



CLASS–UKG

CLASSES REQUIRED	02
TOPIC	<ul style="list-style-type: none">• Revision sequence (A-Z) with phonic sound.• Start cursive strokes.
CONCEPT & SKILLS	<ul style="list-style-type: none">• Checking of previous knowledge, [Recapitulation].• Improving Language by Listening, reading and speaking.• Sight words. <p>Social Function Words</p> <p>more, please, thank you, hi/hello, bye-bye, again, sorry, yes/okay, no.</p>
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 student will say the sounds of alphabets.• Concept Formation and Explanation will be followed by activities.
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Flash card Activity</p> <p>* stack the alphabet cards and picture cards separately. Ask the child to pick up the alphabet card, recognize the letter and 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	<ul style="list-style-type: none">• Flash card activity for association of sounds with pictures.• Visualization of A/V clip for recognition of sounds.• Individual anecdotal record of each child maintained.



CLASS–UKG

CLASSES REQUIRED	12
TOPIC	Cursive upper strokes, with phonics and picture recognition. C,e,a,l,m,n,o,r,s,u,w,x
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Knowledge of upper 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. • Gender • List of the most common nouns: ball, book, choo—choo, train, bike, rain, bubbles, car, truck, boat, plane, baby, bowl, spoon, diaper, sock, shoe, shirt, pants, hat, star, flower, house, tree, brush, towel, bath, chair, table, bed, blanket, light, cookie, biscuit, chip, cheese, apple, banana, ice cream, cereal, chocolate, candy, milk, juice, water, dog, cat, fish, bird, duck, cow, horse, bunny, bear, pig, lion, elephant, giraffe, zebra, monkey, chicken, butterfly, bee, frog, alligator, snake. Plus names for people – Mama, Dada, brother and sister names, pet names, grandparents & other family members, and favourite cartoon characters
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Writing of letters in cursive (upper case). • Enhancement of vocabulary and association of letters with related pictures. • Enhancement of motor and sensory skills. • Learn to read sight words for enhancing 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 / RESEARCH	<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 upper 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 “b” 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. 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>Worksheet for writing of letters in cursive (upper case).</p> <p>Individual anecdotal record of each child maintained.</p>



CLASS–UKG

CLASSES REQUIRED	12
TOPIC	Cursive Lower strokes, with phonics and picture recognition. g,j,p,q,y,z--b,d,f,h,k,l,t
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. <p>Common Action Words (Verbs) eat, drink, go, stop, run, jump, walk, sleep/night-night, wash, kiss, open, close, push, pull, fix, broke, play, want, hug, love, hurt, tickle, give, all gone, all done, dance, finish, help, fall, shake, see, watch, look, sit, stand (up), throw, catch, blow, cry, throw, swing, slide, swim, climb, ride, rock, come, color/draw</p> <p>Location Words (Prepositions) up, down, in, out, off, on, here, there (Plus later ones such as around, under, behind, over)</p>
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 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 / RESEARCH	<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 “a” 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. 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>Worksheet for writing of letters in cursive (lower case).</p> <p>Individual anecdotal record of each child maintained.</p>



CLASS–UKG

CLASSES REQUIRED	03
TOPIC	Two, Three letter words, follow families like an, at, am, and etc.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Formation of two, three letter words. • Improving language by listening, reading and speaking. • Sight words <p>Descriptive Words (Adjectives/Adverbs) big, little, hot, cold, loud, quiet, yucky, icky, scary, funny, silly, dirty, happy, sad, clean, gentle, wet, soft, fast, slow, color words (red, blue, yellow, green, pink, orange, purple, black, white, brown) and quantity words (all, none, more, some, rest)</p> <p>Early Pronouns me, mine, my, I, you, it, he, she, him, her)</p>
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Ability to form two, three letter words. • Enhancement of vocabulary. • Empowerment of thinking skills. • Learn to read sight words for enhancing 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. • Random questioning.
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Formation of two, three words with flash cards. 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. Same procedure will be done with the three letter words. An A/V clip will also be shown to children to make the concept more clear.</p>
INFORMAL ASSESSMENT	<p>Flash card activity for formation of words.</p> <p>Individual anecdotal record of each child maintained.</p>



CLASS–UKG

CLASSES REQUIRED	04
TOPIC	Four letter words Introduction of Blends like bl,br,cl,cr.
CONCEPT & SKILLS	<ul style="list-style-type: none">• Formation of four letter words.• Improvement in language skills (Listening, speaking, reading and writing) and Cognitive skills.• Story using props (Thirsty Crow).
LEARNING OUTCOMES	<ul style="list-style-type: none">• Ability to form four letter words.• Enhancement of vocabulary (Ability to read the words).• Thinking skills will be improved.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Flash cards, notebooks, whiteboard.
PEDAGOGY	<ul style="list-style-type: none">• Concept formation.• Reinforcement.• Explanation.
ACTIVITY / ASSIGNMENT / RESEARCH	<p><u>Formation of Four letter words with flash cards.</u></p> <p>As the students are already aware of three letter words, so the teacher will start with some three letter words say “and, lay, sin, pin” etc. The teacher will explain that by adding one more letter, some words can easily be changed into new words,e.g, by adding p lay changes to “play”. Teacher then explain further by giving some more examples. To make concept more clear, teacher will play a letter game with kids. The teacher will make students sit in a group of 5-6 and distribute letter cards among them. The teacher will provide each child with a three-letter word card say and,row,pin etc. Then, the teacher will ask the students to form different four-letter words by joining ‘three-letter word’ cards with the letter cards provided to them. Initially, teacher could allow the students to form meaningless words that are four-lettered, but after a few times of playing the game, children should be encouraged to form only meaningful four-letter words.</p> <p>Hot seat activity.</p>
INFORMAL ASSESSMENT	Students will be asked to form four-letter words using alphabet cards.



**DETAILED PLANNER OF
ENGLISH**
(August)

CLASS–UKG

CLASSES REQUIRED	03
TOPIC	One/many(singular/plural)
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Knowledge of singular/plural (one/many). • Ability to form and learn spellings of words with 's' for plurals. • Story using props (Thirsty Crow).
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Understanding the concept of one/many. • Enhancement of vocabulary (learn to read the words). • Enhancement of language, motor, sensory and cognitive skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Flash cards, different objects (books, pencils, etc), projector.
PEDAGOGY	<ul style="list-style-type: none"> • Concept formation. • Reinforcement. • Explanation.
ACTIVITY / ASSIGNMENT / RESEARCH	<p>A video related to 'one/many' will be shown to the students so that they would get familiar with the use of 's' in plurals. After showing video, teacher will explain in simple terms the words 'singular' and 'plural'. She will demonstrate meanings by using pupils, e.g. one boy, two boys, one girl, two girls. She will stress on 's' used at the end of these words. She will then ask students to generate some other words giving both forms, e.g one book, two books. To make topic more interesting, the teacher will play a game with them. She will divide students into two equal teams, say Team A and Team B. Then have one student from Team A name A thing out loud. Then have the student from opposite Team B say the plural form out loud. The teacher will confirm the answer. Same will be repeated with other students from each group.</p> <p>Hot seat activity.</p>
INFORMAL ASSESSMENT	Students will be given worksheets and they will be asked to complete the exercises given.



**DETAILED PLANNER OF
ENGLISH**
(August)

CLASS–UKG

CLASSES REQUIRED	03
TOPIC	Opposites (written).
CONCEPT & SKILLS	<ul style="list-style-type: none">• Differentiation of things.• Improvement in language, motor and cognitive skills.• Story using props (Thirsty Crow).
LEARNING OUTCOMES	<ul style="list-style-type: none">• Learn to detect difference.• Enhancement of vocabulary.• Language skills (listening, speaking, reading and writing) will be improved.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Objects available within the school campus, notebooks, whiteboard..
PEDAGOGY	<ul style="list-style-type: none">• Concept formation.• Reinforcement.• Explanation.
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Discussion with children about opposites. As the topic 'opposites' have already been taught orally to them, they will be encouraged to come up with examples of what they think opposites are. The teacher will also give some examples using objects available in the classroom. For example, the teacher can point towards big and small things to show the difference between the two. Similarly, other objects will be used to enable the students to detect the differences between various opposites.</p> <p>A/V clips will be shown to them to make the concept even clearer. The teacher will write opposites on white board and students will be asked to copy the same in their notebooks. Worksheets related to the topic will also be provided to them</p> <p>Hot seat activity.</p>
INFORMAL ASSESSMENT	Students will be given worksheets and they will be asked to complete the exercises given.



**DETAILED PLANNER OF
ENGLISH
(SEPTEMBER)**

CLASS–UKG

CLASSES REQUIRED	03
TOPIC	Introduce Sentence Formation.
CONCEPT & SKILLS	<ul style="list-style-type: none">• Knowledge about sentence formation.• Ability to form sentences.• Sight words.• Story using props (The Hare and the Tortoise).
LEARNING OUTCOMES	<ul style="list-style-type: none">• Understanding the concept of forming sentences.• Enhancement of vocabulary (learn to read the sentences).• Enhancement of language, motor, sensory and cognitive skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Flash cards, different objects(books, pencils, etc), projector.
PEDAGOGY	<ul style="list-style-type: none">• Concept formation.• Reinforcement.• Explanation.
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Making of sentences (Build Sentence).Make as many sentences using word cards. Words have basic sight words which includes the, dog, door, clothes, fast, run, cat, me, hides, ducks etc. e.g, Dog Barks, close the door etc. The teacher will explain to the children the forming of sentences.</p> <p>Hot seat activity.</p>
INFORMAL ASSESSMENT	Students will be given worksheets and they will be asked to complete the exercises given.



**DETAILED PLANNER OF
ENGLISH
(OCTOBER)**

CLASS–UKG

CLASSES REQUIRED	03
TOPIC	Formation of sentences with two, three letter words.
CONCEPT & SKILLS	<ul style="list-style-type: none">• Knowledge about sentence formation.• Ability to form sentences.• Sight words.• Story using puppets (The Greedy Dog).
LEARNING OUTCOMES	<ul style="list-style-type: none">• Understanding the concept of forming sentences.• Enhancement of vocabulary (learn to read the sentences).• Enhancement of language, motor, sensory and cognitive skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Flash cards, different objects (books, pencils, etc), projector.
PEDAGOGY	<ul style="list-style-type: none">• Concept formation.• Reinforcement.• Explanation.
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Making of sentences (Build Sentence).Make as many sentences using word cards. Words have basic sight words which includes the,dog,door,clothes,fast,run,cat,me,hides, ducks etc.e.g, Dog Barks, close the door etc.The teacher will explain to the children the forming of sentences.</p> <p>Hot seat activity.</p>
INFORMAL ASSESSMENT	Students will be given worksheets and they will be asked to complete the exercises given.



CLASS–UKG

CLASSES REQUIRED	03
TOPIC	Continue sentence formation and simple paragraph reading using two, three and four letter words..
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Knowledge about sentence formation. • Ability to form sentences. • Sight words. • Story using puppets (Raining Fruit, Kiss the Broun bonny).
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Understanding the concept of forming sentences. • Enhancement of vocabulary (learn to read the sentences). • Enhancement of language, motor, sensory and cognitive skills.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Flash cards, different objects (books, pencils, etc), projector.
PEDAGOGY	<ul style="list-style-type: none"> • Concept formation. • Reinforcement. • Explanation.
ACTIVITY / ASSIGNMENT / RESEARCH	<p>Making of sentences (Build Sentence).Make as many sentences using word cards. Words have basic sight words which includes the,dog,door, clothes,fast,run,cat,me,hides, ducks etc.e.g, Dog Barks, close the door etc.The teacher will explain to the children the forming of sentences.</p> <p>Hot seat activity.</p>
INFORMAL ASSESSMENT	Students will be given worksheets and they will be asked to complete the exercises given.



CLASSES REQUIRED	8 periods
TOPIC	My Self
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Introduction with each other. • They should know their address, parentage and phone number. • Know basic things about their peers. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Conceptual Understanding • Drawing • Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Introduction with one another. • Understand the importance of knowing their address, parentage and phone numbers. • Know few basic things about their peers.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Their photograph. • Drawing • Conversation among peers to know each other.
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Learning by doing an activity • Concept Formation
ACTIVITY / ASSIGNMENT	<p>Activity worksheet</p> <p>Making of myself kit</p>
ASSESSMENT	Assessment through introduction and activity .



CLASSES REQUIRED	9 Periods
TOPIC	My Body
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Identification of external body parts.• Importance and uses of external body parts.• Rhyme recitation (This is my head...). <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Identify the parts of the human body.• Understand the importance and function of external body parts.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Picture of human body /video
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Learning by doing an activity• Concept Formation• Rhyme Recitation
ACTIVITY / ASSIGNMENT	<ul style="list-style-type: none">• <u>Activity</u> Pasting pictures of different body parts.• <u>Assignment</u> Worksheet will be provided
ASSESSMENT	Assessment through identification and activity .



CLASSES REQUIRED	9 Periods
TOPIC	Sense Organs
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Importance of Sense Organs.• Identification of Sense Organs.• Drawing of Sense Organs. <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Drawing• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Importance of Sense Organs.• Identification of Sense Organs.• Drawing Sense Organs.• Recite a poem on “Sense Organs”
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Slide Show/ video• Chart• Drawing
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• Rhyme recitation
ACTIVITY / ASSIGNMENT	<p><u>Activity</u> Blind fold.</p> <p><u>Assignment</u></p> <ul style="list-style-type: none">• Match the following: (Here students will match the picture of Sense organs with its function).
ASSESSMENT	Through identification, oral presentation and drawing.



APRIL

CLASSES REQUIRED	8 periods
TOPIC	My Family
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Concept of family, family values and living together. • Introduction of new terms-big and small family. • Importance of living together. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Conceptual Understanding • Drawing • Speaking
LEARNING OUTCOMES	<p>:</p> <ul style="list-style-type: none"> • Importance of each member in a family. • Family values (caring, sharing, respect, good manners and helping each other).
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Notebook , PPT and pictures of different family members. • Drawing.
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Learning by doing an activity • Concept Formation • Rhyme recitation(daddy finger....)
ACTIVITY / ASSIGNMENT	<p><u>Activity worksheet</u> <u>Thumb printing.</u></p> <p><u>Assignment</u> Worksheet related to my family.</p>
ASSESSMENT	Assessment through activity and worksheets



CLASSES REQUIRED	8 periods
TOPIC	My School
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Basic knowledge about school and its surroundings.• Know about their school, different people, places and importance of school.• Moral values, ethics and good manners.• Drawing of my school. <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Drawing• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Importance of school and its surroundings.• Identify important places in school• Importance of good manners.• Keeping school neat and clean.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Visit to school• Drawing• Poem
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• Practical Demonstration
ACTIVITY / ASSIGNMENT	<p><u>Activity worksheet</u></p> <p>Tearing and pasting activity.</p> <p><u>Assignment</u></p> <p>Fun based worksheet.</p>



(MAY- JUNE)

MAY

CLASSES REQUIRED	12 Periods
TOPIC	Plants Around Us
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none"> • Importance and uses of plants. • Identification of different parts of a plant like root, stem, leaf, flower, bud, etc. • Importance of plantation. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Conceptual Understanding • Identification • Drawing • Writing • Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Importance of plants around us. • Identify different parts of a plant. • Taking care of plants. • Drawing of different parts of plant.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Slide Show/Video • Chart • Drawing • Nature walk
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Practical demonstration • Concept Formation
ACTIVITY / ASSIGNMENT	<p><u>Activity</u> Craft activity(using different coloured craft paper for different parts of plant and paper plate)</p> <p><u>Assignment</u></p> <ol style="list-style-type: none"> 1. Match the following: 2. Matching of different parts of plants with their first letter.



CLASSES REQUIRED	12 Periods
TOPIC	Animals Around Us
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Classification of different animals on basis of their habitats.• Identification of different kinds of animals' wild animals, domestic animals, pet animals, water animals.• Pasting of different kinds of animals around us. <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Importance of different kinds of animals and their homes.• Identify different kinds of animals.• Taking care of animals.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Notebook• PPT• Charts
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Random Questioning• Concept Formation
ACTIVITY / ASSIGNMENT	<p><u>Activity</u></p> <p>Students will paste cut outs of different animals in their notebooks which they have to colour.</p> <p><u>Assignment</u></p> <p>1. Students will be asked to match animals with their youngones.</p> <p>.</p>
ASSESSMENT	Through identification activity and class assignment based on topic.



JUNE

CLASSES REQUIRED	8 Periods
TOPIC	Food We Eat
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Importance of eating healthy food in our daily lives.• Healthy and junk food <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Speaking• Identification
LEARNING OUTCOMES	<ul style="list-style-type: none">• Child will learn the names of different food items.• Child will know the importance of eating healthy food.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Chart
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Learning by doing activity• Concept Formation• Puppet show.
ACTIVITY / ASSIGNMENT	<p><u>Activity worksheet</u> Students will talk about their favourite food and why they like it. Pasting pictures of healthy and junk food in their notebooks.</p> <p><u>Assignment</u> Tick the healthy food and cross the junk food.</p>
ASSESSMENT	Through worksheet and drawing.



CLASSES REQUIRED	10 Periods
TOPIC	Keeping Healthy
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none">• Importance of keeping our body clean.• Healthy habits.• A clean child is a healthy child.• Cleanliness keeps you away from diseases <p>Skills</p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Importance of keeping our body clean and healthy.• Different objects to keep our self clean like: soap, towel, toothpaste etc
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Charts
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation
ACTIVITY / ASSIGNMENT	<p>Activity: Collage making(Pasting of things that keep us healthy)</p> <p>Assignment. Worksheet</p>
ASSESSMENT	Assessment through identification, activity and class assignment.



AUGUST

CLASSES REQUIRED	8 periods
TOPIC	Festivals
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Children will come to know about different types of festivals of our country.• Importance of Festivals.• We should celebrate all the festivals with great fun and joy. <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual understanding.• Identification.• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Students will be able to learn to respect all religious festivals.• Students will come to know about different festivals we celebrate in our country India.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Video• Charts
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• Discussion.• Random questioning
ACTIVITY / ASSIGNMENT	<p>Activity Collect pictures related to your favourite festivals and paste them in your notebook.</p> <p>Assignment 1. Worksheet(Match the festivals with their first letter)</p>
ASSESSMENT	Assessment through identification and activity.



CLASSES REQUIRED	8 periods
TOPIC	People who help us
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none">• Different kinds of work.• Every work is important and must be respected. <p>Skills:</p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Able to identify different kinds of work.• Identification of various occupations
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Slide show
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• Learning by doing an activity
ACTIVITY / ASSIGNMENT	<p>Activity based on “People who help us “/Role play Here we will provide a worksheet based on different people who help us.</p> <p>Assignment.</p> <p>Worksheets will be provided</p>
ASSESSMENT	Assessment through identification, activity and class assignment.



SEPTEMBER

CLASSES REQUIRED	9 periods
TOPIC	Means of Transport
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none"> • Importance of different means of transport • Identification of different means of transport • Colouring of means of transport • Safety rules. • Traffic lights <p>Skills</p> <ul style="list-style-type: none"> • Conceptual Understanding • Identification • Writing • Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Importance of different means of transport • Identify different means of transport • Colouring of different means of transport • Recite poem on traffic lights
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Notebook • Chart showing different means of transport • Poem(wheels of the bus...)
PEDAGOGY	<ul style="list-style-type: none"> • Explanation Method • Concept Formation • Random questioning • Rhyme recitation
ACTIVITY / ASSIGNMENT	<p>Activity Picture pasting of different vehicles according to the number of wheels.(To be done on notebook) Drawing and colouring of traffic lights</p> <p>Assignment Worksheet on different means of transport (Different colours to be used for land, water and air transport).</p>
ASSESSMENT	Assessment through identification and grouping on the basic of land, air and water transport.



CLASSES REQUIRED	9 periods
TOPIC	Keeping Safe
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none">• Many things around us are not safe• We should follow safety rules at home, in school and traffic lights while moving on the road. <p>Skills:</p> <ul style="list-style-type: none">• Conceptual Understanding• Identification• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• All things around us are not safe.• If we are careful, we will never get hurt• It is important to follow safety rules.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Charts
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• Random questioning
ACTIVITY / ASSIGNMENT	<p>Activity: Making of traffic lights.</p> <p>Assignment. Colouring worksheet</p>
ASSESSMENT	Assessment through identification, activity and class assignment.



OCTOBER

CLASSES REQUIRED	9 periods
TOPIC	Seasons
CONCEPT & SKILLS	<p>Concept:</p> <ul style="list-style-type: none">• Concept and identification of different seasons• Different clothes we wear in different seasons• Things eaten in different seasons. <p>Skills:</p> <ul style="list-style-type: none">• Conceptual understanding• Identification• Writing• Thinking skills
LEARNING OUTCOMES	<ul style="list-style-type: none">• Understand the concept of different seasons• Can identify different clothes we wear in different seasons
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Charts• Slide show based on different clothes we wear in different seasons
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• Discussion• Random questioning
ACTIVITY / ASSIGNMENT	<p>Activity</p> <ul style="list-style-type: none">• Collage making (Clothes worn in different seasons). <p>Assignment. Draw and colour pictures of food eaten in different seasons.</p>



CLASSES REQUIRED	8 periods
TOPIC	Water
CONCEPT & SKILLS	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Humans, plants and animals need water to stay healthy.• Uses of water• Sources of water <p><u>Skills</u></p> <ul style="list-style-type: none">• Conceptual Understanding• Writing• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Importance of water.• All living things need water to live.• Uses of water.• Can identify different sources of water.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Poem
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method.• Concept Formation• Random questioning
ACTIVITY / ASSIGNMENT	<p><u>Activity worksheet</u> Activity based on “Uses of water”. Here we provide a worksheet based on the topic. In this worksheet child has to paste pictures where water is being used properly.</p> <p><u>Assignment</u> 1. Worksheet based on sources of water.</p>
ASSESSMENT	Assessment through worksheet



November

CLASSES REQUIRED	9 periods
TOPIC	The Earth
CONCEPT & SKILLS	Concept: <ul style="list-style-type: none">• We live on the planet, called Earth.• To recognize the shape of Earth.• Importance of Earth.• How to keep our Earth clean. Skills <ul style="list-style-type: none">• Conceptual Understanding• Identification• Speaking
LEARNING OUTCOMES	<ul style="list-style-type: none">• Know about the importance of Earth• Know about the shape of Earth• We should take all the necessary steps to keep our earth clean .
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Drawing• Model of Earth (Globe)• Charts
PEDAGOGY	<ul style="list-style-type: none">• Explanation Method• Concept Formation• Random questioning• Discussion
ACTIVITY / ASSIGNMENT	Activity related to topic. Making of globe. Assignment. Colouring worksheet
ASSESSMENT	Assessment through identification and activity .



**CLASS: U.K.G
MARCH**

**DETAILED PLANNER OF
MATHEMATICS**

CLASSES REQUIRED	TOTAL PERIODS: 19
TOPIC	<ul style="list-style-type: none"> Mental concepts & Shapes
CONCEPT & SKILLS	<ul style="list-style-type: none"> Awareness of size and shapes of different objects Recognizing shapes Exploring different shapes around Sorting and counting of number of shapes
LEARNING OUTCOMES	<ul style="list-style-type: none"> Understanding pre-number concepts. Comparing different objects Visualizing and imagining shapes in objects around Understanding the properties of four basic shapes.
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> Items available within the classroom, school campus, white board. Play dough Ice-cream sticks Chalks Shape kit
PEDAGOGY	<ul style="list-style-type: none"> Hands on practice Explanation Random Questioning Concept formation In-text questions
ACTIVITY ASSIGNMENT	<ul style="list-style-type: none"> Ice-cream stick shapes Play dough shape mats
Assessment	<ul style="list-style-type: none"> Worksheet White board Text books



April

CLASSES REQUIRED	TOTAL PERIODS: 19
TOPIC	<ul style="list-style-type: none">• Revision 1-9• Bundling• Numbers 1-20• Backward counting• Count and write• Before/between/After
CONCEPT & SKILLS	<ul style="list-style-type: none">• Recognizing numbers• Number formation• Number sequencing• Reverse counting• Number Sense
LEARNING OUTCOMES	<ul style="list-style-type: none">• Arrange numbers in order• Recognition of numbers• One-to-one correspondence• Counting• Writing numbers• Number Value
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Ice-cream sticks• Flash Cards• Dice
PEDAGOGY	<ul style="list-style-type: none">• Hands on practice• Explanation• Random Questioning
Assessment	<ul style="list-style-type: none">• Worksheet• White board• Text books



MAY

CLASSES REQUIRED	TOTAL PERIODS: 19
TOPIC	<ul style="list-style-type: none">• Numbers 21-30• Bundling• Backward counting• Count and write• Before/between/After
CONCEPT & SKILLS	<ul style="list-style-type: none">• Recognizing numbers• Number formation• Number sequencing• Reverse counting
LEARNING OUTCOMES	<ul style="list-style-type: none">• Arrange numbers in order• Recognition of numbers• One-to-one correspondence• Counting• Writing numbers• Number Value
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Ice-cream sticks• Coloured chalks• Pom-pom• Paint• Ganit-mala
PEDAGOGY	<ul style="list-style-type: none">• Random Questioning• Concept formation• In-text questions
ACTIVITY ASSIGNMENT	<ul style="list-style-type: none">• Pom-Pom Numbers• Sticks fingerprinting



JUNE

CLASSES REQUIRED	TOTAL PERIODS: 19
TOPIC	<ul style="list-style-type: none">•Numbers 31-50•Revision 1-50•Backward counting•Before/between/After
CONCEPT & SKILLS	<ul style="list-style-type: none">•Recognising numbers•Recognising shapes•Number sequencing•Reverse counting
LEARNING OUTCOMES	<ul style="list-style-type: none">•Recognition of numbers•Writing numbers•Number Value
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">•Play dough•Ice-cream sticks•Chalks•Shape Kit / Rangometry•Ganit-Mala
PEDAGOGY	<ul style="list-style-type: none">•Hands on practice•Explanation•Random Questioning•Concept formation•In-text questions
ACTIVITY ASSIGNMENT	<ul style="list-style-type: none">• Making caterpillar using fingerprints.•Connect the dots
Assessment	<ul style="list-style-type: none">•Worksheet•White board•Text books



AUGUST

CLASSES REQUIRED	TOTAL PERIODS: 19
TOPIC	<ul style="list-style-type: none">• Numbers: 51-75• Back word Counting• Before ,After and between• Comparison
CONCEPT & SKILLS	<ul style="list-style-type: none">• Recognising numbers• Number formation• Number sequencing• Comparing the size of collection of objects with another set of objects
LEARNING OUTCOMES	<ul style="list-style-type: none">• Arranging numbers in order• Use symbols < > =• Associate vocabulary like greater than, less than ,equal to with their corresponding signs
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• Paint• Beads• Blocks
PEDAGOGY	<ul style="list-style-type: none">• Hands on practice• Explanation• Random Questioning• Concept formation• In-text questions
ACTIVITY ASSIGNMENT	<ul style="list-style-type: none">• Finger print activity• Making of necklace by using different coloured beads
Assessment	<ul style="list-style-type: none">• Worksheet• White board• Text books



SEPTEMBER

MATHEMATICS

CLASSES REQUIRED	TOTAL PERIODS: 19
TOPIC	<ul style="list-style-type: none">• Numbers: 76 -99• Back word Counting• Before/After/In between• Comparison• Number Names 1-10
CONCEPT & SKILLS	<ul style="list-style-type: none">• Recognising numbers• Number formation• Number sequencing• Comparing the size of collection of objects with another set of objects• Use vocabulary related to number names
LEARNING OUTCOMES	<ul style="list-style-type: none">• Arranging numbers in order• Use symbols $<$ $>$ $=$• Associate vocabulary like greater than, less than ,equal to with their corresponding signs• Associate numbers with their number names
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none">• White index cards• Markers• Poster colour• Chart paper, Blocks• Counting bead string
PEDAGOGY	<ul style="list-style-type: none">• Hands on practice• Explanation• Random Questioning• Concept formation• In-text questions
ACTIVITY ASSIGNMENT	<ul style="list-style-type: none">• Triple match• Alligator game



CLASS: U.K.G

DETAILED PLANNER OF

OCTOBER

MATHEMATICS

CLASSES REQUIRED	TOTAL PERIODS: 19
TOPIC	<ul style="list-style-type: none"> • Numbers 1-99 • Number names 11-20 • Addition
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Process of bringing things together • Develop understanding of fundamental operations of addition • Improves the child's counting skill
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Understand that addition is a process of putting things together • Use vocabulary related to number operation, such as sum and plus • Learn value of zero • Add numbers vertically and horizontally
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Chart paper • Crayons • Bright coloured pom-poms • Beads, Flash cards • Shape Kit
PEDAGOGY	<ul style="list-style-type: none"> • Hands on practice • Explanation • Random Questioning • Concept formation • In-text questions
ACTIVITY ASSIGNMENT	<ul style="list-style-type: none"> • Pom-poms fruit activity • Train Making
Assessment	<ul style="list-style-type: none"> • Worksheet • White board • Text books



CLASS: U.K.G

DETAILED PLANNER OF

NOVE MBER

MATHEMATICS

CLASSES REQUIRED	TOTAL PERIODS: 19
TOPIC	<ul style="list-style-type: none"> • Subtraction • Increasing and Decreasing
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Number formation • Ordering of numbers • Understand taking away is called subtraction • Develop understanding of fundamental operations of subtraction
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Use vocabulary related to number operation such as take away, minus and subtraction • Learn that if zero is subtracted the number remains the same • Understand that subtraction is a process of taking away using collection of objects
INSTRUCTIONAL TOOLS & REFERENCES	<ul style="list-style-type: none"> • Beads and string • Flash card Beans • Marker
PEDAGOGY	<ul style="list-style-type: none"> • Hands on practice • Explanation • Random Questioning • Concept formation • In-text questions
ACTIVITY ASSIGNMENT	<ul style="list-style-type: none"> • Beads activity • Andar-bahar • Flash card activity
Assessment	<ul style="list-style-type: none"> • Worksheet • White board • Text books

CLASS–U-K-G
March

CLASSES REQUIRED	14
TOPIC	स्वर (अ-अः) व्यंजन-क, ख, ग, घ कविता-कोयल रानी
CONCEPT & SKILLS	विषय: स्वर (अ-अः) पुनरावृत्ति व्यंजन-क, ख, ग, व्यंजनों की पहचान व्यंजनों का उच्चारण व्यंजन द्वारा नए शब्द बनाना Skill सुनने का कौशल पठन का कौशल 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
LEARNING 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 कविता को लय में कंठ करना आया भाषा के प्रति रुचि उत्पन्न हुई कविता में आए शब्दों का शुद्ध उच्चारण करना आया
INSTRUCTIONAL TOOLS &	व्यंजनों से सम्बंधित चित्र



REFERENCES	व्यंजनों के फ्लैश कार्ड व्यंजनों से सम्बन्धित चित्र श्वेतपट्ट पर बनाकर
PEDAGOGY	सबसे पहले मैं सिखाई गई कविताओं का वाचन करने के लिए बच्चों को कहूँगी। फिर सिखाए गए व्यंजनों का उच्चारण करने के लिए कहूँगी। इसके पश्चात व्यंजन क व उससे सम्बन्धित चित्र श्वेत पट्ट पर बनाऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चों को व्यंजन की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इसी प्रकार बाकी व्यंजनों का उच्चारण व लेखन कार्य करवाया जाए गा।
ACTIVITY /	व्यंजनों के चित्रों में रंग भरवाया जाएगा बच्चों को व्यंजनों से सम्बन्धित चित्र बनवाए जाएंगे
ASSIGNMENT / RESEARCH	



CLASS–U-K-G

April

CLASSES REQUIRED	21
TOPIC	व्यंजन - घ, ड., च, छ कविता - हे ईश्वर, करो एहसान
CONCEPT & SKILLS	विषय : घ, ड., च, छ व्यंजनों की पहचान व्यंजनों का उच्चारण व्यंजन द्वारा नए शब्द बनाना Skill सुनने का कौशल पठन का कौशल व्यंजन की बनावट का कौशल शब्द भंडार में वृद्धि कविता: हे ईश्वर, करो एहसान कविता को लय में कंठ करना आया भाषा के प्रति रुचि उत्पन्न करना
LEARNING 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 कविता को लय में कंठ करना आया भाषा के प्रति रुचि उत्पन्न हुई कविता में आए शब्दों का शुद्ध उच्चारण करना आया
INSTRUCTIONAL TOOLS &	व्यंजनों से सम्बंधित चित्र



REFERENCES	व्यंजनों के फ्लैश कार्ड व्यंजनों से सम्बन्धित चित्र श्वेतपट्ट पर बनाकर
PEDAGOGY	सबसे पहले मैं सिखाई गई कविताओं का वाचन करने के लिए बच्चों को कहूँगी। फिर सिखाए गए व्यंजनों का उच्चारण करने के लिए कहूँगी। इसके पश्चात व्यंजन घ व उससे सम्बन्धित चित्र श्वेत पट्ट पर बनाऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चों को व्यंजन की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इसी प्रकार बाकी व्यंजनों का उच्चारण व लेखन कार्य करवाया जाए गा।
ACTIVITY /	व्यंजनों के चित्रों में रंग भरवाया जाएगा बच्चों को व्यंजनों से सम्बन्धित चित्र बनवाए जाएंगे



CLASS–U-K-G

May

CLASSES REQUIRED	21
TOPIC	<p>व्यंजन - ज, झ, ञ, ट, ठ</p> <p>कविता - पीला रंग-रसीला आम</p> <p>फलों के नाम (मौखिक)</p>
CONCEPT & SKILLS	<p>विषय : ज, झ, ञ, ट, ठ</p> <p>व्यंजनों की पहचान</p> <p>व्यंजनों का 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>पीला रंग-रसीला आम</p> <p>कविता को लय में कंठ करना आया ।</p> <p>भाषा के प्रति रुचि उत्पन्न करना ।</p> <p>फलों के नाम (मौखिक)</p> <p>फलों का महत्व</p> <p>फलों का हिन्दी भाषा में उच्चारण ।</p>
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 ।</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>फलों के नामों की हिन्दी भाषा में जानकारी मिली ।</p>



	फलों के नामों को हिन्दी भाषा में उच्चारण करना आया ।
INSTRUCTIONAL TOOLS & REFERENCES	व्यंजनों से सम्बन्धित चित्र । व्यंजनों के फ्लैश कार्ड । व्यंजनों से सम्बन्धित चित्र श्वेतपट्ट पर बनाकर । फलों के चित्र ।
PEDAGOGY	सबसे पहले मैं सिखाई गई कविताओं का वाचन करने के लिए बच्चों को कहूँगी। फिर सिखाए गए व्यंजनों का उच्चारण करने के लिए कहूँगी। इसके पश्चात व्यंजन ज व उससे सम्बन्धित चित्र श्वेत पट्ट पर बनाऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चों को ज व्यंजन की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इसी प्रकार बाकी व्यंजनों का उच्चारण व लेखन कार्य करवाया जाए गा।
ACTIVITY /	व्यंजनों के चित्रों में रंग भरवाया जाएगा । बच्चों को व्यंजनों से सम्बन्धित चित्र बनवाए जाएंगे ।



CLASS–U-K-G

June

CLASSES REQUIRED	21
TOPIC	<p>व्यंजन - ड, ढ, ण, त, थ</p> <p>कविता - आसमान में कितने तारे</p> <p>सब्जियों के नाम (मौखिक)</p>
CONCEPT & SKILLS	<p>विषय : ड, ढ, ण, त, थ</p> <p>व्यंजनों की पहचान</p> <p>व्यंजनों का 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>आसमान में कितने तारे</p> <p>कविता को लय में कंठ</p> <p>करना आया ।</p> <p>भाषा के प्रति रुचि उत्पन्न करना ।</p> <p>सब्जियों के नाम (मौखिक)</p> <p>सब्जियों का महत्व</p> <p>सब्जियों का हिन्दी भाषा में उच्चारण ।</p>
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 ।</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 । सब्जियों के नामों की हिन्दी भाषा में जानकारी मिली । सब्जियों के नामों को हिन्दी भाषा में उच्चारण करना आया ।</p>
INSTRUCTIONAL TOOLS & REFERENCES	<p>व्यंजनों से सम्बन्धित चित्र । व्यंजनों के फ्लैश कार्ड । व्यंजनों से सम्बन्धित चित्र श्वेतपट्ट पर बनाकर । सब्जियों के चित्र ।</p>
PEDAGOGY	<p>सबसे पहले मैं सिखाई गई कविताओं का वाचन करने के लिए बच्चों को कहूँगी। फिर सिखाए गए व्यंजनों का उच्चारण करने के लिए कहूँगी। इसके पश्चात व्यंजन ड व उससे सम्बन्धित चित्र श्वेत पट्ट पर बनाऊँगी तथा उस की बनावट सिखाऊँगी। जिस से बच्चों को ड व्यंजन की पहचान हो सके व उसका शुद्ध उच्चारण कर सके। इसी प्रकार बाकी व्यंजनों का उच्चारण व लेखन कार्य करवाया जाए गा।</p>
ACTIVITY /	<p>व्यंजनों के चित्रों में रंग भरवाया जाएगा । बच्चों को व्यंजनों से सम्बन्धित चित्र बनवाए जाएंगे । सब्जियों के चित्रों द्वारा चार्ट बनवाया जाएगा । चिकनी मिट्टी(clay) द्वारा बच्चों से अक्षर बनवाए जाएँगे ।</p>



CLASS–U-K-G

Aug/Sept

CLASSES REQUIRED	22
TOPIC	<p>व्यंजन - (द - म)</p> <p>कविता - 1. एक दो कभी ना रो</p> <p>2. मैंने लिए खिलौने चार</p> <p>दिनों के नाम (मौखिक) Days of the week.(Oral)</p> <p>रंगों के नाम (मौखिक) Name of Colours. (Oral)</p>
CONCEPT & SKILLS	<p>विषय :- व्यंजन (द- म)</p> <p>व्यंजनों की पहचान व उच्चारण</p> <p>व्यंजन द्वारा नए शब्द बनाना</p> <p>Skill</p> <p>सुनने का कौशल</p> <p>पठन का कौशल</p> <p>व्यंजनों को जोड़कर शब्द व वाक्य बनाने आए</p> <p>शब्द भंडार में वृद्धि</p> <p>कविता:</p> <p>कविता को लय में कंठ</p>



	<p>करना आया</p> <p>भाषा के प्रति रुचि उत्पन्न करना</p> <p>दिनों के नाम (मौखिक)</p> <p>रंगों के नाम (मौखिक)</p> <p>हिन्दी भाषा में दिनों व रंगों का उच्चारण कराना</p>
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</p> <p>इन व्यंजनों से नए शब्द बनाने आए</p> <p>व्यंजनों को जोड़कर शब्द व वाक्य 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>दिनों के नामों का उच्चारण करना आया -</p> <ol style="list-style-type: none"> 1. सोमवार (Monday) 2. मंगलवार (Tuesday) 3. बुधवार (Wednesday) 4. वीरवार / गुरुवार (Thursday) 5. शुक्रवार (Friday) 6. शनिवार (Saturday) 7. रविवार (Sunday) <p>रंगों के नाम :- लाल (red) ,काला (black) हरा (green) नीला (blue) पीला (yellow) सफ़ेद (white) गुलाबी (pink)</p>



INSTRUCTIONAL TOOLS & REFERENCES	<p>व्यंजनों से सम्बन्धित चित्र</p> <p>व्यंजनों के फ्लैश कार्ड</p> <p>कविता द्वारा</p>
PEDAGOGY	<p>बच्चों को व्यंजनों का पुनरावृत्ति कार्य करवाऊँगी।</p> <p>जिस से उन्हें हर व्यंजनों की अच्छी तरह पहचान हो जाए और लेखन कार्य आधिक साफ व सुन्दर हो जाए।</p> <p>इस के पश्चात व्यंजनों को जोड़ कर शब्द व वाक्य बनाना सिखाऊँगी। इस प्रकार बच्चे हिन्दी भाषा को अच्छी तरह समझ सकें और अपना कार्य कुशलता पूर्वक कर सकें।</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<p>द - म क्रम में लिखवाया जाए गा।</p> <p>चित्र को शब्दों के साथ मिलान करवाया जाएगा।</p> <p>हाथों का छाप।</p>
ASSESSMENT	<p>अक्षर की पहचान (द -म)</p> <p>कविताओं का वाचन।</p> <p>खाली स्थान बरो।</p> <p>द - ---- न ----- फ</p>
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	



CLASS–U-K-G

Oct/Nov

CLASSES REQUIRED	22
TOPIC	<p>व्यंजन</p> <p>कविता ,</p> <p>जानवरों के नाम (मौखिक)</p>
CONCEPT & SKILLS	<p>विषय: व्यंजन (य - ह)</p> <p>व्यंजन (क -ह) पुनराव्रति</p> <p>अक्षरों का जोड़</p> <p>क + ब = कब , ज + ग = जग</p> <p>व्यंजनों की पहचान व उच्चारण</p> <p>व्यंजन द्वारा नए शब्द बनाना</p> <p>व्यंजनों को जोड़कर शब्द बनाने सिखाए जाएंगे</p> <p>Skill</p> <p>सुनने का कौशल</p> <p>पठन का कौशल</p> <p>व्यंजनों को जोड़कर शब्द व वाक्य बनाने आए</p> <p>शब्द भंडर में वृद्धि</p> <p>कविता:</p> <p>१ बादल गरजा ढम -ढम -----</p> <p>२ पीला रंग रसीला आम -----</p>



	<p>कविता को लय में कंठ करना आया</p> <p>भाषा के प्रति रुचि उत्पन्न करना</p> <p>जानवरों के नाम (मौखिक)</p> <p>हिन्दी भाषा में दिनों का उच्चारण कराना</p>
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</p> <p>इन व्यंजनों से नए शब्द व वाक्य 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>
INSTRUCTIONAL TOOLS & REFERENCES	<p>व्यंजनों से सम्बन्धित चित्र</p> <p>व्यंजनों के फ्लैश कार्ड</p> <p>व्यंजनों से सम्बन्धित चित्रों को पहचानना</p> <p>कविता द्वारा</p> <p>जानवरों के नाम (मौखिक)</p>
PEDAGOGY	<p>बच्चों को व्यंजन व स्वर का पुनरावृत्ति कार्य करवाऊँगी।</p> <p>जिस से उन्हें हर व्यंजनों की अच्छी तरह पहचान हो जाए और लेखन कार्य अधिक साफ व सुन्दर हो जाए।</p> <p>इस के पश्चात व्यंजनों को जोड़ कर शब्द व वाक्य बनाना सिखाऊँगी। जैसे: घ + र = घर , क + म + ल = कमल आदि तथा</p> <p>इस प्रकार बच्चे हिन्दी भाषा को अच्छी तरह समझ सकें और अधिक शब्द लिखने व</p>



	बोलने का कौशल प्रदान करूंगी
ACTIVITY / ASSIGNMENT / RESEARCH	क - ह क्रम में लिखवाया जाए गा। चित्र को शब्दों के साथ मिलान करवाया जाएगा। हाथों का छाप।
ASSESSMENT	अक्षर की पहचान (क - ह) कविताओं का वाचन। दो और तीन अक्षर का जोड़ खाली स्थान भरें :- जैसे :- क ----- ग ----- इ
SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT	व्यंजन (क - ह) अक्षरों का जोड़ चित्र शब्द Oral ----- रंगों के नाम जानवरों के नाम दिनों के नाम



تفصیلی لائحہ عمل اردو میقات اول

عرصہ۔ ماہ مارچ۔ اپریل

جماعت۔ یو۔ کے۔ جی

مطلوبہ دروس	۷۔ سات ۴۰ منٹ کی وقفہ کی کلاس	۲۰۔ بیس	۶۔ چھ
موضوع	اعادہ (اڑ) حروف تہجی (س۔ غ) سب مل کے، چوبیا رانی	اردو نظمیں (آو پڑھیں)	
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 ہوگئی اور لکھنے کی صلاحیت بڑھ گئی۔ لہجہ اور صحیح تلفظ کے ساتھ نظم خوانی ہوگئی۔		
تدریسی آلات اور حوالہ جات	فلش کارڈ، حروف کے متعلق تصاویر، بورڈ، پیشگی استاد۔ 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 ان 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۔ نظمیں صحیح لہجہ صحیح تلفظ اور حرکات کے ساتھ پڑھائی جائے گی۔ اور پھر بچوں سے بھی پڑھوائی جائے گی۔ جس سے ان کے تلفظ میں اضافہ ہوگا۔ 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 ان 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 ہو گی 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)		



جماعت - یو۔ کے۔ جی

عرصہ۔ ماہ مئی

مطلوبہ دروس	۱۴۔ چودہ ۴۰ منٹ کی وقفہ کی کلاس	۶۔ چھ
موضوع	حروف تہجی (ف۔ م)	اُردو نظمیں (چالاک کو، چڑیا)
خیال، تدریسی ہنر	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۔	
تدریسی نتائج	بچوں کو صحیح تلفظ کے ساتھ حروف (ا۔ م) تک کی پہچان ہوگئی اور لکھنے کی صلاحیت بڑھ گئی۔ لہجہ اور صحیح تلفظ کے ساتھ نظم خوانی ہوگئی۔	
تدریسی آلات اور حوالہ جات	فلش کارڈ، حروف کے متعلق تصاویر، بورڈ، پیشگی اُستاد۔	
طرز تدریس	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۔ 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 ہوگا۔ 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۔ اُردو نظموں کے ذریعے بچوں کو صحیح تلفظ اور لہجہ سے تشخیص کیا جائے گی۔	
موضوعی، معروضی تشخیص	حروف تہجی (ا۔ م)	



جماعت - یو۔ کے۔ جی

عرصہ۔ ماہ جون

مطلوبہ دروس	۱۱۔ گیارہ وقفہ کی کلاس	۴۔ چار	۶۔ چھ	۴۰۔ منٹ کی
موضوع	حروف تہجی (ن۔ ے) اعادہ (ا۔ ے) مد کی () پہچان مد والے الفاظ اُردو نظمیں (چندا ماما، ہاتھی، پنکھا)			
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 ہوگئی اور لکھنے کی صلاحیت بڑھ گئی۔ مد کی پہچان ہو گئی لہجہ اور صحیح تلفظ کے ساتھ نظم خوانی ہوگئی۔			
تدریسی آلات اور حوالہ جات	فلش کارڈ، حروف کے متعلق تصاویر، بورڈ، پیشگی اُستاد۔			
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۔ 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 ہوگا۔			
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 کوّا، چندا ماما، آو پڑھیں سب) ۲۔ کھیل کھیل میں لفظ کی پہچان (ا۔ ے) ۳۔ مطالعہ ۴۔ املا (ا۔ ے) ۵۔ عملی کام			



عرصہ۔ ماہ اگست

جماعت - یو۔ کے۔ جی

مطلوبہ دروس	۷ سات	۱۰۔ دس
موضوع	نقطے اور بغیر نقطے والے حروف ، مختصر صورتیں ، پھلوں کے نام (زبانی) نظم (ریل گاڑی، امی جائے گی بازار ۔)	
خیال، تدریسی ہنر	بچوں کو نقطے اور بغیر نقطے والے حروف کی پہچان کروائی جائے گی۔ سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ لہجہ اور تلفظ کے ساتھ نظم خوانی کروائی جائے گی۔	
تدریسی نتائج	بچوں کو نقطے اور بغیر نقطے کی پہچان صلاحیت بڑھ گئی۔ پھلوں کی پہچان ہوگی لہجہ ساتھ نظم خوانی ہوگی۔	ہو گئی اور لکھنے کی اور صحیح تلفظ کے
تدریسی آلات اور حوالہ جات	فلش کارڈ ، بورڈ ، پیشگی ، اُستاد۔	
طرز تدریس	بچوں کو نقطے اور بغیر نقطے والے حروف کے فلش کارڈ دکھا کر صحیح تلفظ کے ساتھ پڑھا یا جائے گا۔ اور پھر بچوں سے بھی پڑھوایا جائے گا۔ جس سے اُن کو نقطے اور بغیر نقطے والے حروف کی پہچان بھی ہو جائے گی۔ اور ان حروف کی لکھنے کی مشق بھی کروائی جائے گی۔ حروف تہجی کے ہر حرف کو لکھ کر پھر اُس حرف کو آدھا ریڑ سے مٹا کر اُس حرف کی آدھی شکل کی پہچان کروائی جائے گی۔ اس طرح سے حروف تہجی کی مختصر صورت کی پہچان کروائی جائے گی۔ تصاویر کے ذریعے مختلف پھلوں کی پہچان کروائی 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 ہوگا۔	
تفویض، تحقیق، منصوبے، سرگرمیاں	بچوں کو پھلوں کے مکھوڑے بنا کر پھلوں کی جانکاری دی جائے گی۔ پھر بچوں سے کسی ایک پھل کے بارے میں دو جملے بولنے کو کہا جائے گا۔ جس سے بچوں کی تشخیص بھی ہو جائے گی۔	
تشخیص	عملی کام۔ ' پھلوں میں رنگ '	



تفصیلی لائحہ عمل اردو جماعت - یو کے جی

عرصہ - ماہ ستمبر

مطلوبہ دروس	۱۰ - دس ۳ - تین	۷ - سات
موضوع	شرارتی نو والے حروف، حروف تہجی کو حرف (الف) کے ساتھ ملانے والی ترکیب، سبزیوں کے نام (زبانی) نظم (مٹر گوبھی -)	
خیال، تدریسی ہنر	بچوں کو حروف کو جوڑنے کی صلاحیت پیدا کروانا۔ سننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ نظمیں صحیح لہجہ صحیح تلفظ اور حرکات کے ساتھ پڑھائی جائے گی۔	
تدریسی نتائج	بچوں کو حروف تہجی کو حرف (الف) کے ساتھ جوڑنے کی پہچان ہو گئی اور لکھنے کی صلاحیت بڑھ گئی۔ سبزیوں کی پہچان ہو گئی لہجہ اور صحیح تلفظ کے ساتھ نظم خوانی ہو گئی۔	
تدریسی آلات اور حوالہ جات	فلش کارڈ، بورڈ، پیشگی	اُستاد۔
طرز تدریس	بچوں کو حرف (الف) کو حروف تہجی کے ساتھ جوڑنے کی پہچان فلش کارڈ سے کروائی جائے گی۔ اور ہر حرف کو حروف تہجی کے ساتھ جوڑنے کی مشق کروائی جائے گی تاکہ اُن کو حرف (الف) کو حروف تہجی کے ساتھ ملانے کی صلاحیت بڑھ جائے گی۔ سبزیوں کے نام کی پہچان تصاویر کے ذریعے سے کروائی جائے گی۔ لہجہ اور تلفظ کے ساتھ نظم خوانی کروائی جائے گی۔ جس سے اُن کے تلفظ میں اضافہ ہوگا۔	
تفویض، تحقیق، منصوبے، سرگرمیاں	بچوں کو مختلف سبزیوں کی تصاویر دیکر اُن تصاویر میں مناسب رنگ بھرنے کو کہا جائے گا۔ جس سے سبزیوں میں مناسب رنگ بھرنے کی تشخیص ہو جائے گی۔	
تشخیص	عملی کام۔ 'سبزیوں میں رنگ'	

تفصیلی لائحہ عمل اردو



ماہ اکتوبر

جماعت: بیو کے جی

مطلوبہ دروس	۱۰۔ دس ۴۔ چار	۷۔ سات
موضوع	حروف تہجی کو حرف (و) کے ساتھ ملانے والی ترکیب، رنگوں کے نام (زبانی) نظم (آسمان پر کتنے تارے -)	
تدریسی نتائج	بچوں کو حروف کو جوڑنے کی صلاحیت پیدا کروانا۔ سُننے، بولنے، پڑھنے اور لکھنے کی صلاحیت پیدا کرانا۔ نظمیں صحیح لہجہ صحیح تلفظ اور حرکات کے ساتھ پڑھائی جائے گی۔	
تدریسی آلات اور حوالہ جات	فلش کارڈ، بورڈ، پیشگی، استاد۔	
طرزِ تدریس	بچوں کو حرف (و) کو حروف تہجی کے ساتھ جوڑنے کی پہچان فلش کارڈ سے کروائی جائے گی۔ اور ہر حرف کو حروف تہجی کے ساتھ جوڑنے کی مشق کروائی جائے گی تاکہ اُن کو حرف (و) کو حروف تہجی کے ساتھ ملانے کی صلاحیت بڑھ جائے گی۔ رنگوں کے نام کی پہچان مختلف تصاویر کے ذریعے سے کروائی جائے گی۔ لہجہ اور تلفظ کے ساتھ نظم خوانی کروائی جائے گی۔ جس سے اُن کے تلفظ میں اضافہ ہوگا۔	
تفویض، تحقیق، منصوبے، سرگرمیاں	بچوں کو دھنک کی تصویر بنا کر اس میں مناسب رنگ بھرنے کو کہا جائے گا۔ جس سے اُنہیں مناسب رنگ	
تشخیص	عملی کام۔ 'دھنک میں رنگ'	
ماہ نومبر	اعادہ	غیر رسمی تشخیص SESSMENT