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>●Formation of three 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 three 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>●Random questioning</li></ul>
<b>ACTIVITY / ASSIGNMENT</b>	<p><b><u>Formation of three letter words with flash cards</u></b></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 children will be asked once again to say the sound. Both the cards will be joined and the teacher will read 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>
<b>INFORMAL ASSESSMENT</b>	Flash card activity for formation of words.



<b>CLASSES REQUIRED</b>	03
<b>TOPIC</b>	<u>Vowels</u>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>● Knowledge of five vowels and their importance in each word.</li><li>● Improvement in language, motor and cognitive skills.</li></ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"><li>● Vowels give volume to words.</li><li>● Enhancement of vocabulary.</li><li>● Empowerment of language, motor and cognitive skills.</li></ul>
<b>INSTRUCTIONAL TOOLS</b>	Flashcards, projector, teacher and students
<b>PEDAGOGY</b>	<ul style="list-style-type: none"><li>● Concept formation</li><li>● Reinforcement</li><li>● Explanation</li></ul>
<b>ACTIVITY / ASSIGNMENT</b>	First, the visuals for vowels will be shown to the students. Then hand motions for each vowel will be taught. For example, for <b>E</b> , students will make a fist and notice the lower case <b>E</b> their fingers made. Then the teacher will ask the students to tell the sound of each letter. Teacher will tell them that these five letters i.e, <b>a e i o u</b> 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.
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"><li>● Activity: Vowel sticks</li><li>● Worksheets.</li></ul>



<b>CLASSES REQUIRED</b>	01
<b>TOPIC</b>	Story: The Greedy Dog
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>●Enhancement in listening and speaking skills.</li><li>●Enhancement 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</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>	Students will be asked to retell the story.



<b>CLASSES REQUIRED</b>	02
<b>TOPIC</b>	Rhymes: ●Action Song. ●Old McDonald had a farm.
<b>CONCEPT &amp; SKILLS</b>	●Connection between movements, rhythm and words. ●Enhancement in language skills.
<b>LEARNING OUTCOMES</b>	●Enhancement of vocabulary. ●Increase in confidence level. ●Empowerment of listening and speaking skills.
<b>INSTRUCTIONAL TOOLS</b>	Projector, amplifier, rhyme booklet
<b>PEDAGOGY</b>	●Actions ●Singing
<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.



<b>CLASSES REQUIRED</b>	03
<b>TOPIC</b>	Action words: Run, Clap, Write, Sit, Stand, Jump, etc
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>●Reading and doing words with comprehension.</li><li>●Improvement in language, sensory and motor skills.</li></ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"><li>●Express ability using simple actions.</li><li>●Increase in confidence level.</li><li>●Empowerment of language, sensory and motor skills.</li></ul>
<b>INSTRUCTIONAL TOOLS</b>	Teacher and students
<b>PEDAGOGY</b>	<ul style="list-style-type: none"><li>●Reinforcement</li><li>●Concept formation</li></ul>
<b>ACTIVITY / ASSIGNMENT</b>	Students will be asked to stand in a circle. The teacher will do an action and shouts out the word for that action. The students will copy the action and repeat the word. Actions will include: wave, run on the spot, skip, crawl, walk backwards, jump, etc.
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"><li>●Have a student come to the front of the class and whisper a word or show a flashcard to that student. The student then acts out that word and the first student to guess can be the next player.</li><li>●Worksheets</li></ul>

<b>OVERALL INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"><li>●A-Z (Capitals)</li><li>●a-z (cursive)</li><li>●Vowels</li><li>●Two and three letters(written)</li><li>●Recognition of sounds</li><li>●Picture recognition</li></ul>
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**CLASS - UKG**

**Cycle 3  
May-June**

<b>CLASSES REQUIRED</b>	8
<b>TOPIC</b>	<b>Animal Homes, Young ones and Food.</b>
<b>CONCEPT &amp; SKILLS</b>	Identification of animals on the basis of homes, young ones, food and their sounds
<b>LEARNING OUTCOMES</b>	To learn names of different animal homes and young ones of different animals. Children will come to know about the foods eaten by different animals.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Scrap book, flash cards, drawing and rhymes.
<b>PEDAGOGY</b>	Discussion. Random questioning. Concept formation. Rhymes.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Pasting pictures of animals with their young ones. Food eaten by different animals(Drawing)
<b>ASSESSMENT</b>	Quiz

<b>CLASSES REQUIRED</b>	8
<b>TOPIC</b>	<b>Plants. Types of plants. Importance of plants and care of plants.</b>
<b>CONCEPT &amp; SKILLS</b>	Different parts of plants. Different types of plants.
<b>LEARNING OUTCOMES</b>	To learn names of different parts of plant. To understand the difference between different types of plants.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Charts and drawing. PPT
<b>PEDAGOGY</b>	Discussion. Random questioning. Concept formation.



<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Nature walk.
<b>ASSESSMENT</b>	Drawing.

<b>CLASSES REQUIRED</b>	7
<b>TOPIC</b>	<b>Food we eat.</b>
<b>CONCEPT &amp; SKILLS</b>	Why do we need food? Concept of good food. Concept of raw and cooked food. Concept of veg. and non-veg. foods.
<b>LEARNING OUTCOMES</b>	Importance of different types of food.
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Pictures of different types of food. Lunch box.
<b>PEDAGOGY</b>	Discussion. Random questioning. Concept formation.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Lunch box. Celebration of fruits day.
<b>ASSESSMENT</b>	Drawing.
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<ol style="list-style-type: none"><li>1. Parts of the body.</li><li>2. Sense organs.</li><li>3. Helpers.</li><li>4. Plants.</li><li>5. Animals.</li></ol>



CLASS – U-K-G

SA1

<b>CLASSES REQUIRED</b>	22
<b>TOPIC</b>	व्यंजन, कविता, फलो व सब्जियों के नाम(oral)
<b>CONCEPT &amp; SKILLS</b>	<p>विषय: घ, ध, छ, ण, ड, ड., झ, ह, त, ल, य</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:</p> <p>सुबहा सवेरे आती तितली</p> <p>बादल गरजा ठम-ठम</p> <p>एक दो कभी न रो</p> <p>कविता को लय में कंठ करना</p> <p>भाषा के प्रति रुचि उत्पन्न करना</p> <p>फलो व सब्जियों के नाम(मौखिक)oral</p> <p>फलो व सब्जियों के नामों की हिन्दी भाषा में जानकारी देना</p>
<b>LEARNING OUTCOMES</b>	<p>व्यंजनों की पहचान हुई</p> <p>व्यंजनों का शुद्ध उच्चारण करना आया</p> <p>व्यंजनों के लेखन कार्य में रुचि उत्पन्न हुई</p> <p>इन 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>फलो व सब्जियों के नामों की हिन्दी भाषा में जानकारी मिली</p> <p>हिन्दी भाषा में फलो व सब्जियों के नाम बोलने आए</p>



<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	व्यंजनों से सम्बन्धित चित्र व्यंजनों के फ्लैश कार्ड व्यंजनों से सम्बन्धित चित्र श्वेत पट्ट पर बना कर फलो व सब्जियों के चित्रों द्वारा श्वेत पट्ट पर फलो व सब्जियों के चित्र बना कर
<b>PEDAGOGY</b>	सबसे पहले मैं सिखाई गई कविताओं का वाचन करने के लिए बच्चों को कहूँगी। फिर सिखाए गए व्यंजनों का उच्चारण करने के लिए कहूँगी। इस के पश्चात् व्यंजन 'त' व उससे सम्बन्धित चित्र श्वेत पट्ट पर बनाऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चों को 'त' व्यंजन की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इसी प्रकार बाकी व्यंजनों का उच्चारण व लेखन कार्य करवाया जाए गा।
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	व्यंजनों के चित्रों में रंग भरवाए जाएंगे बच्चों को व्यंजनों से सम्बन्धित चित्र बनवाए जाएंगे सब्जियों व फलो के चित्र चिपका कर चार्ट बनवाए जाएंगे
<b>ASSESSMENT</b>	व्यंजन पहचानने के लिए कहा जाए गा व्यंजन से सम्बन्धित चित्र पहचानने को कहा जाए गा तमबोला खेला जाए गा कविताओं को सुनाने को कहा जाए गा वर्क शीट द्वारा
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	व्यंजन चित्र शब्द फलों व सब्जियों के नाम



**DETAILED PLANNER Of MATHEMATICS  
MONTH MAY  
CYCLE 3**

CLASS: UKG

<b>CLASSES REQUIRED</b>	7(seven)
<b>TOPIC</b>	Bundling of tens
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>Thinking and reasoning.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>Understand that two digits of a two-digit number represents amount of tens and ones.</li> <li>Numbers from 11-19 are composed of ten and one, two, three, four----- -nine of ones.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>Beads</li> <li>Bags</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>Discussion, Random questioning, concept formation questioning and hands on practice.</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p>Teacher will use beads She will place a pile of them on a table and shows that it is easier to count them in groups of ten. First make group of tens then count the ten group and individual beads separately say, "i have here five ten groups and four individual beads.</p> <p>Teacher will continue in a similar way take different amount of beads.</p> <p>Teacher will use bags also .she will put 10 objects together in the bag and practice with those .She will display one tens bag and three beads separately .She will tell students there is one tens bag and three beads individual so there are total thirteen beads.</p>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Activities</li> <li>Worksheet</li> <li>Colouring</li> </ul>



**DETAILED PLANNER OF MATHEMATICS  
MONTH JUNE  
CYCLE 3**

CLASS:UKG

<b>CLASSES REQUIRED</b>	7(seven)
<b>TOPIC</b>	NUMBERS (20-30)
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Numeral identification</li> <li>• Counting</li> <li>• One to one correspondence</li> <li>• Sorting and classification.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Recognition of numbers.</li> <li>• Development relation between number and quantity.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Beads</li> </ul>
<b>PEDAGOGY</b>	Discussion, Random questioning, reinforcement. concept formation.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Teacher will have 22or 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 items as she count together.
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Notebook</li> </ul>



**DETAILED PLANNER OF MATHEMATICS  
MONTH MAY/JUNE**

**CYCLE 3**

<b>CLASSES REQUIRED</b>	7(seven)
<b>TOPIC</b>	What comes after, before and in between
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>Improves math comprehension.</li> <li>Cognitive skills</li> <li>Improves the child's counting skills.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>Comparing position of one number with another.</li> <li>Recognition of the order of numbers.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>Chalk</li> </ul>
<b>PEDAGOGY</b>	Discussion, Random questioning, reinforcement. concept formation.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<p>For 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.</p> <p>For 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 the when we go one step back we get the number which comes before the number.</p>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Activities</li> <li>Worksheet</li> </ul>



**DETAILED PLANNER OF MATHEMATICS**

MONTH MAY

Class:UKG

CYCLE 3

<b>CLASSES REQUIRED</b>	7(seven)
<b>TOPIC</b>	Backward counting
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>• Improves math comprehension.</li> <li>• Cognitive skills</li> <li>• Improves the child's counting skills.</li> <li>• Learn the concept of reverse counting.</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Recognition of the order of numbers.</li> <li>• Understand the concept of reverse order.</li> <li>• Put the numbers in the correct sequence.</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"> <li>• Stairs outside the class</li> </ul>
<b>PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Discussion,</li> <li>• Random questioning,</li> <li>• Reinforcement.</li> <li>• Concept formation.</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	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 activity many time till the students will be able to count backward.
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Worksheet</li> </ul>
<b>SYLLABUS FOR INFORMAL ASSESSEMENT</b>	<ul style="list-style-type: none"> <li>• Numbers 1-30</li> <li>• Count and write</li> <li>• Shapes</li> <li>• Ones and tens</li> <li>• What comes after, before and between</li> <li>• Backward counting</li> </ul>