

# The Preschool Curriculum

Preschool-2

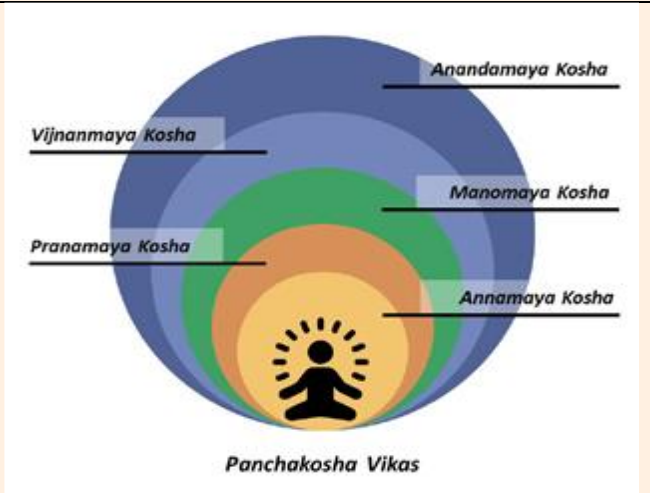


राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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## Panchakosha Vikas- A keystone in Indian tradition (Domains of Development)

The child is a whole being with panchakoshas or five sheaths. The layers are annamaya kosha (physical layer), pranamaya kosha (life force energy layer), manomaya kosha (mind layer), vijnanamaya kosha (intellectual layer) and anandamaya kosha (inner self). Each layer exhibits certain distinct characteristics. The holistic Development of a child takes into account the nurturing and nourishment of these five layers.

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The Panchakosha concept and imagination also maps into the different domains of development envisaged in ECCE which are the basis of the Curricular Goals as discussed in the next Chapter.

- **Physical Development (Sharirik Vikas):** Age-specific balanced physical development, physical fitness, flexibility, strength, and endurance; development of senses; nutrition, hygiene, personal health, expansion of physical abilities; building body and habits keeping in mind one hundred years of healthy living in a human being.
- **Development of Life Energy (Pranik Vikas):** Balance and retention of energy, positive energy and enthusiasm, smooth functioning of all major systems (digestive, respiratory, circulatory, and nervous systems) by activation of the sympathetic and parasympathetic nervous system.
- **Emotional/Mental Development (Manasik Vikas):** Concentration, peace, will and will power, courage, handling negative emotions, developing virtues (maulyavardhan), the will to attach and detach from work, people and situations, happiness, visual and performing arts, culture, and literature.
- **Intellectual Development (Bauddhik Vikas):** Observation, experimentation, analytical ability, abstract and divergent thinking, synthesis, logical reasoning, linguistic skills, imagination, creativity, power of discrimination, generalization, and abstraction.
- **Spiritual Development (Chaitisik Vikas):** Happiness, love and compassion, spontaneity, freedom, aesthetic sense, the journey of 'turning the awareness inwards.'



**Purva Garg, IAS**  
**Education Secretary**  
**Chandigarh Administration**



## Message

This National Education Policy (NEP) 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. The policy emphasizes on ensuring universal access to high-quality ECCE across the country in a phased manner. It lays particular emphasis on the development of the creative potential of each individual. In the new 5+3+3+4 pedagogical structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 to 6 years is also included, which is aimed at promoting better overall learning, development, and well-being.

The National Curriculum Framework (NCF) for the Foundational Stage was released in 2022 and is based on the vision of NEP, 2020. The preschool curriculum has been developed as per the guidelines of National Curriculum Framework. The present document highlights domains of development, curricular goals, competencies and mention the learning outcomes that a preschool child of ages 3 to 6 need to achieve before Class I.

Children are natural learners. They are active, eager to learn, and respond with interest in new things. They have an innate sense of curiosity - they wonder, question, explore, try out, and discover to make sense of the world. By acting on their curiosity, they continue to discover and learn more. It is the teacher who is ultimately the torchbearer for the change. Providing adequate opportunities for stimulating experiences favourably affect various learning abilities. The all-round capacities that emerge in 3 - 6 years age group are the pre-requisites for later success in school and life. Through creative play, well thought out games with suitable adaptations for children with special needs, and developmentally appropriate activities, children develop their working memory, focus their attention and acquire self-control.

It is a matter of great pleasure for me that SCERT has developed curriculum for preschool teachers and anganwadi workers of UT Chandigarh and hope that the document will be helpful for all the stake holders.

(Purva Garg)



**Harsuhinder Pal Singh Brar, PCS**  
**Director School Education**  
**Chandigarh Administration**



## Message

Foundational Learning is the basis of all future learning for a child. It is said a building can only be as tall as the foundation is strong enough. Preschool education envisions promoting access to universal, equitable, joyful, inclusive and contextualised learning opportunities for ensuring holistic development of all children between 3-6 years of age. These can be ensured by involving parents and teachers in providing an emotionally supportive, culturally rooted, child oriented, stimulating learning environment. It aims at maximising individual potential by creating strong foundations for lifelong learning through play and developmentally appropriate practices. It also intends to develop healthy attitude, good values, skills of critical thinking, collaboration, communication, creativity, technology, literacy and socio-emotional development. It ensures smooth transition from preschool to primary school, thus, enabling children for productive and satisfying life in future.

The curriculum focuses on the developmental stages when children inquire, explore and discover a great deal about themselves and establish attitudes and competencies related to the learning that stay with them for life. It also aims to integrate the various domains of development with the expected learning outcomes in ways that are compatible with the natural learning behaviour of young children in this age group.

I appreciate the efforts put in by SCERT to develop this curriculum and hope that it will be useful in enabling teachers to impart quality education and bring out the desired learning outcomes.

(Harsuhinder Pal Singh Brar)



**Dr. Surender S. Dahiya**  
**Director**  
**State Council of Educational Research and Training**  
**UT Chandigarh**



## Message

Early Childhood Education lays the foundation for lifelong learning and overall development. The rate of maturation, development and the pace of learning is greater during these years than at any subsequent period in the child's life. It is globally recognized that the first eight years of a child's life are truly critical and lay the foundation for lifelong well-being, and overall growth and development across all dimensions - physical, cognitive, and socio-emotional.

Young children enter Preschool with a lot of curiosity and are attracted towards learning experiences that are engaging and pleasurable. It is an important time in their life because they learn how to interact with others including peers, teachers and parents. The research evidence support the contention that better quality of preschool is related to better cognitive and social development of children. The National Education Policy 2020 has stipulated that attaining Foundational Literacy and Numeracy for all children must become an immediate National mission. Towards this end, the Department of School Education and Literacy has launched a National Mission called National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT) for ensuring that every child in the country attains Foundational Literacy and Numeracy by the end of Grade - 3.

The Preschool curriculum has been framed primarily from National Curriculum Framework for Foundational Stage, 2022 and the documents of NCERT namely 'The Preschool Curriculum' and 'The Preschool Guidelines'. The introduction of Preschool Curriculum is an by Education Department and State Council of Educational Research and Training, UT Chandigarh to help the teachers to impart quality preschool education to children and bring about a uniformity in the teaching learning process in the schools of UT Chandigarh.

The success of this endeavour would depend on the steps that anganwadis and schools will take to encourage children at this stage to develop appropriate competencies.

(Surender S. Dahiya)

## **THINK CRITICALLY**

*“Education must move towards less content,  
and more towards learning about how to think critically  
and solve problems, how to be creative and multidisciplinary,  
and how to innovate, adapt, and absorb new material in  
novel and changing fields”*

**National Education Policy, 2020**

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## SIGNIFICANCE OF PRESCHOOL EDUCATION

It is the right of every child to be provided opportunity for all round growth and development to realize his/her full potential. The early years are the most significant years for human growth, development and learning of all children including those with special needs due to disability conditions. Environmental conditions during early years substantially affect the growth of children's neural pathways. Providing optimal stimulation at the right time is the key to the networking for the rest of their lives.

The all-round capacities that emerge in 3 to 6 years age group are the pre-requisites for later success in school and life. Through creative play, well thought out games with suitable adaptation for children with special working memory, focus their attention and acquire self-control.

It is also important that children should be provided emotionally supportive and enabling environment to develop safe and secure relationship with teachers.

### **Aims of Preschool Education**

The overarching aims of Preschool education are:

- Providing strong foundations for all round development and lifelong learning.
- Preparing the child for school.

### **Objectives of Preschool Education**

- To ensure child friendly environment where each child is valued, respected, feels safe and secure and develops a positive self-concept.
- To enable a sound foundation for good health, wellbeing, nutrition, healthy habits and hygiene.
- To enable children to become effective communicators and foster both receptive and expressive language.
- To help children become involved learners, think critically, be creative, collaborate, communicate and connect with their immediate environment.
- To enable a smooth transition of children from preschool to primary schools.
- To work as partners with parents and community to enable each child to flourish.

### **Attributes of Preschool Children**

At the preschool stage, children are curious and excited about the colours, shapes, sounds, sizes and forms around them. The child's ability to experience the world gets richer and more differentiated over the years. This early learning takes place as a part of communication with adults and peers in which language also plays a very important role. Children need to be given opportunities to investigate, explore, and develop an understanding of their immediate and wider environment- human, society and cultural. In the exploration of their environments, children are involved in observation, questioning, discussion, prediction, analysis, exploration, investigation, questioning, discussion, prediction, analysis, exploration, investigation and experimentation. In this process they construct, modify, and develop a broad range of concepts and ideas. Children begin to handle their own feelings and emotions, learn sharing, turn taking and cooperating with peers. Children begin to tell others when they are happy or sad. Their self-concept is also developing.

The present curriculum, includes the specific content and pedagogy to suit the age and developmental requirements of age 3-6 years. The curriculum is drawn from the following

guiding principles:

- Learning is continuous and cumulative
- Evidence from neuroscience proves that early learning matters for later outcomes
- Each child is different and grows, learns and develops on one's own pace
- Play and activity are the primary context of learning and development
- Responsive and supportive interactions with adults are essential to children's learning
- Children learn by being provided the environment for experiential learning
- Interactive teaching enhances learning experiences
- Development and use of indigenous material enhances learning opportunities
- Responsiveness to the context and appreciation of diversity support learning
- Mother tongue or home language should be the medium of instruction
- Family involvement contributes to learning



## SOME CONCERNS IN PREPRIMARY CLASSES

### Handle Variation in Learning

In a class where children vary in their learning abilities and learning style the teacher must:

- moderate the learning environment for meeting varied learning needs of the children.
- focus on what children need to learn or how they will get access to the information.
- design activities in which the child engages to make sense of or acquire the content.
- culminate projects that enable the children to rehearse, apply, and extend what they have learnt in a topic.
- allow children to work in different groups –sometimes with children at same level of readiness or with mixed-readiness groups, with children having similar interests or with children having different interests, with peers who learn as they do, or randomly, and often with the class as a whole.
- divide the whole group into two groups of children with varying abilities and ages. While the younger age group of children with emerging abilities is engaged in free play the teacher conducts the guided activities with the older age group of children with higher abilities. After a period of 30 minutes the teacher can conduct guided activities for the younger age group of children with emerging ability while the older age group of children are engaged in free play. Thus, the teacher will be able to manage the varying abilities and age groups through developmentally appropriate activities.

### Manage Multi-Age Grouping

The multi-age groupings benefit both younger and older children in the classroom. In such heterogeneous groups, children learn from each other and thus, facilitate cooperative learning skills. Therefore, a class of multi-age group children may be managed to get maximum benefits from them and for them. For handling multi-level learners, who have variations in their learning levels 'differentiation' may be followed to manage multi-age group children.

The preschool teacher –

- must start with moderating the learning environment for meeting varied learning needs of the children.
- should focus on what children need to learn or how they will get access to the information.
- should design activities in which the child engages in order to make sense of or master the content.
- should also culminate projects that enable the child to rehearse, apply, and extend what children learned in a topic.

### Ensure and Encourage Gender Equality

Preschool can be a better place to break the gender stereotypes Hence, the teacher must:

- demonstrate equal and appropriate expectations from boys and girls, by providing equal attention, respect, and equal opportunities.

- select books, play, and other activities free of gender bias.
- avoid language that limits one gender or another and use gender-neutral labels.
- use Stories, songs, activities and facilitation aids that depict girls and boys including some with special needs, in the same roles and men and women in all professions. Both women and men should appear as leaders, heroes and problem solvers etc.
- regularly sensitise the parents to support these practices at home. It is important to help them understand and stop discrimination.



### **Avoid Early Formal Instructions**

Early focus on developing knowledge, skills and cognitive abilities in children harms their ability to develop positive attitude, disposition to learn, being reflective, being inquisitive, being inventive, being resourceful, and being problem solver. A teacher must:

- focus on building concepts and strengthening competencies and skills. To achieve this, she must discourage formal system of teaching learning. Instead, they should provide opportunities where children demonstrate curiosity and creativity towards activities and new material or concepts.
- rote based, teacher directed learning, which is devoid of meaningful context with undue pressure on the child to perform is harmful.

### **Mode of Instruction**

Language plays an important role in communication, exchange of information, development of reading skills, reading with comprehension. The medium of interaction at Pre-Primary level should be mother tongue. When the child is comfortable and proficient with the mother tongue, it supports developing proficiency in second language later. However, when the second language is introduced the teacher must convey a positive attitude about children's first language.

### **Ensure Careful Inclusion of Children with Disability**

Encouraging the development of children with disabilities through early intervention minimizes learning difficulties and accelerates child development. It also reduces the expenses by minimizing the need for special education services. Early intervention includes a system of services tailored to individual needs, that aim to help children directly and also through providing support to their parents. Early intervention can be offered in several forms:

- Speech and language therapy can help in improving hearing and using hearing aids
- Physiotherapy can help in development of motor skills such as, balance, sitting, crawling and walking.
- Assistance technology equipment that a child may need.

**Inclusion** provides an opportunity to treat children with disabilities equally and focus on their abilities. This empowers them with adequate facilities, infrastructure and personal support. Hence,

- carry out the early developmental screening of all children and identify their strengths.
- understand the significance of early identification and intervention.
- make adjustments in the physical environment to ensure it is barrier-free.
- make curriculum flexible and accessible to children with different impairments.
- develop appropriate assessment and evaluation procedures.
- build capacity and empower all stakeholders to revisit their own attitudes and work towards changing them, if required. Gradually encourage them to use positive terminology when working with children with disabilities.
- use age-appropriate play and learning material.
- sensitisation, orientation, training and counselling of parents and community should be done.



### NEP 2020 – Specific Goals for Early Childhood Care and Education

- Achieving universal provisioning of quality early childhood development, care, and education as soon as possible. (NEP 2020, para 1.1)
- Attainment, by all children of optimal outcomes in the domain of:
  - i. Physical and motor development
  - ii. Cognitive development
  - iii. Socio-emotional-ethical development
  - iv. Cultural/artistic development
  - v. Development of communication and early language, literacy, and numeracy. (NEP 2020, para 1.2)
- Institutionalization of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning comprising of languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement in addition to a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. (NEP 2020, para 1.2)
- NEP 2020 states that the Foundational Stage begins at Age 3 and ends at Age 8 i.e., five years of schooling from Preschool to Grade 2. Children should, therefore, begin Grade 1 at the age of 6 years

### Guiding Principles for the Foundational Stage based on NEP 2020

- Every child is capable of learning regardless of the circumstances of birth or background.
- Each child is different and grows, learns, and develops at their own pace.
- Children are natural researchers with great observational skills. They are constructors of their own learning experiences and express feelings and ideas through different representations.
- Children are social beings; they learn through observation, imitation, and collaboration. Children learn through concrete experiences, using their senses and acting upon the environment.
- Children’s experiences and ways of learning must be acknowledged and included. Children learn best when they are respected, valued, and fully involved in the learning process.
- Play and activity are the primary ways of learning and development with continuous opportunities for children to experience, explore, and experiment with the environment.
- Children must engage with material, activities, and environments that are developmentally and culturally appropriate and develop conceptual understanding and problem-solving.
- Content should be drawn from the experiences of children. The novelty of the content or its challenges should be based on the familiar experiences of children.
- Content should be suited to the developmental needs of children and should provide several opportunities for fantasy, storytelling, art, music, and play.

- Equity in issues such as gender, caste, class, and disability should be emphasized in the content.
- Teachers should facilitate and mediate the learning of the children. Scaffolding should be provided by asking open-ended questions, enabling exploration.
- Family and community are partners in this process and are involved in multiple ways.
- Care is central to learning. Children at this age naturally perceive familiar adults as caregivers first. Teachers should be sensitive and responsive to the needs and moods of children. Classroom activities must emphasize the emotional aspect of learning (e.g., through storytelling or art).

## Learning through Play - Conversation, Rhymes, Stories, Toys, Music, Art and Craft

The term 'play' in the context of ECCE includes all activities that are fun and engaging to the child. This can take the form of physical play, interaction, conversation, question and answer sessions, storytelling, read-alouds and shared reading, riddles, rhymes, or other enjoyable activities involving games, toys, visual art, and music.

Play provides active and stimulating learning opportunities to children, and can be organized in different ways like free play, guided play, structured play.

### **Conversation:**

Conversations are very important for children's ability to connect with people and things around them. Continuous conversations with children in the classroom help to build relationships of trust

Conversations in the classroom can be of two kinds:

- Free conversations: During free conversations, the Teacher gathers a few children around and allows them to talk about interesting things that have occurred during the day, on their way to school or any information they wish to share. The task for the Teacher is to draw children out with simple questions that will help them to talk about their experiences.
- Structured conversations: Structured conversations are planned and organized by Teachers. These typically occur in the morning hour to assemble children together and talk and think through a topic together. Topics are often about children's daily life events and happenings, and their feelings

### **Storytelling**

Stories are a particularly good medium for learning about social relationships, ethical choices, for understanding and experiencing emotions, and becoming aware of life skills. While listening to stories, children learn new words thus expanding their vocabulary, and learn sentence structure and problem-solving skills. Children with very short attention span concentrate for a longer time while engrossed in a story. Through culturally contextual stories, we can acquaint children with their culture, social norms and create awareness about their surroundings. Selecting the right story is critical. Stories should be age-appropriate, in familiar language, and should be of interest to children.

Besides listening to stories, children must also have the opportunity to tell stories. Stories told by children can be the same ones they have heard or something they have created. The Teacher can begin to tell a story and ask children to complete it.

### **Toy-Based Learning**

This is an important sub-set of play-based pedagogy. Young children learn from first-hand experiences and working with actual objects. They try out and explore and learn. The classroom environment should cultivate this spirit of exploration through playing with toys and manipulatives



**Whether a toy is simple or complex, it has a lesson for the child to learn.** When a child holds a toy, and manipulates it, she is practicing her motor skills and strengthening her hand-eye coordination. Toys that require children to push, pull, grab, pinch, turn, or otherwise use their hands and body to make it do something are instrumental in a child's growth. Toys can also be made from readily available items such as fabric, bottles, cardboard boxes, yarn, cooking pans, bangles, pipe cleaners and pinecones.



### **Songs and Rhymes**

Children love singing songs and rhymes, and dancing to music. Songs are also a wonderful means of learning language

Children understand different concepts through songs and their vocabulary also expands. Physical movements accompanying the songs enhance gross and fine motor movements, and body movements and gestures help children in understanding concepts. Songs promote interaction among children and lead to cooperation

### **Music and Movement**

Music is also a strong stimulation for brain development and formation of synaptic connections. So, following rhythm and playing simple musical instruments, and singing should be encouraged. Body movements can accompany claps or rhythm played on a tin box or a khanjari (tambourine) or manjira (cymbals)

### **Art and Craft**

- Drawing could involve the use of paper and crayons, sketch pens, coloured or black pencils or charcoal. Children can also draw on slates, blackboards, or floors. The advantage of blackboards and the floor is that it provides lot of space to children to create large drawings. Paper too can be of different sizes, shapes, and colour. Instead of a white paper and crayons of different colours, if children are given black paper and yellow or white crayons, the images that emerge are different and unique. Young children who learn to hold crayons for the first time begin to scribble and gradually move to drawing random shapes, and finally they are able to draw specific shapes and designs. Drawing is a valuable activity for expression as well as fine motor coordination

- Painting is exploring the use of wet colour on paper, floor, or fabric. Children can use brushes that are available in the market, or the Teacher can make brushes with sticks and fabric or cotton. Variations with wet paint are thumb printing, palm printing, printing with vegetable waste, printing with other materials like bottle caps, blocks, vegetables (e.g., potato or lady finger). Children also enjoy thread printing, finger printing, as well as finger painting.
- Pasting involves use of glue and things than can be stuck on paper or fabric. The Teacher or children can draw a shape on which children paste matchsticks or coloured paper or it can be a free pasting activity. Different materials like sand, pencil shavings, saw dust, dry mud, coloured, or newspaper print paper can also be pasted on paper. A collage using different materials can also be created. Readily available glue as well as glue made by the Teacher can be used for the same
- Potter’s clay or wet mud with a little glue added to it can be used for clay moulding. Dough made by the Teacher, with or without food colours added to it, can be provided. Play dough is also available in the market. Children should be encouraged to explore this medium and create different shapes and objects. As an extension of the activity, the clay objects created by children can be dried and painted on a later day
- Tearing paper of different sizes
- Folding paper, pressing it to create fine paper fold models.
- Use empty cardboard boxes, sand, mud, and their cutting and pasting skills to construct new things e.g., vehicles, animals, buildings

## Strategies for Literacy and Numeracy

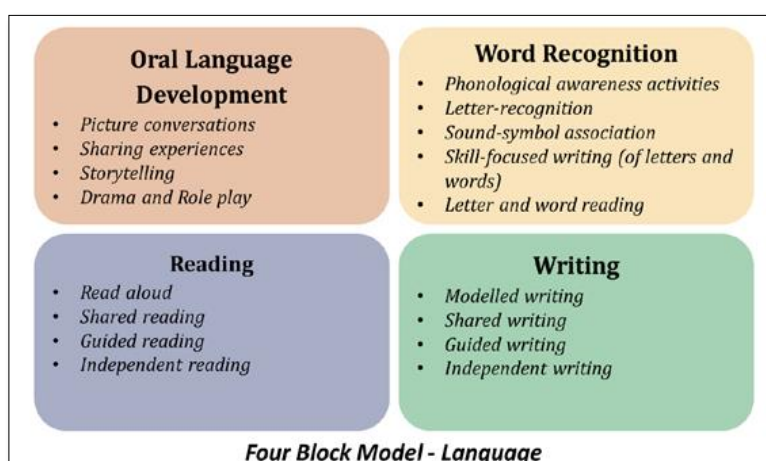
### Components of Early Language and Literacy

Reading and writing require a child to distinguish different sounds in spoken words, recognize letter-sound relationships, make words by combining sounds, develop vocabulary, comprehend what is written and develop reading fluency.

The components of early language and literacy include:

- **Emergent literacy skills:** Developing awareness about print, pretend reading (reading pictures), logographic reading (reading words as pictures), drawing and scribbling to represent and express something.
- **Oral language development:** Improved listening comprehension, oral vocabulary development, and using talk and conversation for learning with peers and knowledgeable others
- **Phonological awareness:** Phonological awareness is the understanding of the sound structure of language, i.e., sentences which are made up of words, syllables, and smaller units of sound.
- **Decoding:** Deciphering written words by sounding them out, based on understanding the relationship between symbols and their corresponding sounds. It is the ability to associate sounds with individual letters and letter combinations (aksharas) and blending the sounds together to pronounce (or read) the whole word and identify the meaning.
- **Reading with comprehension:** Constructing meaning from a written text and critically thinking about it.
- **Fluent reading:** Accurate, automatic recognition of words and reading with expression.
- **Writing:** Ability to write words correctly, along with presentation of thoughts or information in a logical and organised manner.
- **Developing a desire or habit of reading:** Engaging with a wide variety of books and other reading materials and developing an appreciation for literature

### The Four-Block Approach for Literacy Instruction



### Teaching Mathematics

Children bring various mathematical skills from their surroundings and culture into the classroom, which must be the basis of learning mathematics. The following approaches can be integrated into mathematical teaching-learning processes to give children comprehensive mathematics experiences considering the nature and cognitive demand of the tasks and

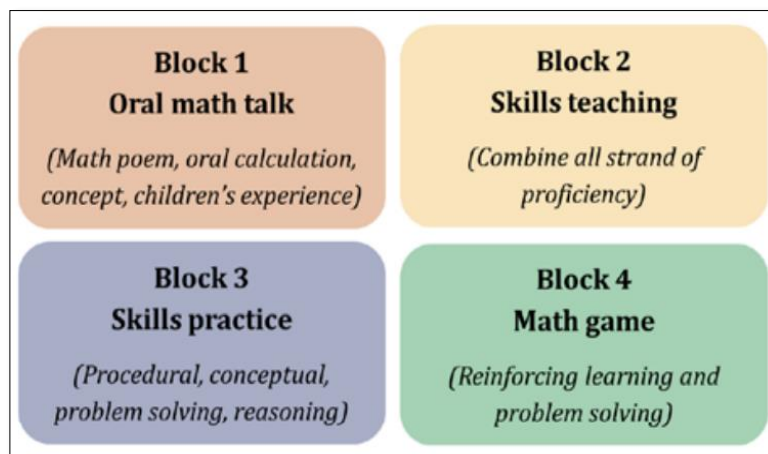
- **Developing mathematical abstract ideas (concepts) through concrete experience (ELPS)**

- E – Experience: Learning the mathematical concept of concrete objects, e.g., counting concrete objects for learning numbers.
- L – Spoken Language: Describing the experience in language, e.g., what is being counted, how many have been counted.
- P – Pictures: Representing mathematical concepts in a pictorial form e.g., if 3 balls have been counted, these can be represented through 3 pictures of the ball.
- S – Written Symbols: Mathematical concept that has been learned through concrete experience and pictorial can be generalized in written symbol form such as writing the number 3 for three balls.



- **Connecting mathematics learning with children’s real-life and prior knowledge**
- **Mathematics as a problem-solving tool**
- **Using Mathematical talk, communication, and reasoning.**
- **Developing a positive attitude towards learning mathematics**

**Four Blocks Model – Mathematics**



**Some strategies for teaching an unfamiliar language**

- Promote oral language development initially with lots of fun-filled and interactive activities
- Provide comprehensible input in the unfamiliar language. It includes providing many opportunities of listening to the language and reading it in a form that is within the children’s sphere of comprehension, also called ‘comprehensible input.’
- The language used by the Teacher should be simple and supported by gestures, pictures, actions, and use of words from the children’s home languages. Using a familiar context that children can easily relate to is important for better comprehension.
- Build a meaningful and purposeful context. It means children should be encouraged to acquire an unfamiliar language by using it for effective communication instead of being stuck with purity and correctness of language.
- Provide ample exposure to unfamiliar language. This could be done by providing opportunities of listening, using the language for communication, and ample print materials.
- Create a stress-free and safe environment. There should not be any pressure on early production or speaking and formal assessment of learning for an unfamiliar language

## Methods and Tools of Assessment

The two broad methods of assessment that are appropriate for the Foundational Stage are observations of the child and analysing artefacts that the child has produced as part of their learning experience.

### 1. Observation

#### Tools to record observations

Teachers can use tools such as anecdotal records, checklists, and event sampling to record their observation.

#### a) Anecdotal records

<b>Sample Anecdotal Observation Record</b>	
Context: I teach a class of 4-5-year-olds. This is an observation I made of something that caught my attention while I was doing 'story time' with my children.	
Name: Devi	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/Area: Classroom
Purpose of observation: Emotional regulation	
<b>Observation:</b> I read the story 'Rajesh hugs her sister' to my class. Devi got agitated and pushed around the children sitting beside her. After the story reading, I asked the children to draw a picture of their family. Devi did this but blackened out the boy in the picture using her crayon. I asked her about it, and she said 'That's my brother. I don't like him. He always teases me and takes my food. Mother and Father like him.'	
<b>Interpretation:</b> <ul style="list-style-type: none"> <li>• Devi seems to be having difficulty coping with her feelings for her brother.</li> <li>• She may not know how to communicate her feelings to her parents.</li> <li>• This was affecting her behaviour with other children too.</li> </ul>	
<b>Plan of action:</b> <ul style="list-style-type: none"> <li>• Talk to Devi's parents about this. They may need to do few things at home - like making her brother and Devi play together, do some chores together share food, and explicitly assure her how they love her equally.</li> <li>• Give more attention to Devi's responses and attitudes in class towards stories and role play involving characters of parents and brothers; observe and record progress.</li> </ul>	

#### b) Checklists

	<b>Listening and speaking</b>	<b>Quarter1</b>	<b>Quarter2</b>	<b>Quarter3</b>
1	Listens with attention to spoken conversation and stories			
2	Recites, repeats small poems, action songs and participates in music and rhythmic activities			
3	Able to follow 2 or 3-step instructions			
4	Responds to questions through sentences used appropriately			
5	Uses appropriate vocabulary and speaks complete sentences about an idea/object/picture/experience			
<b>Emergent reading</b>				
6	<i>Print awareness</i> and meaning making - demonstrates awareness of print in the classroom and environment			
7	Able to associate and recognize their own name and one-to-one association of spoken words and written words			
8	<i>Bonding with books</i> - Demonstrates the ability to explore a range of age-appropriate books (e.g., picture books, rhyme books, story books)			
9	<i>Pretend reading</i> - Demonstrates interest and looks through books and tries to read them			
10	Able to comprehend and interpret the meaning of the print from picture books or story books			

### c) Event sampling

Event Sample – Observation record	
Context: This was a class of 4-5-year-olds. I had given group work to my children and recorded my observations. This led me to useful insights for further action.	
Names of the children: Muthu, Chandri, Suryan, Karthik	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/ Area: Creative activity, outdoor
Purpose of observation: Children's group work	
Description of the incident	Interpretation
<ul style="list-style-type: none"> <li>I had given them a task to work in small groups of 3 or 4 and create a picture using twigs and leaves. They had to collect these from outside, and then come in and finish the task.</li> <li>Muthu, Chandri, Suryan, and Karthik were in one group. Karthik touched the twigs and leaves but did not contribute towards completing the task. He ran around, disrupting other children.</li> <li>Chandri and Muthu cooperated with each other and created a tree model from the twigs and leaves they collected.</li> <li>Suryan seemed to enjoy the process but didn't contribute much.</li> </ul>	<ul style="list-style-type: none"> <li>These children are at different levels:</li> <li>Karthik exhibits disruptive behaviour, is not able to focus on the task. I will need to work with him on this.</li> <li>Suryan, while not disruptive, will need support to demonstrate appropriate social behaviour.</li> <li>Muthu and Chandri can work well in groups, complete tasks.</li> </ul>
<p>I was specifically concerned about Karthik's disruptive behaviour. To understand it more, I decided to do a frequency-sample observation of Karthik e.g., observing him every 5 minutes in a period of 30 minutes every alternate day and interpreting his behaviour, how much time he is able to focus on a given task and understanding the cause of his behaviour. I recorded this in a simple checklist format.</p> <p>I could then work on the solution along with his family, give him tasks based on interest, and appreciate him on completion of the tasks.</p>	

## 2. Analysing Artefacts

An artefact in an early childhood classroom refers to an object created by a child during the teaching-learning process. Artefacts could be used by looking at the child's work and seeing how their level of understanding of a particular Learning Outcome affected what they were able to produce. Artefacts provide a rich source of information about a child's strengths and abilities.

## 3. Worksheets

Worksheets contain tasks that children perform and respond to in written form. These tasks can be designed to achieve specific Learning Outcomes. Worksheets can be very effective assessment tools for Teachers. Analysing student responses in worksheets can give the Teacher a clear understanding of the learning level of the child.

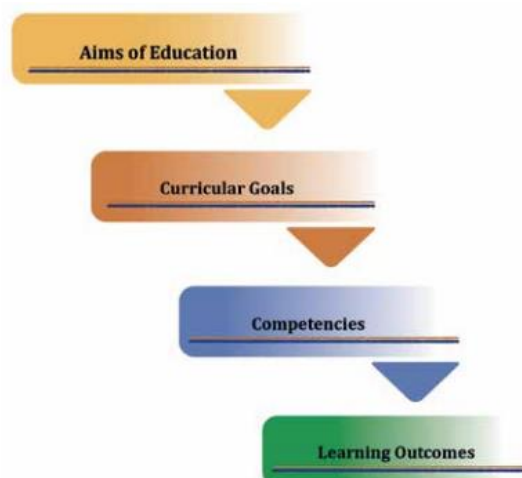
## 4. Child Portfolio

A portfolio is an intentional collection of significant work samples and records of children that allow for assessment by providing evidence of effort and accomplishment related to specific Learning Outcomes. The Teacher should analyse the portfolio of the child with regard to specific outcomes and mark the child's progress against competencies. The organization of a child's portfolio should clearly indicate outcomes to be achieved. Each child should have a dedicated folder to store their relevant artefacts.

**Note:** it is important to periodically aggregate, summarise and analyse all the assessments during a term. The school should maintain a folder for each child. The folder can contain all information about the child and the Teacher's narrative summary for each term/year. The summary of such an analysis can be captured into a Holistic Progress Card (HPC) and this can be used to communicate to the parents and families of the child.

Teachers should be unbiased and open-minded towards the children they teach. Their opinions about children and their abilities or capabilities should not be influenced by other factors e.g., caste, gender, religion, socioeconomic status.

## Curricular Goals Competencies and Learning Outcomes



### Aims of Education

Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems – curriculum development, institutional arrangements, funding and financing, people’s capacities and so on. Aims of Education are usually articulated in education policy documents.

### Curricular Goals

Curricular Goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to a Stage in education (e.g., the Foundational Stage). National Curriculum Frameworks which guide the development of all curricula state the Curricular Goals. For example, in this NCF “Children develop effective communication skills for day-to-day interactions in two languages” is a Curricular Goal for the Foundational Stage.

### Competencies

Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage. Competencies are articulated in Curriculum Frameworks. However, curriculum developers can adapt and modify the competencies to address specific contexts for which the curriculum is being developed

### Learning Outcomes

Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed so that teachers can observe and track learning and respond to the needs of learners continually. These interim markers are Learning Outcomes. Thus, Learning Outcomes are granular milestones of learning and usually progress in a sequence leading to attainment of a competency. Learning Outcomes enable teachers to plan their content, pedagogy, and assessment towards achieving specific competencies.

**Note:** This curriculum for preschool has taken the Curricular Goals, Competencies and Learning Outcomes as given in NCF. The link of the document (flip book) is: [National Curriculum Framework for Foundational Stage 2022 \(ncert.nic.in\)](https://ncert.nic.in)

## Curricular Goals, Competencies, Learning Outcome and Pedagogical Processes

### Preschool- 2

**Note:**

There is no one to one correspondence between competencies, suggested pedagogical processes and Learning Outcomes. The entire Curricular Goal has to be seen as a whole.

L1 is the home language/mother tongue/familiar language and L2 is the less familiar language (English).

Domain	Competencies	Pedagogical Process	Learning Outcome
<b>CG-1 Children develop habits that keep them healthy and safe</b>			
<b>PHYSICAL DEVELOPMENT</b>	<b>C-1.1:</b> Shows a liking for and understanding of nutritious food and does not waste food	<b>Providing opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>• Healthy eating habits</li> <li>• Supporting children for their sense of self-worth and pride in accomplishments</li> <li>• Periodic health check-up (height, weight and general healthy), ensuring immunization and safety of children</li> <li>• Children to use toilet, wash hands independently etc.</li> <li>• Exercising children's choice and attempts at solving problems</li> <li>• Discussion and demonstration on safety rules that children can follow</li> <li>• Creating awareness about good touch and bad touch</li> </ul>	<b>C-1.1(1)</b> Eats a variety of food from different food groups – grains, vegetables, fruits, and proteins (e.g., dal, beans, nuts, dairy) with adult support <b>C-1.1(2a)</b> Identifies healthy and unhealthy food items in a shop <b>C-1.1(2b)</b> Gives reasons for why some food is healthy <b>C-1.1(3)</b> Follows picture recipes to prepare simple snack <b>C-1.1(4)</b> Eats without Spilling
	<b>C-1.2:</b> Practices basic self-care and hygiene		<b>C-1.2 (1)</b> Begins to wash and dry hands before and after using the toilet or eating <b>C-1.2 (2)</b> Can wear clothes and footwear independently <b>C-1.2 (3)</b> Begins to use personal care objects (combs, toothbrush) on their own
	<b>C-1.3:</b> Keeps school / classroom hygienic and organized		<b>C-1.3 (1)</b> Keeps and retrieves their personal belongings from the correct place <b>C-1.3 (2)</b> Identifies and uses clean lasses and plates, and places soiled plates and utensils in the designated space independently <b>C-1.3 (3)</b> Begins to use a dustbin to dispose of waste
	<b>C-1.4:</b> Practices safe use of material and simple tools		<b>C-1.4 (1)</b> Handles harmful or dangerous objects with care like scissors, knife, matchstick
	<b>C-1.5:</b> Shows awareness of safety in movements (walking, running, cycling) and acts appropriately		<b>C-1.5 (1)</b> Looks both ways before crossing the road, holds hands of peers or adult, and walks safely
	<b>C-1.6:</b> Understands unsafe situations and asks for help		<b>C-1.6 (1a)</b> Communicates discomfort with trusted adults when asked <b>C-1.6 (1b)</b> Does not accept toys, chocolates, money, or other things from strangers
	<b>CG-2: Children develop sharpness in sensorial perceptions</b>		
	<b>C-2.1:</b> Differentiates between shapes, colours, and their shades	<b>Providing Opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>• Opportunities for working with computer (watch rhymes, stories,</li> </ul>	<b>C-2.1(1)</b> Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green) <b>C-2.1 (2)</b> Groups objects based on



		<p>puppet shows, e-content activities for cognitive development etc.)</p> <ul style="list-style-type: none"> <li>Familiarization with simple signs and /or gestures</li> <li>Hands-on experiences using objects that encourage sorting, matching, imagining, etc.</li> </ul>	<p>dimension - length, breadth, height (e.g., all long things together)</p>
PHYSICAL DEVELOPMENT	<b>C-2.2:</b> Develops visual memory for symbols and representations		<b>C-2.2: (1)</b> Matches two visual symbols with same pattern but different orientation and size (e.g., match with, match ∞ with)
	<b>C-2.3:</b> Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume, and tempo		<b>C-2.3 (1)</b> Distinguishes between high ( <i>uncha swar</i> ) and low pitches ( <i>neecha swar</i> ) in the sounds of birds and animals, Musical instruments and the human voice <b>C-2.3 (2)</b> Distinguishes between slow and fast tempo ( <i>dheemi, teevragati</i> ) in hythmic beats ( <i>taal</i> )
	<b>C-2.4:</b> Differentiates multiple smells and tastes		<b>C-2.4 (1)</b> Differentiates fragrance of flowers, perfumes, food items etc. <b>C-2.4 (2)</b> Explores different tastes and textures from different kinds of food
	<b>C-2.5:</b> Develops discrimination in the sense of touch		<b>C-2.5 (1)</b> Compares two objects based on hard and soft, hot and cold, rough and smooth
	<b>C-2.6:</b> Begins integrating sensorial perceptions to get a holistic awareness of experiences		<b>C-2.6 (1)</b> Bows light objects (e.g., paper) <b>C-2.6 (2)</b> Sits or lies still for a short duration
	<b>CG-3: Children develop a fit and flexible body</b>		
	<b>C-3.1:</b> Shows coordination between sensorial perceptions and body movements in various activities	<b>Providing Opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>Engaging children in dance, action song involving simple turn, twist and stretch of body, creative and rhythmic movement</li> </ul>	<b>C-3.1 (1a)</b> Catches a large ball, throws and kicks balls forward with good force <b>C-3.1 (1b)</b> Shows some accuracy in aiming throws within short distances
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>Individual, pair activities, small group and large group activities involving basic gross motor skills on different surfaces</li> </ul>	<b>C-3.2 (1a)</b> Stands on one foot for longer periods without support <b>C-3.2 (1b)</b> Hops 4-5 steps <b>C-3.2 (2)</b> Balances on variety of surfaces (e.g., bricks, ladders)
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Using pincer grasp of a thumb/forefinger (e.g., tearing, cutting and pasting small pieces of papers, peeling/sticking stickers, picking up small objects with fingers)</li> <li>Organizing games where children enjoy free formation such as musical games, numbers-up (grouping according to number), fire in the mountain run-run..., etc. that involves sense of space, distance and direction</li> </ul>	<b>C-3.3 (1)</b> Exhibits motor control for tasks that require fine-motor, eye hand coordination with moderate precision (e.g., cutting big shapes, threading big beads, buttoning, screwing /unscrewing Bottle caps, drawing with crayons)
	<b>C-3.4:</b> Shows strength and endurance in carrying, walking, and running		<b>C-3.4 (1a)</b> Walks on straight and curved line/ zigzag with ease <b>C-3.4 (1b)</b> Walks on 6-inchwide beam with balance <b>C-3.4 (1c)</b> Walks up and down stairs, on alternating feet with ease <b>C-3.4 (1d)</b> Crawls inside tunnels, etc. <b>C-3.4 (2)</b> Jumps on both feet and over short objects without/with little support <b>C-3.4 (3)</b> Shows willingness to exert their strength for tasks that require use of the large muscle groups (e.g., helps to move small furniture in classroom)

<b>SOCIO EMOTIONAL AND ETHICAL DEVELOPMENT</b>	<b>CG-4: Children develop emotional intelligence</b>		
	<b>C-4.1:</b> Starts recognising 'self' as an individual belonging to a family and community	<b>Providing Opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>Involving parents and community</li> <li>Care and nurturing relationship to help children learn how to control their emotions, become secure, confident, curious and communicative</li> <li>Celebration of birthday and festivals</li> <li>Adapting activities to ensure participation of children with special needs</li> <li>Imitation games such as follow the leader, animals movements</li> <li>To play and interact with each other (e.g. dramatic play, puppet play, rule based games, etc.)</li> <li>Recognising and understanding the rules for being together with others such as small group</li> </ul>	<b>C-4.1 (1)</b> Identifies self as a member of a family, neighbourhood, school, city, with different people doing different roles <b>C-4.1 (2)</b> Shares other identifying Information (e.g., parent's name)
	<b>C-4.2:</b> Recognises different emotions and makes deliberate effort to regulate them appropriately		<b>C-4.2 (1a)</b> Associates emotions with words and facial expressions <b>C-4.2 (1b)</b> Expresses emotions through verbal and non-verbal modes (e.g., gestures, drawings)
	<b>C-4.3:</b> Interacts comfortably with other children and adults		<b>C-4.3 (1a)</b> Identifies/names close family members / particular adults <b>C-4.3 (1b)</b> Interacts comfortably with familiar adults <b>C-4.3 (2)</b> Demonstrates spontaneity and preference to play with familiar children, joins a group of children playing, with adult's help if necessary
<b>C-4.4:</b> Shows cooperative behaviour with other children	<b>C-4.4 (1)</b> Enjoys playing with other children		
<b>SOCIO EMOTIONAL AND ETHICAL DEVELOPMENT</b>	<b>C-4.5:</b> Understands and responds positively to social norms in the classroom and school	<b>C-4.5 (1)</b> Enjoys everyday activities with other children <b>C-4.5 (2a)</b> Waits for their turn <b>C-4.5 (2b)</b> Follows short simple instructions	
	<b>C-4.6:</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need	<b>C-4.6 (1)</b> Shows affection towards other children and adults	
	<b>C-4.7:</b> Understands and responds positively to different thoughts, preferences, and emotional needs of other children	<b>C-4.7 (1)</b> Plays and interacts with all children irrespective of background or ability	
	<b>CG-5: Children develop a positive attitude towards productive work and serviceor 'Seva'</b>		
	<b>C-5.1:</b> Demonstrates willingness and participation in age-appropriate physical work towards helping others	<b>Providing Opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>Interacting and building relationship with other children and facilitating peer learning and interaction</li> </ul>	<b>C-5.1 (1)</b> Assists the teacher and organizes the classroom
<b>COGNITIVE DEVELOPMENT</b>	<b>CG-6: Children develop a positive regard for the natural environment around them</b>		
	<b>C-6.1:</b> Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> <li>Demonstrating empathy and understanding for both children at times of conflict</li> </ul>	<b>C-6.1 (1)</b> Does not harm plants and Animals unnecessarily
	<b>CG-7: Children make sense of world around through observation and logical thinking</b>		
<b>C-7.1:</b> Observes and understands different categories of objects and relationships between them	<b>Providing Opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>Sensory development activities for all the five senses such as sorting different textures/letters, arranging sound boxes in order</li> <li>All five senses to understand the</li> </ul>	<b>C-7.1(1)</b> Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own <b>C-7.1(2)</b> Identifies 3-5 missing parts of a picture of familiar object <b>C-7.1(3a)</b> Recognizes hierarchical relationships within categories (e.g., animals and their younger ones)	

		<p>natural environment (e.g. listen to sounds of nature and language, textures of different plants; taste sugar, salt and lemon)</p> <ul style="list-style-type: none"> <li>• Manipulating objects/material such as blocks, interlocking toys</li> <li>• Picture reading, odd man out activities, completing 4-5 pieces puzzles, maze, sorting/grouping activities (two-three attributes at a time)</li> <li>• Reproducing the patterns in the given sequence and creating on their own</li> <li>• Using concrete objects for matching, sorting classification, sequencing, seriating activities Engaging children in the activities that help in making predictions such as (e.g. growing seeds, caring for plants and animals)</li> <li>• Taking care of garden\plants in their surroundings and appreciate their beauty</li> </ul>	<p><b>C-7.1(3b)</b> Makes comparisons within and between categories  <b>C-7.1 (3c)</b> Plays using object substitution (e.g., uses banana as telephone)  <b>C-7.1 (3d)</b> Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital)</p>
	<b>C-7.2:</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> <li>• Reproducing the patterns in the given sequence and creating on their own</li> <li>• Using concrete objects for matching, sorting classification, sequencing, seriating activities Engaging children in the activities that help in making predictions such as (e.g. growing seeds, caring for plants and animals)</li> <li>• Taking care of garden\plants in their surroundings and appreciate their beauty</li> </ul>	<p><b>C-7.2 (2)</b> Applies known information in a new context (e.g., builds a castle out of blocks as seen in a story book)  <b>C-7.2 (3a)</b> Identifies summer and winter  <b>C-7.2 (3b)</b> Names objects in the sky (sun, moon, stars, clouds)  <b>C-7.2 (4)</b> Expresses own preferences, interests and makes choices  <b>C-7.2(5)</b> Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers  <b>C-7.2 (6)</b> Expresses views on needs of plants, birds and animals</p>
	<b>C-7.3:</b> Uses appropriate tools and technology in daily life situations and for learning	<ul style="list-style-type: none"> <li>• Posing problems and asking for solutions- e.g. what will you do if you are locked in the room?</li> <li>• Children where they can actively participate, enjoy experiments with teacher’s assistance (e.g. floating of toys, dissolving sugar while making lemonade etc.)</li> <li>• Children to ask “why” questions and find answers through exploration (e.g. conduct simple experiments)</li> <li>• Talking about their drawings using simple preposition (e.g. up-down, left-right, top-bottom, in-out, on-under)</li> <li>• Demonstrating the use of technology in daily life</li> </ul>	<p><b>C-7.3 (1a)</b> Shows inclination to use simple tools while playing  <b>C-7.3(1b)</b> Shows attention and regulation when interacting with digital audiovisual material</p>
	<b>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</b>		
<b>COGNITIVE DEVELOPMENT</b>	<b>C-8.1:</b> Sorts objects into groups and sub-groups based on more than one property	<p><b>Providing Opportunities and Experiences for:</b></p> <ul style="list-style-type: none"> <li>• Counting objects in the immediate surroundings in a meaningful way to find out how many objects are there</li> <li>• Observing numbers/symbols</li> <li>• Activities where children need to measure and make estimation using cups and glasses and carry out non-standard measurement such as handful of sugar, pinch of salt</li> <li>• Understanding spatial relationships such as to stand in front of ac chair,</li> </ul>	<b>C-8.1 (1)</b> Sorts objects into 3 groups based on size, length, height, and weight (smaller sized – big sized – bigger sized)
	<b>C-8.2:</b> Identifies and extends simple patterns in their surroundings, shapes, and numbers		<p><b>C-8.2 (1a)</b> Recognizes the unit of a Repeating pattern, and extends the patterns of 3 to 4 objects / pictures /shapes repetitions ABC (penbook - pencil; pen-book pencil in ABC ABC  ABC  pattern  <b>C-8.2 (1b)</b> Recognizes, repeats and extends the pattern of action/sounds  <b>C-8.2 (1c)</b> Recognizes and repeats patterns of 3 different bodily movements clearly</p>

	<p><b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s</p>	<p>on top and under the chair</p> <ul style="list-style-type: none"> <li>Using numbers and counting in day to day life and recognize that numbers represent quantity (e.g. give me three toffees from the box)</li> <li>Counting down days to an event such as birthday celebration /materials (e.g. using twigs/sticks/ picture calendar)</li> </ul>	<p><b>C-8.3 (1a)</b> Says/sings number names in correct sequence up to 10 and keeps one to one correspondence with number words and objects till 5</p> <p><b>C-8.3 (1b)</b> Counts objects with understanding of cardinality (recognizing the quantity of set) up to 5</p> <p><b>C-8.3 (1c)</b> Demonstrates the understanding of number sense (e.g., 5 could be 5 different objects – 5 people, 5 books, 5 pencils)</p> <p><b>C-8.3 (1d)</b> Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps)</p> <p><b>C-8.3 (1e)</b> Counts forward up to 10 from memory in correct sequence</p> <p><b>C-8.3 (1f)</b> Begins to count up to 20</p> <p><b>C-8.3 (1g)</b> Recognizes instantly the count of a collection of 4 objects (e.g., recognize 4 biscuits, chocolates, or blocks without counting)</p>
	<p><b>C-8.4:</b> Arranges numbers up to 99 in ascending and descending order</p>		<p><b>C-8.4 (1)</b> Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter)</p>
<b>COGNITIVE DEVELOPMENT</b>	<p><b>C-8.5:</b> Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system</p>		<p><b>C-8.5 (1a)</b> Recognizes numerals up to 5</p> <p><b>C-8.5 (1b)</b> Compares two numbers up to 5 and uses vocabulary like more than, less than</p>
	<p><b>C-8.6:</b> Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition</p>		<p><b>C-8.6 (1a)</b> Combines two groups up to 5 objects and recounts. (e.g., there are 2 Chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all)</p> <p><b>C-8.6 (1b)</b> Takes out up to 5 objects from a collection and recounts</p>
	<p><b>C-8.7:</b> Recognises multiplication as repeated addition and division as equal sharing</p>		<p><b>C-8.7 (2)</b> Shares objects (up to 6) equally to 2 recipients</p>
	<p><b>C-8.8:</b> Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space</p>		<p><b>C-8.8 (1a)</b> Matches shapes of with different size and colours</p> <p><b>C-8.8 (1b)</b> Compares and classifies objects by two factors (e.g., shape &amp; colour, colour and size)</p> <p><b>C-8.8 (1c)</b> Describes the physical features of various solids/shapes in their own language. (e.g., a ball rolls and has no corners, a box slides and has corners)</p> <p><b>C-8.8 (1d)</b> Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into</p>

			formation of mandala; making a collage/ by understanding positional words – in between, above, below)
	<b>C-8.9:</b> Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment		<b>C-8.9 (1)</b> Compares two objects in terms of their lengths as longer than/shorter than, taller than/ shorter than <b>C-8.9 (2)</b> Compares two objects in terms of their weight as heavier than/ lighter than <b>C-8.9 (3)</b> Uses vocabulary to express volume through poems and stories
	<b>C-8.10:</b> Performs simple measurements of time in minutes, hours, day, weeks, and months		<b>C-8.10 (1)</b> Identifies special days like Saturday, Sunday, holiday (e.g., Sunday is a holiday)
	<b>C-8.11:</b> Performs simple transactions using money up to INR 100		<b>C-8.11 (1)</b> Identifies Indian currency coins
<b>COGNITIVE DEVELOPMENT</b>	<b>C-8.12:</b> Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.		<b>C-8.12 (1a)</b> Listens to and comprehends simple instructions using number words and shape names <b>C-8.12 (1b)</b> Uses number words, and shape names appropriately
	<b>C-8.13:</b> Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements		<b>C-8.13 (1)</b> Creates specific figures from tangram shapes
<b>LANGUAGE AND LITERACY DEVELOPMENT</b>	<b>CG-9: Children develop effective communication skills for day-to-day interactions in two languages</b>		
	<b>C-9.1:</b> Listens to and appreciates simple songs, rhymes, and poems	<b>Providing Opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>• Listening to stories, rhymes, pomes and songs</li> <li>• Free and guided conversation and supporting them in using a variety of communication strategies including gestures, nonverbal expressions, talking in turns and listening to others</li> <li>• Playing games with children that require talking about recent events by asking simple questions</li> <li>• Picture reading with creative thinking (problem solving, anticipating)</li> <li>• Rhythmic songs and movements involving a lot of body coordination</li> <li>• Retelling stories in children’s own words (e.g., talking about the events, characters, etc.)</li> </ul>	<b>C-9.1 (1)</b> Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood <b>C-9.1 (2)</b> Sings along to songs and rhymes with intonation and gestures
	<b>C-9.2:</b> Creates simple songs and poems on their own		<b>C-9.2 (1)</b> Enjoys rhyming words in songs and poems
	<b>C-9.3:</b> Converses fluently and can hold a meaningful conversation		<b>C-9.3 (1)</b> Initiates conversations in daily life with peers and teachers in a variety of school settings <b>C-9.3 (2)</b> Narrates daily experiences in simple sentences and ask simple questions, using what/when/ How/whom, etc.
	<b>C-9.4:</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others		<b>C-9.4 (1)</b> Follows some simple instructions comprising of several steps (2 to 3 instructions at a time).

<b>LANGUAGE AND LITERACY DEVELOPMENT</b>	<b>C-9.5:</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<ul style="list-style-type: none"> <li>• Reading aloud and providing graded story books to expose children to the written language, conversation on different themes focusing on many talking points for e.g. animals, transportation, plants etc.</li> <li>• Age appropriate stories in various forms (orally, with props. Pictures, dramatization, puppets etc.)</li> <li>• Shared reading (levelled text to do finger-print-voice matching)</li> <li>• Learning new words and vocabulary by creating a word wall</li> <li>• Interacting in a print rich environment in the class (by labelling things, word walls, posters, etc.)</li> <li>• Solving simple riddles in context (4-5 lines)</li> <li>• Asking open ended questions to simulate thinking</li> <li>• Visual discrimination games (e.g. which letter/ picture/shape/ number is different?)</li> <li>• Awareness of sound segments (phonemes, syllables, rhyming words) e.g. phonic games with beginning and ending sounds</li> <li>• Environment rich in prints which encourage children to read and initiate reading for others</li> <li>• Sharing books with photos or illustrations that children can easily understand</li> <li>• Explore print in the immediate environment (familiar signs, logos, toffee and biscuit wrappers, sign boards)</li> <li>• Children to read and point to the printed words and symbols at home and other places such as market, hospitals, preschools, work places, etc.</li> <li>• Creating a quiet, special place for a child to read, write and draw such as 'literacy area' (making books and other reading material easily accessible)</li> <li>• Listening to simple English words through action rhymes, audio-video, stories</li> <li>• Letter recognition and letter sound correspondence</li> </ul>	<b>C-9.5 (1)</b> Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.
	<b>C-9.6:</b> Narrates short stories with clear plot and characters		<b>C-9.6 (1)</b> Imagines and narrates personalized endings of the story
	<b>C-9.7:</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<b>C-9.7 (1)</b> Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations	
	<b>CG-10: Children develop fluency in reading and writing in Language 1</b>		
	<b>C-10.1:</b> Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes / syllables in L1	<b>C-10.1 (1)</b> Identifies rhyming words and Alliterations <b>C-10.1 (2)</b> Identifies the beginning and end syllables in words <b>C-10.1 (3)</b> Combines 2-3 syllables to form simple words	
	<b>C-10.2:</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	<b>C-10.2 (1)</b> Holds the book, opens it and flips the pages to explore <b>C-10.2 (2)</b> Follows words from left to right and from top to bottom on a printed page <b>C-10.2 (3)</b> Pretends to read while making appropriate word-like sounds while following a text	
	<b>C-10.3:</b> Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<b>C-10.3 (1)</b> Begins to visually recognize and connects letters ( <i>Moolaksharas / Bharakadi / Kaguniita</i> ) to corresponding Sounds <b>C-10.3 (2)</b> Reads simple two-syllable words that are familiar and with known <i>aksharas</i> <b>C-10.3 (3)</b> Recognizes as sight words their names and labels of objects in their Environment	
	<b>C-10.4:</b> Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation	<b>C-10.4 (1)</b> Reads short sentences of known words by recognizing individual letter sounds and sight words	
	<b>C-10.5:</b> Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)	<b>C-10.5 (1)</b> Participates in “Shared Reading” along with the Teacher and in discussions about the reading <b>C-10.5 (2)</b> Reads picture books and Identifies characters and plots and narrates the story in short sequence	
	<b>C-10.6:</b> Reads short poems and begins to appreciate the poem for its choice of words and imagination (L1)	-----	

<b>LANGUAGE AND LITERACY DEVELOPMENT</b>	<b>C-10.7:</b> Reads and comprehends meaning of short news items, instructions and recipes, and publicity material (L1)	<ul style="list-style-type: none"> <li>• Making their own picture/ alphabet/number books with assistance</li> <li>• Expressing their experiences, feelings and ideas through their own way of early attempts of writing and drawing</li> <li>• Observing and copying the environmental prints they see (classroom, roads, home)</li> <li>• Interaction with lots of print materials that enable them to copy as they wish</li> <li>• To observe that teacher using her finger beneath the words across the page from left to right and top to bottom</li> <li>• Using the books showing the parts of the book such as title cover page, front and back cover and helping them to identify with print and illustrations</li> <li>• Using writing tools, such as thicker pencils, crayons, markers, and paper</li> <li>• Practicing drawing lines or early attempts of writing on a variety of papers (lined and plain)</li> <li>• Adaptations and inclusions for children with special needs</li> </ul>	-----
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)		<b>C-10.8 (1)</b> Uses writing/ drawing instruments with ease and fluency <b>C-10.8 (2)</b> Begins to write the <i>aksharas</i> they recognize and uses them to form simple words <b>C-10.8 (3)</b> Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting
	<b>C-10.9:</b> Shows interest in picking up and reading a variety of children’s books (L1)		<b>C-10.9 (1)</b> Picks one out of several books offered by the teacher and explains why they have chosen the book <b>C-10.9 (2)</b> Puts books back in their appropriate place in the classroom
	<b>CG-11: Children begin to read and write in Language 2</b>		
	<b>C-11.1:</b> Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/ syllables		-----
	<b>C-11.2:</b> Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences		-----
<b>AESTHETIC AND CULTURAL DEVELOPMENT</b>	<b>CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways</b>		
	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<b>Providing Opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>• Painting/colouring (with thick brushes, fingers or crayons, etc.) to express their ideas about their immediate surroundings</li> <li>• All five senses to understand the natural environment (e.g. listen to sounds of nature and language, textures of different plants; taste sugar, salt and lemon)</li> </ul>	<b>C-12.1 (1)</b> Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors) <b>C-12.1 (2)</b> Explores large and small sizes while creating marks, lines, scribbles <b>C-12.1 (3)</b> Creates three dimensional forms by rolling and packing materials like play or dough <b>C-12.1 (4)</b> Creates imprints using blocks, stencils, found objects and natural materials
	<b>C-12.2:</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement		<b>C-12.2 (1)</b> Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments <b>C-12.2 (2)</b> Produces a variety of sounds according to context/ situation using voice, body, or instruments (in role-play, solo or group musical arrangements, mimicry, etc.) <b>C-12.2 (3)</b> Explores volume (loud and

			soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects <b>C-12.2 (4)</b> play with moments of silence and stillness through music, drama and movement practices
	<b>C-12.3:</b> Innovates and works imaginatively to express ideas and emotions through the arts		<b>C-12.3 (1)</b> Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples <b>C-12.3 (2)</b> Mimics a few recognizable physical and behavioural characteristics of people, animals, plants, objects, etc. through visual and performative modes
	<b>C-12.4:</b> Works collaboratively in the arts		<b>C-12.4 (1)</b> Produces a variety of speech, movements, sounds, and visual art works in collaboration with peers
	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage		<b>C-12.5 (1)</b> Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary) <b>C-12.5 (2)</b> Shares responses and ideas in the peer group during arts processes
	<b>CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</b>		
<b>POSITIVE LEARNING HABITS</b>	<b>C-13.1:</b> Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals	<b>Providing Opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>Making drawings, building with blocks and creating new designs on their own.</li> <li>Visiting nearby parks, gardens, markets, neighbourhood where children can discuss about their environment (e.g., animals, birds, plants, community helpers)</li> <li>Where they narrate' what happened the day before, or what they did after their favourite field trip etc.</li> </ul>	<b>C-13.1 (1a)</b> Focuses attention on activities with adult prompts and support, like listening to stories read to a group for short periods of time in spite of interruptions or distraction <b>C-13.1 (1b)</b> Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes)
<b>POSITIVE LEARNING HABITS</b>	<b>C-13.2:</b> Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments		<b>C-13.2 (1a)</b> Repeats a list of items needed for self-care or play <b>C-13.2 (1b)</b> Plays simple memory and matching games <b>C-13.2 (1c)</b> Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack") <b>C-13.2 (1d)</b> Remembers actions that go with stories or songs <b>C-13.2 (2a)</b> Demonstrates "cognitive flexibility" by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) <b>C-13.2 (2b)</b> Shows ability to shift attention from one task or activity to another when necessary <b>C-13.2 (2c)</b> Seeks adult help when



			<p>distressed with behaviour of or interaction with a peer</p> <p><b>C-13.2 (2d)</b> Begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) with adult support</p> <p><b>C-13.2 (3)</b> Begins to inhibit impulsive behaviour with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder)</p>
	<p><b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions</p>		<p><b>C-13.3 (1)</b> Shows curiosity and wonder in the natural environment</p> <p><b>C-13.3 (2)</b> Shows curiosity in exploring Immediate surroundings (in outdoor contexts)-with or without adult support</p>
	<p><b>C-13.4:</b> Classroom norms: Adopts and follows norms with agency and understanding</p>		<p><b>C-13.4 (1)</b> Follows classroom norms with Teacher's cues</p>

## ANNUAL ACTIVITY PLANNER

### PRESCHOOL – II

**Note: The activities given are suggestive only. The teacher can adapt/adopt these activities keeping in mind the needs of all children in the classroom for achieving the desired Learning Outcomes**

#### WEEK 1 and 2

Domains	Competencies	Suggestive activities
Physical Development	<b>C-1.2:</b> Practices basic self-care and hygiene	<ul style="list-style-type: none"> <li>Oiling and combing hair activity with the help of teacher</li> <li>Toilet training with the help of helper</li> <li>Brushing teeth</li> <li>Lacing the shoes</li> <li>Personal check up of children by Doctor/Teacher</li> </ul>
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>Exercises e.g. bending, stretching etc.</li> <li>Free outdoor play</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Making balls with paper crushing</li> <li>Threading the Beads</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.5:</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>Simple instructions like come in, hands up, hands down, Tie your laces etc.</li> <li>Putting things 'in' and 'out' of box / bag/ circle</li> </ul>
Cognitive Development	<b>C-7.1:</b> Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> <li>Naming things in the classroom</li> <li>Naming the helpers in school</li> </ul>
Language and Literacy Development	<b>C-9.3:</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>Use of Greeting words</li> <li>Name game (to recall the name of any two classmates)</li> <li>Rhymes</li> <li>Story telling</li> <li>Free conversation</li> </ul>
Aesthetic and Cultural Development	<b>C-12.4:</b> Works collaboratively in the arts	<ul style="list-style-type: none"> <li>Art work</li> <li>Role play</li> </ul>

#### WEEK 3 and 4

Domains	Competencies	Suggestive activities
Physical Development	<b>C-1.3:</b> Keeps school/classroom hygienic and organised	<ul style="list-style-type: none"> <li>Use of dustbin in school and outside the school</li> <li>Picking papers from playground</li> <li>Keeping toys in place</li> <li>Rhymes</li> </ul>
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>Throwing, catching and bouncing the ball</li> <li>Yoga/ PT / exercise/ dance</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Free hand drawing with crayons</li> <li>Playing with blocks</li> <li>Buttoning the shirt</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.2:</b> Recognizes different emotions and makes deliberate effort to regulate them appropriately	<ul style="list-style-type: none"> <li>Self-expressions of emotions -I am happy /sad /good /excited</li> <li>Showing pictures/emojis</li> <li>Discussion on likes and dislikes</li> <li>Giving a situation and asking for identification of emotions</li> </ul>

Cognitive Development	<b>C-8.1:</b> Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> <li>Classifying and Sorting objects like big, bigger, small, smaller e.g. small block, a medium block and a large block</li> <li>Sorting of pulses size wise</li> </ul>
Language and Literacy Development	<b>C-9.1:</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>Singing in sync with teacher</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>Telling uses of eating fruits</li> <li>Stories about fruits</li> <li>Colouring the fruits</li> <li>Celebration of fruit day</li> <li>Nature walk or visit to school eco garden</li> </ul>

### WEEK 5 and 6

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Hand printing with black and white colour</li> <li>Paper tearing and pasting</li> </ul>
	<b>C-3.4:</b> Shows strength and endurance in carrying, walking and running	<ul style="list-style-type: none"> <li>Walk on zigzag lines</li> <li>Jumping on both feet</li> </ul>
	<b>C-1.6:</b> Understands unsafe situations and asks for help	<ul style="list-style-type: none"> <li>Naming the body parts of self</li> <li>Demonstration good/safe touch and bad/unsafe touch</li> <li>Giving a situation and asking children to respond on it</li> </ul>
	<b>C-2.1:</b> Differentiates between shapes, colours and their shades	<ul style="list-style-type: none"> <li>Recapitulation of primary colours</li> <li>Celebrate colour day</li> <li>Asking children to name the objects white, yellow, red, blue, black in the immediate surrounding</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.1:</b> Start recognising 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> <li>Conversation with children about people related to them brother, sister, grand parents, teachers etc.</li> <li>Asking children to name and describe their family members</li> </ul>
Cognitive Development	<b>C-8.5:</b> Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	<ul style="list-style-type: none"> <li>Recognition of number up to 5</li> <li>Count and tell</li> <li>Comparison of two numbers for understanding of more or less</li> </ul>
Positive Learning habits	<b>C-13.4:</b> Classroom norms: Adopts and follows norms with agency and understanding	<ul style="list-style-type: none"> <li>Set some classroom norms like wait for your turn, not to shout, raise your hand, ask before going out, come in the classroom etc. Make children follow these norms</li> </ul>

### WEEK 7 and 8

Domains	Competencies	Suggestive activities
Physical Development	<b>C-1.1:</b> Shows a liking for and understanding nutritious food and doesnot waste food	<ul style="list-style-type: none"> <li>Videos of cartoon characters eating nutritious food</li> <li>Talk by teacher on healthy food</li> <li>Rhymes</li> <li>Story telling</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Vegetable painting</li> <li>Leaf Painting</li> </ul>
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>Spoon race</li> <li>Jumping and hopping</li> <li>Balancing on one leg</li> </ul>

Socio Emotional and Ethical Development	<b>C-4.1:</b> Start recognising 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> <li>• Puppet act of family</li> <li>• Rhymes on family</li> <li>• Tell about your family</li> <li>• Role play on family</li> <li>• Make a Family tree</li> </ul>
Language and Literacy Development	<b>C-9.2:</b> Creates simple songs and poems on their own	<ul style="list-style-type: none"> <li>• Singing rhymes/ local songs</li> <li>• Playing audio/ video of children songs</li> </ul>
	<b>C-9.3:</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>• Asking each child to tell the class about his daily routine / family members / neighbours etc.</li> <li>• Making the children sit with peers and talk about a given theme/topic</li> </ul>
Aesthetic and Cultural Development	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>• Making different marks/ lines/ objects in different size</li> <li>• Make big and small lines using ice-cream sticks</li> </ul>

### WEEK 9 and 10

Domains	Competencies	Suggestive activities
Physical Development	<b>C-2.1:</b> Differentiates between shapes, colours and their shades	<ul style="list-style-type: none"> <li>• Introduction of secondary colours</li> <li>• Thread painting</li> <li>• Button Painting</li> <li>• Sorting different colours</li> </ul>
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Sack race</li> <li>• See saw</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.6:</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need	<ul style="list-style-type: none"> <li>• Story telling followed by questions from teacher</li> <li>• Motivating children to develop bond with peers, loving the siblings and caring and respecting elders</li> </ul>
Cognitive Development	<b>C-7.1:</b> Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> <li>• Asking children to tell the missing part e.g. body part, a vehicle</li> <li>• Comparing two pictures and telling the difference</li> </ul>
	<b>C-8.2:</b> Identifies and extends simple patterns in their surroundings, shapes and numbers	<ul style="list-style-type: none"> <li>• Complete the pattern of picture/shapes</li> </ul>
Cognitive Development	<b>C-8.5:</b> Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	<ul style="list-style-type: none"> <li>• Comparison of objects like pencils, erasers, balls, books, toys in terms of number more or less</li> <li>• Ordering of numbers</li> </ul>
Language and Literacy Development	<b>C-10.3:</b> Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Recognition of swar अ</li> <li>• Tracing of swar अ</li> <li>• Sorting and matching of swar with pictures</li> <li>• Recognition of sound of swar अ</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)	<ul style="list-style-type: none"> <li>• Writing of swar अ</li> </ul>
Aesthetic and Cultural Development	<b>C-12.3:</b> Innovates and works imaginatively to express ideas and emotions through the arts	<ul style="list-style-type: none"> <li>• Giving individual talk time to each child to share their likes/dislikes/ideas/experiences</li> <li>• Creating Story with their imaginations</li> <li>• Situation game e.g. Coming out of given situation with their imagination</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity and exploration: Observes minute details of objects, wonders and explores using various senses, thinker with objects, asks questions	<ul style="list-style-type: none"> <li>• Toys and pictures of land transport</li> <li>• Pretend driving of land transport</li> <li>• Visit to school parking area</li> <li>• Showing videos of land transport</li> <li>• Sorting of pictures of land transport</li> </ul>

**WEEK 11 and 12**

Domains	Competencies	Suggestive activities
Physical Development	<b>C-1.4:</b> Practices safe use of material and simple tools	<ul style="list-style-type: none"> <li>Showing Audio visual aids on dangerous / sharp objects</li> <li>Asking children to name unsafe /dangerous objects in surroundings (Home/school etc.)</li> </ul>
	<b>C-3.4:</b> Shows strength and endurance in carrying, walking and running	<ul style="list-style-type: none"> <li>Walking on Different Shapes</li> <li>Walking on a zig zag line</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.1:</b> Start recognising self as an individual to a family and community.	<ul style="list-style-type: none"> <li>Celebration of grandparents' day</li> <li>Card Making for grandparents</li> <li>Story telling</li> <li>Cartoons and videos</li> </ul>
Cognitive Development	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>Colouring the numbers (up to 5)</li> <li>Count and tell the objects (up to 5)</li> <li>Relating numbers with surrounding objects</li> </ul>
	<b>C-8.9:</b> Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	<ul style="list-style-type: none"> <li>Demonstrating the concept of heavy and light objects</li> <li>Use of weighing scale by teacher</li> <li>Showing objects and asking children to tell heavy and light objects</li> <li>Using vocabulary for expressing volume in stories or poems</li> </ul>
Language and Literacy Development	<b>C-10.3:</b> Recognises all the letters of alphabets (form of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>Identification of sound अ, आ through pictures, flash cards, words, rhyming words and conversation</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)	<ul style="list-style-type: none"> <li>Tracing of swar अ, आ</li> <li>Individual writing of swar अ, आ</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explore using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>Toys and pictures of modes of transport (air and water)</li> <li>Making a paper boat, aeroplane</li> <li>Flying aeroplane/sailing boat</li> </ul>

**WEEK 13 and 14**

Domains	Competencies	Suggestive activities
Physical Development	<b>C-1.2:</b> Practices basic self-care and hygienic	Guided conversation on: <ul style="list-style-type: none"> <li>Use of handkerchief</li> <li>Cleaning of nails</li> <li>Washing of hands</li> <li>Eating fruits and vegetables daily</li> <li>Handkerchief folding activity</li> <li>Well-dressed girl/boy competition</li> </ul>
	<b>C-1.5:</b> Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	<ul style="list-style-type: none"> <li>Traffic lights</li> <li>Traffic signs (Stop, School ahead etc.)</li> <li>Picture matching of signs</li> </ul>
	<b>C-3.4:</b> Shows strength and endurance in carrying, walking and running	<ul style="list-style-type: none"> <li>Fast walking</li> <li>Hop like a kangaroo</li> </ul>
	<b>C-2.3:</b> Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume and tempo	<ul style="list-style-type: none"> <li>Listening to sounds of birds and animals</li> <li>Differentiating the sounds as loud and low</li> </ul>
Socio Emotional and Ethical Development	<b>C-6.1:</b> Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> <li>Showing toys and pictures of animals</li> <li>Conversation/Story telling on love and care for animals, importance of animals in our life</li> </ul>

		<ul style="list-style-type: none"> <li>• Sounds of animals</li> <li>• Rhymes and videos</li> <li>• Pasting pictures of animals</li> </ul>
Cognitive Development	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>• Recognition of number up to 7</li> <li>• Count and tell</li> <li>• What comes after</li> <li>• Colouring the numbers up to 7</li> <li>• Relating number with surrounding objects</li> </ul>
Cognitive Development	<b>C-8.8:</b> Recognises, makes, and classifies basic geometric shapes and their observable properties and understand and explains the relative relation of objects in space	<ul style="list-style-type: none"> <li>• Demonstrating the concept of above, below and in-between</li> <li>• Activities (indoor/outdoor) related to above and below like asking children to point out below, above and in-between objects.</li> <li>• Asking children to place things above, below and in-between</li> </ul>
Language and Literacy Development	<b>C-9.4:</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others	<ul style="list-style-type: none"> <li>• Asking child to follow the instructions of teacher e.g. Aao Ghar chale asking children to pack bag, pick the water bottle and come to the gate area</li> </ul>
	<b>C-9.7:</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> <li>• Vocabulary game</li> </ul>
	<b>C-10.3:</b> Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Identification of sound इ, ई through pictures, flash cards, words, rhyming words and simple conversation</li> <li>• Matching pictures with swar इ, ई</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)	<ul style="list-style-type: none"> <li>• Tracing of swar इ, ई</li> <li>• Writing of swar इ, ई</li> </ul>
Aesthetic and Cultural Development	<b>C-12.2:</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement	<ul style="list-style-type: none"> <li>• Dancing with rhythm/steps guided by teacher</li> <li>• Musical Chair</li> </ul>
	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage	<ul style="list-style-type: none"> <li>• Make rakhi and paste it in scrap book/ notebook</li> <li>• Tying of rakhi to each other</li> <li>• Rakhi Celebration</li> </ul>

#### WEEK 15 and 16

Domains	Competencies	Suggestive activities
Physical Development	<b>C-2.2:</b> Develops visual memory for symbols and representations	<ul style="list-style-type: none"> <li>• Recognizing the signs and landmarks that comes on the way from home to school</li> <li>• Matching similar signs e.g. ambulance sign with ambulance sign, school ahead sign with school ahead</li> </ul>
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Passing the parcel</li> <li>• Hopscotch</li> <li>• Standing on one foot</li> </ul>
Cognitive Development	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>• Recognition of number up to 10</li> <li>• Count and tell</li> <li>• What comes after</li> <li>• Colouring the numbers up to 10</li> <li>• Relating number with surrounding objects.</li> </ul>
Language and Literacy	<b>C-10.3:</b> Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Identification of sound उ, ऊ through pictures, flash cards, words, rhyming words and simple conversation</li> <li>• Matching pictures with swar उ, ऊ</li> <li>• Tracing of swar उ, ऊ</li> </ul>

Development	<b>C-10.8:</b> Writes Paragraph to Express Their understanding and Experiences (L1)	<ul style="list-style-type: none"> <li>• Writing of swar उ, ऊ</li> </ul>
Aesthetic and Cultural Development	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage	<ul style="list-style-type: none"> <li>• Flag making and colouring</li> <li>• Patriotic songs and rhymes related to Independence Day.</li> <li>• Fancy dress competition on theme freedom fighters</li> <li>• Free Dance and music activity</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explore using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>• Listening to sounds of animals</li> <li>• Rhymes and poems</li> <li>• Colouring pictures of domestic animals</li> <li>• Free Conversation</li> <li>• Collage of domestic animals</li> </ul>

### WEEK 17 and 18

Domains	Competencies	Suggestive activities
Physical Development	<b>C-2.4:</b> Differentiates multiple smells and tastes	<ul style="list-style-type: none"> <li>• Lemonade activity by teacher</li> <li>• Asking children to smell flowers/herbs</li> <li>• Taste and tell</li> <li>• Telling of favourite smell/taste by children</li> </ul>
	<b>C-2.5:</b> Develops discrimination in the sense of touch	<ul style="list-style-type: none"> <li>• Touching real objects like stone, note book, cotton and soft toy etc. for comparing hard or soft</li> <li>• Putting things in a box and asking children to touch and tell hard and soft objects</li> </ul>
	<b>C-2.6:</b> Begin integrating sensorial perceptions to get a holistic awareness of experiences	<ul style="list-style-type: none"> <li>• Blowing a balloon or a piece of paper</li> <li>• Game sit stand</li> <li>• Making children close and open eyes by giving instructions</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>• Paper folding</li> <li>• Pouring sand in the bottle</li> </ul>
Cognitive Development	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>• Counting the objects/ things in the surroundings</li> <li>• Saying numbers in correct sequence (up to 10)</li> <li>• What comes after</li> </ul>
	<b>C-8.7:</b> Recognizes multiplication as repeated addition and division as equal sharing	<ul style="list-style-type: none"> <li>• Grouping the things /objects / children</li> <li>• Asking child to distribute things/objects equally to three recipients (up to 6)</li> </ul>
Language and Literacy Development	<b>C-10.3:</b> Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Identification of sound ए, ऐ through pictures, flash cards, words, rhyming words and simple conversation</li> <li>• Matching Pictures with swar ए, ऐ</li> </ul>
	<b>C-10.8</b> Writes a paragraph to express their understanding and experiences	<ul style="list-style-type: none"> <li>• Tracing of swar ए, ऐ</li> <li>• Writing of swar ए, ऐ</li> </ul>
Aesthetic and Cultural Development	<b>C-12.2:</b> Explores and plays with own voice, body, spaces and a variety of objects to create music, role play, dance and movements	<ul style="list-style-type: none"> <li>• Music and dance</li> <li>• Role play</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explore using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>• Toys and pictures of wild animals</li> <li>• Creating a forest scene with toys</li> <li>• Sounds of wild animals</li> <li>• Fun exercise like animal walk</li> <li>• Rhymes</li> <li>• Watching videos of wild animals</li> </ul>

**WEEK 19 and 20**

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.1:</b> Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> <li>● Throw ball in basket</li> <li>● Hit the target</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.6:</b> Shows kindness and helpfulness to others (including animals plant) when they are in need	<ul style="list-style-type: none"> <li>● Guided conversation</li> <li>● Speaking kind words (please, sorry etc.)</li> <li>● Asking children to tell good things about their peer groups, brother, sister etc.</li> <li>● Story telling</li> </ul>
	<b>C-5.1:</b> Demonstrate willingness and participation in age-appropriate physical work towards helping others	<ul style="list-style-type: none"> <li>● Classroom cleanliness/decoration activity</li> </ul>
Cognitive Development	<b>C-7.2:</b> Observes and understand cause and effect relationship in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> <li>● Telling children about seasons</li> <li>● Rhymes</li> <li>● Clothes we wear in Summer and Winter</li> </ul>
	<b>C-7.3:</b> Uses appropriate tools and technology in daily life situations and for learning	<ul style="list-style-type: none"> <li>● Playing cartoon films/short stories on TV/YouTube etc.</li> <li>● Using paint app on computer with the assistance of teacher</li> </ul>
	<b>C-8.8:</b> Recognises, makes, and classifies basic geometric shapes and their observable properties and understand and explains the relative relation of objects in space	<ul style="list-style-type: none"> <li>● Recognition of shapes – square</li> <li>● Giving random shapes and asking children to recognize squares</li> <li>● Standing on square shape</li> <li>● Recognition of square shape in surrounding</li> </ul>
Language and Literacy Development	<b>C-9.7:</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> <li>● Vocabulary game</li> </ul>
	<b>C-10.3:</b> Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>● Identification of sound ओ, औ through pictures, flash cards, words, rhyming words and simple conversation</li> <li>● Matching pictures with swar ओ, औ</li> <li>● Naming the objects of sound ओ, औ in the immediate surrounding</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences:	<ul style="list-style-type: none"> <li>● Tracing of swar ओ, औ</li> <li>● Writing of swar ओ, औ</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explore using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>● Observing simple things like water is colourless, sun rises in the morning, ice melts quickly when it is hot</li> <li>● Making bubbles with water</li> <li>● Videos of rivers, ponds and sea</li> </ul>

**WEEK 21 and 22**

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.1:</b> Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> <li>● Hit the Target</li> <li>● Playing with Ball</li> </ul>
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>● Hide and seek game</li> <li>● Standing in shapes circle and square</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>● Using Finger Puppets to recite rhymes</li> <li>● Leaf painting</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.2:</b> Recognizes different emotions and makes deliberate effort to regulate them appropriately	<ul style="list-style-type: none"> <li>● Asking children to make faces showing emotions like happy, sad, angry</li> <li>● Giving a situation and asking for responses</li> </ul>



Cognitive Development	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>• Number sorting</li> <li>• Count and tell</li> <li>• What comes after 1 to 10</li> </ul>
	<b>C-8.8:</b> Recognises, makes, and classifies basic geometric shapes and their observable properties and understand and explains the relative relation of objects in space	<ul style="list-style-type: none"> <li>• Shape- Semi-circle</li> <li>• Recognising/Making figures using these shapes</li> <li>• Standing in semicircle</li> </ul>
Language and Literacy Development	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Identification of sound अ, आ: through pictures, flash cards, words, rhyming words and simple conversation</li> </ul>
	<b>C10.8:</b> Writes a paragraph to express their understanding and experiences:	<ul style="list-style-type: none"> <li>• Tracing swar अ, आ: and ऋ with coloured pencil</li> <li>• Writing of swar अ, आ: and ऋ</li> </ul>
Aesthetic and Cultural Development	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two – dimensional and three- dimensional artworks in varying sizes.	<ul style="list-style-type: none"> <li>• Clay modelling</li> <li>• Making shapes with clay or dough</li> <li>• Making Faces with paper bags</li> </ul>
	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	<ul style="list-style-type: none"> <li>• Mythological stories e.g. Narration of Ramayana</li> <li>• Colouring of festival scene e.g. dushera</li> <li>• Peer listening of stories in groups</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explore using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>• Labelled pictures of common flowers with names</li> <li>• Making bouquet</li> <li>• Drawing and colouring flowers</li> </ul>

#### WEEK 23 and 24

Domains	Competencies	Suggestive activities
Physical Development	<b>C-1.1:</b> Shows a liking for and understanding of nutritious food and does not waste food	<ul style="list-style-type: none"> <li>• Healthy Tiffin competition</li> <li>• Collage making on healthy food</li> <li>• Sharing of recipes with parents</li> <li>• Classroom talk by children on healthy food</li> <li>• Video and stories on healthy food and junk food</li> </ul>
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Fly Like a bird</li> <li>• Walk on toes</li> <li>• Taking big and small steps</li> <li>• Walking on shapes- circle and square</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>• Tearing newspaper into strips and crushing them into ball</li> <li>• Thread painting</li> <li>• Blow painting</li> <li>• Colouring circle and square shape</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.5:</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>• Follow simple classroom norms like ask before going out and coming in the classroom etc./ keeping things at their place after doing any activity/going for handwash before and after eating</li> </ul>
Cognitive Development	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>• Colouring the numbers</li> <li>• Relating number with surrounding objects.</li> <li>• Count and tell</li> <li>• Recognizing sets of numbers (up to 5)</li> </ul>

	<b>C-8.8:</b> Recognises, makes, and classifies basic geometric shapes and their observable properties and understand and explains the relative relation of objects in space	<ul style="list-style-type: none"> <li>• Shape- triangle</li> <li>• Showing objects, pictures related to triangle shape like joker cap, pizza slice, etc.</li> <li>• Paper folding activity by teacher like, cap making, Christmas tree and ice cream cone</li> <li>• Giving random shapes and asking children to recognize triangle</li> <li>• Standing on square triangle</li> <li>• Recognition of triangle shape in surrounding</li> </ul>
Language and Literacy Development	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Identification and recognition of swar अ to अः and ऋ</li> <li>• Pictures, flash cards, words</li> <li>• Revision</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences:	<ul style="list-style-type: none"> <li>• Tracing swar अ to अः and ऋ with coloured pencil</li> <li>• Writing of swar अ to अः and ऋ</li> </ul>
Aesthetic and Cultural Development	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage	<ul style="list-style-type: none"> <li>• Diya and candle decoration</li> <li>• Rangoli making</li> <li>• Celebration of Diwali festival</li> <li>• Story telling</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>• Pictures and videos of common birds with names</li> <li>• Making stick puppet of birds</li> <li>• Stories and rhymes on birds</li> </ul>

#### WEEK 25 and 26

Domains	Competencies	Suggestive activities
Physical Development	<b>C-2.5:</b> Develops discrimination in the sense of touch	<ul style="list-style-type: none"> <li>• Touch and tell the whether hot or cold, rough or smooth</li> <li>• Putting things in a box and asking children to tell the texture</li> </ul>
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Jump in and out of different shapes</li> <li>• Walk along the shapes circle, semicircle, triangle</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>• Making flower from toffee wrapper on sheet</li> <li>• Making clown with paper with the help of teacher</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.6:</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need	<ul style="list-style-type: none"> <li>• Sowing seed in pot</li> <li>• Watering the plants</li> <li>• Taking care of school garden - not to pluck leaves and flowers</li> </ul>
Cognitive Development	<b>C-8.4:</b> Arranges numbers up to 99 in ascending and descending order	<ul style="list-style-type: none"> <li>• Comparison of tall and short by showing objects like pencils, sticks etc.</li> <li>• Make the children stand in a line height wise -tall to short or short to tall</li> <li>• Ordering of numbers</li> </ul>
	<b>C-8.6:</b> Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	<ul style="list-style-type: none"> <li>• Making the child combine two group of objects and recount e.g. I have two chocolates and my sister gives me three chocolates now I have five chocolates</li> </ul>
	<b>C-8.8:</b> Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space	<ul style="list-style-type: none"> <li>• Recapitulation of all shapes by tracing them and matching them with the objects</li> <li>• Asking the children to explain physical features of circle, square and triangle</li> <li>• Paper folding in different shapes</li> <li>• Making of different shapes with match sticks or any</li> </ul>

		<p>available small objects like pebbles, beads etc.</p> <ul style="list-style-type: none"> <li>Identifying shapes from random shapes e.g. circle or triangle from different shapes</li> </ul>
	<p><b>C-8.12:</b> Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedure related to quantities, shapes, space and measurements.</p>	<ul style="list-style-type: none"> <li>Number games for e.g. (a) flash cards of various numbers are displayed, teacher will tell the children to take out flash card of certain number from various numbers</li> <li>(b) Fun games e.g. Jump into the pond -Teacher will write different numbers on the floor and will speak out any number. The children will go and stand on that number, those who would not be able to find the number will be out and get another chance in next round</li> </ul>
Language and Literacy Development	<p><b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words</p>	<ul style="list-style-type: none"> <li>Identification and recognition of sounds of vyanjan क to ड through pictures, flash cards etc.</li> <li>Naming the objects of sound क to ड in the immediate surrounding</li> </ul>
	<p><b>C-10.8</b> Writes a paragraph to express their understanding and experiences:</p>	<ul style="list-style-type: none"> <li>Tracing of vyanjan क to ड</li> <li>Writing of vyanjan क to ड</li> <li>Identification of sight words</li> </ul>
Positive Learning habits	<p><b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions</p>	<ul style="list-style-type: none"> <li>Conversation on different rooms in a house</li> <li>Pasting picture of different types of houses</li> <li>Description of house/rooms children live in</li> </ul>

### WEEK 27 and 28

Domains	Competencies	Suggestive activities
Physical Development	<p><b>C-3.1:</b> Shows coordination between sensorial perceptions and body movements in various activities</p>	<ul style="list-style-type: none"> <li>Number Game e.g. Make 2 teams. Give numbers to each child, make circle in centre and put a ball, then call given number, child with same number will come from both teams and will try to pick the ball first.</li> <li>Games like Dodge ball</li> </ul>
	<p><b>C-3.3:</b> Shows precision and control in working with their hands and fingers</p>	<ul style="list-style-type: none"> <li>Folding the handkerchief</li> <li>Buttoning and unbuttoning</li> <li>Picking dried leaves from ground</li> <li>Screwing and unscrewing bottle caps</li> </ul>
Socio Emotional and Ethical Development	<p><b>C-4.1:</b> Starts recognising 'self' as an individual belonging to a family and community</p>	<ul style="list-style-type: none"> <li>Community helpers and neighbourhood places</li> <li>Introducing children to helpers in school</li> <li>Taking the help of Parents for e.g. a doctor parent can talk to children about his/her work and organize a small health check-up camp</li> <li>Videos</li> <li>Flash cards</li> <li>Visit to nearby places like parks and post office</li> <li>Fancy dress competition on community helpers</li> </ul>
Cognitive Development	<p><b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s</p>	<ul style="list-style-type: none"> <li>Identification and recognition of numbers 1 to 15</li> <li>Colouring the numbers</li> <li>Relating numbers with surrounding objects</li> <li>Activity of learning of their house numbers</li> <li>Count and tell</li> <li>What comes in-between?</li> </ul>

Language and Literacy Development	<b>C-9.3:</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>Asking children to share their experiences/ stories on a given theme</li> <li>Group conversation</li> </ul>
	<b>C-9.6:</b> Narrate short story with clear plot and characters	<ul style="list-style-type: none"> <li>Picture reading/ story telling by children</li> <li>Flash cards</li> <li>Stories by children</li> </ul>
	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>Identification and recognition of vyanjan च to ज through pictures, flash cards etc.</li> <li>Identification of sound of vyanjan च to ज</li> <li>Naming the objects of sound च to ज in the immediate surrounding</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences:	<ul style="list-style-type: none"> <li>Tracing of vyanjan च to ज</li> <li>Individual writing of vyanjan च to ज</li> <li>Identifying the sight words</li> </ul>
Aesthetic and Cultural Development	<b>C-12.3:</b> Innovates and works imaginatively to express ideas and emotions through the arts	<ul style="list-style-type: none"> <li>Free hand drawing of different plants or objects</li> <li>Role play of community helpers</li> <li>Making things with their imagination from waste material like making of doll dress with waste paper, making any figure with pencil shavings etc.</li> </ul>

#### WEEK 29 and 30

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Clay modelling e.g. asking children to create whatever they want/ self-expression through clay</li> <li>Pasting of pencil shavings</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.4:</b> Shows cooperative behaviour with other children	<ul style="list-style-type: none"> <li>Indoor/outdoor group play/games</li> <li>Guided play</li> <li>Playing with puzzles/toys</li> </ul>
Cognitive Development	<b>C-8.6:</b> Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	<ul style="list-style-type: none"> <li>Making the child take out objects /things from a collection and recount e.g. I have 5 chocolates and I take out 3 chocolates and now I have 2 chocolates</li> </ul>
	<b>C-8.8:</b> Recognizes, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space	<ul style="list-style-type: none"> <li>Making shapes using pencils</li> <li>Showing objects of shapes circle, square and rectangle</li> <li>Giving objects like beads, pebbles, leaves and flowers etc. and asking them to sort and arrange</li> </ul>
	<b>C-8.13:</b> Formulates and solve simple mathematical problems related to quantities, shapes, space and measurements	<ul style="list-style-type: none"> <li>Making figures by using shapes like hut, joker, doll, flower etc.</li> </ul>
Language and Literacy Development	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>Identification and recognition of vyanjan ट to ढ through pictures, flash cards etc.</li> <li>Identification of sound of vyanjan ट to ढ</li> <li>Naming the objects of sound ट to ढ in the immediate surrounding</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences:	<ul style="list-style-type: none"> <li>Tracing of vyanjan ट to ढ</li> <li>Writing of vyanjan ट to ढ</li> <li>Identifying the sight words</li> </ul>

Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>• Visuals of national flag, fruit, animal, flower</li> <li>• Colouring of national symbols</li> <li>• Fancy dress on the theme national bird, animal, fruit</li> <li>• National flag colouring (painting colours/ pulses)</li> <li>• Rhymes on national bird, animal and fruit</li> </ul>
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### WEEK 31 and 32

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Musical chair activity</li> <li>• Frog Race</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.5:</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>• Displaying classroom rules and repeating those instruction for habit formation</li> <li>• Assigning small duties to children</li> <li>• Observing free conversation and free play of children</li> <li>• Providing duly labelled, low shelves along with pictures to help children keep back the material</li> </ul>
Cognitive Development	<b>C-8.1:</b> Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> <li>• Giving objects like beads, pebbles, leaves and flowers etc. and asking them to sort and arrange them on the basis of colour, size and shapes</li> </ul>
	<b>C-8.10:</b> Perform simple measurement of time in minutes, hours, days, weeks and months	<ul style="list-style-type: none"> <li>• Calendar activity</li> <li>• Rhymes on day of the weeks</li> </ul>
Language and Literacy Development	<b>C-9.5:</b> Comprehends narrated/read out stories and identifies characters, story line and what the author want to say	<ul style="list-style-type: none"> <li>• Story telling</li> <li>• Retelling the story by children in their own words</li> <li>• Asking children to tell the emotions of characters in the story</li> <li>• Sequencing the story with the help of worksheets</li> </ul>
	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Identification and recognition of vyanjan त to न through pictures, flash cards etc.</li> <li>• Identification of sound of vyanjan त to न</li> <li>• Naming the objects of sound त to न in the immediate surrounding</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences	<ul style="list-style-type: none"> <li>• Tracing of vyanjan त to न</li> <li>• Writing of vyanjan त to न</li> <li>• Identification of sight words</li> </ul>
Aesthetic and Cultural Development	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two – dimensional and three- dimensional artworks in varying sizes.	<ul style="list-style-type: none"> <li>• Making things with ice cream sticks, beads, seeds, thread etc.</li> <li>• Making hut with match sticks</li> </ul>
	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage	<ul style="list-style-type: none"> <li>• Mask making activity</li> <li>• Decoration of classroom</li> <li>• Singing jingles</li> <li>• Distribution of sweets</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>• Sorting of fruits and vegetables according to season</li> <li>• Asking children to tell their favourite season and reason for the same</li> <li>• Asking children to dress up a puppet according to winter and summer season</li> <li>• Rhymes on seasons</li> </ul>

### WEEK 33 and 34

Domains	Competencies	Suggestive activities
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Relay Race</li> <li>• Side walking</li> </ul>

Physical Development		<ul style="list-style-type: none"> <li>Hoping</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Thumb painting</li> <li>Paper Folding</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.4:</b> Shows cooperative behavior with other children	<ul style="list-style-type: none"> <li>Formation of groups and asking children to complete a given task</li> <li>Outdoor activity like relay races etc.</li> </ul>
Cognitive Development	<b>C-7.2:</b> Observes and understand cause and effect relationship in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> <li>Naming the objects in the sky</li> </ul>
	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>Singing number names in correct sequence</li> <li>Identification and recognition of numbers 1 to 20</li> <li>Count and tell</li> <li>What comes after?</li> <li>Asking children to tell the missing numbers</li> </ul>
Language and Literacy Development	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>Identification of sound प to म through pictures, flash cards, words, rhyming words and simple conversation</li> <li>Naming the objects of sound प to म in the immediate surrounding</li> </ul>
	<b>C-10.4:</b> Read stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation	<ul style="list-style-type: none"> <li>Showing familiar signs, logos, toffees and biscuit rappers, sign boards to children and asking them to identify</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences:	<ul style="list-style-type: none"> <li>Tracing of vyanjan प to म</li> <li>Writing of vyanjan प to म</li> <li>Identification of sight words</li> </ul>
Aesthetic and Cultural Development	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two – dimensional and three- dimensional artworks in varying sizes.	<ul style="list-style-type: none"> <li>Thumb painting</li> <li>Leaf painting/object painting</li> <li>Vegetable Painting</li> </ul>
Positive Learning habits	<b>C-13.2:</b> Memory and mental flexibility; Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self- control (to resist impulsive actions or responses) that would assist them in learning in structured environments	<ul style="list-style-type: none"> <li>Memory game for e.g. showing some items, hiding them and asking children to name the items</li> <li>Shopping list for birthday party/ festival celebration etc.</li> <li>Performing action songs/dance with children and</li> <li>Asking them to repeat the steps e.g. remember and recall the actions of the song</li> </ul>

### WEEK 35 and 36

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>Traffic light game</li> <li>Tug of war</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Making figures by pasting cotton, rice, dal, sand etc.</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.3:</b> Interacts comfortably with other children and adults	<ul style="list-style-type: none"> <li>Find the hidden objects / Treasure hunt with map designed by teacher</li> <li>Free conversation</li> </ul>
Cognitive Development	<b>C-8.2:</b> Identifies and extends simple patterns in their surroundings, shapes, and numbers	<ul style="list-style-type: none"> <li>Pattern completion of actions</li> <li>Skip counting</li> </ul>
	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>Colouring the numbers</li> <li>Backward counting</li> <li>Count and tell</li> <li>Tell the missing number</li> </ul>

Language and Literacy Development	<b>C-9.1:</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>Folk songs</li> <li>Poems/rhymes</li> </ul>
	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>Identification and recognition of vyanjan य to श through pictures, flash cards etc.</li> <li>Identification of sound of vyanjan य to श</li> <li>Naming the objects of sound य to श in the immediate surrounding</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences:	<ul style="list-style-type: none"> <li>Writing of vyanjan य to श</li> <li>Identification of sight words</li> </ul>
Aesthetic and Cultural Development	<b>C-12.2:</b> Explores and plays with own voice, body, spaces and a variety of objects to create music, role play, dance and movements	<ul style="list-style-type: none"> <li>Identifying loud and soft voice, high and low pitch</li> </ul>
	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage	<ul style="list-style-type: none"> <li>Republic day Celebration</li> <li>Rhymes/ poems</li> <li>Group dance/ action song</li> <li>Role Play/ Fancy dress on the theme freedom fighters</li> </ul>
Positive Learning habits	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>Showing Model of traffic light</li> <li>Pictures and videos related to rules of the road</li> <li>Visit to traffic park</li> <li>Poem on traffic light</li> </ul>

#### WEEK 37 and 38

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>Hurdle race</li> <li>Outdoor games</li> <li>Dance / yoga / free exercise</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Spray painting with the help of teacher</li> <li>Making wall hanging with match sticks</li> </ul>
Socio Emotional and Ethical Development	<p><b>C-4.6:</b> Shows kindness and helpfulness to others including animals, plants when they are in need</p> <p><b>C-4.7:</b> Understands and responds positively to different thoughts, preferences, and emotional needs of other children</p>	<ul style="list-style-type: none"> <li>Engaging children in theme-based conversations e.g.</li> <li>Helping children to make friends with special children</li> <li>Giving a situation related to special children and asking for their responses</li> <li>Story telling</li> <li>Small group activities using different corners in the class</li> <li>Pretend play e.g. family play, picnic play etc.</li> </ul>
Cognitive Development	<b>C-8.5:</b> Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	<ul style="list-style-type: none"> <li>Concept of more or less using real objects</li> <li>Comparing activity by children</li> <li>Collecting Stones/leaves and segregating them in two groups more and less</li> </ul>
Language and Literacy Development	<b>C-10.1:</b> Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/syllables in L1	<ul style="list-style-type: none"> <li>Drill on phonological sounds</li> <li>Games on rhyming words</li> <li>Identifying the beginning and ending sound of word</li> </ul>
	<b>C-10.2:</b> Understands basic structure /format of a book, idea of words in print and direction in which they are printed, and recognizes basic punctuation marks	<ul style="list-style-type: none"> <li>Picture reading</li> <li>Asking children to read picture book (pretend reading) and identify the different pictures and try to speak about it.</li> </ul>

	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Identification and recognition of vyanjan ष to ज्ञ through pictures, flash cards etc.</li> <li>• Identification of sound of vyanjan ष to ज्ञ</li> <li>• Naming the objects of sound ष to ज्ञ in the immediate surrounding</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences	<ul style="list-style-type: none"> <li>• Tracing of vyanjan ष to ज्ञ</li> <li>• Writing of vyanjan ष to ज्ञ</li> <li>• Identification of sight words</li> </ul>
<b>Aesthetic and Cultural Development</b>	<b>C-12.3:</b> Innovates and works imaginatively to express ideas and emotions through the arts	<ul style="list-style-type: none"> <li>• Explore /draw your way to reach the garden</li> <li>• Free hand drawing</li> <li>• Imitating sounds of animals</li> </ul>

### WEEK 39 and 40

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.1:</b> Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> <li>• Pass the ball</li> <li>• Hit the target</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>• Wool painting</li> <li>• Making drawings using shapes</li> </ul>
Socio Emotional and Ethical Development	<b>C-4.5:</b> Understand and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>• Giving small instructions to children for e.g. use dustbin, close the tap properly after use to save water</li> <li>• Role play to demonstrate the habit of waiting for turn</li> </ul>
Cognitive Development	<b>C-7.2:</b> Observes and understand cause and effect relationship in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> <li>• Sapling activity</li> <li>• Experiment for e.g. put jar on one plant keep it in dark and other in the sun light and ask children to tell their observation</li> </ul>
	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>• Count and tell 1 to 20</li> <li>• Tell the missing number</li> <li>• What comes after?</li> </ul>
	<b>C-8.11:</b> Perform simple transaction using money up to INR 100	<ul style="list-style-type: none"> <li>• Showing currency coins</li> <li>• Identifying currency coins</li> </ul>
Language and Literacy Development	<b>C-10.1:</b> Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/syllables in L1	<ul style="list-style-type: none"> <li>• Making the child combine 2-3 syllables and form words</li> <li>• Drill on phonological sounds</li> <li>• Games on rhyming words</li> <li>• Identifying the beginning and ending sound of word</li> </ul>
	<b>C-10.5:</b> Read short stories and comprehends its meaning by identifying characters, storing line and what the author wanted to say – on their own (L-I)	<ul style="list-style-type: none"> <li>• Picture book reading with assistance of teacher</li> <li>• Narrate the story in sequence</li> <li>• Identify the character of the story</li> <li>• Asking children to explain the learning from a story/ event</li> </ul>

### WEEK 41 and 42

Domains	Competencies	Suggestive activities
Physical Development	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Colour game for e.g. Tipi – Tipi – tap</li> <li>• Hoping/ running/ slow walking etc.</li> <li>• Dance with partner on newspaper</li> </ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>• Making stick puppet with paper plate</li> <li>• Making photo frame of cardboard and newspaper</li> <li>• Card making with the help of teacher</li> </ul>



Socio Emotional and Ethical Development	<b>C-4.4:</b> Shows cooperative behavior with other children	<ul style="list-style-type: none"> <li>• Group work - Assigning roles/ tasks and ask children to complete the task</li> <li>• Collage making</li> <li>• Games for e.g. Tug of war</li> </ul>
Cognitive Development	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>• Revision Work</li> </ul>
	<b>C-8.11:</b> Performs simple transactions using money up to INR 100	<ul style="list-style-type: none"> <li>• Showing currency</li> <li>• Role play / dramatization</li> </ul>
Language and Literacy Development	<b>C-10.1:</b> Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/syllables in L1	<ul style="list-style-type: none"> <li>• Making the child combine 2-3 syllables and form words</li> <li>• Drill on phonological sounds</li> <li>• Games on rhyming words</li> <li>• Identifying the beginning and ending sound of word</li> </ul>
	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Revision of swar and vyanjan through pictures, flash cards, words, rhyming words and simple conversation</li> <li>• Reading of two syllable words for e.g अब, तब, जब</li> </ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences:	<ul style="list-style-type: none"> <li>• Writing of swar and vyanjan</li> <li>• Naming objects related to swar and vyanjan</li> <li>• Matching the picture with corresponding swar and vyanjan</li> </ul>
	<b>C-10.9:</b> Shows interest in picking up and reading a variety of children's book (L1)	<ul style="list-style-type: none"> <li>• Selecting book from book corner</li> <li>• Narrating story/ pretend reading</li> </ul>
Aesthetic and Cultural Development	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	<ul style="list-style-type: none"> <li>• Holi celebration</li> <li>• Playing Holi with flowers</li> <li>• Story of Holi</li> <li>• Card making activity</li> </ul>
Positive Learning habits	<b>C-13.1:</b> Attention and intentional action: Acquires skills to plan, focus attention and direct activities to achieve specific goal	<ul style="list-style-type: none"> <li>• Dramatization on any topic</li> <li>• Storytelling and retelling by children</li> <li>• Reading familiar words/ print material around children</li> </ul>

## Role of Parents and Community

### Parents and Family

Parents and family are co-partners with the school in the child's learning and development. In the early years, it is even more important for parents to understand and support what happens in school as well as for Teachers to understand the child's situation at home so that they can take cognizance of it in their interactions with the child. Relationships with parents and families may be built and sustained with focus. Communication with parents needs to be frequent and ongoing, with parents being treated as equal partners in the process, not as people who are talked down to or only reported to. Parents need to be kept abreast of the child's progress. This could be done by inviting parents to school regularly for discussions about their child's learning, and by the Teacher conducting home visits. The meetings also provide space to elicit their views about the school's functioning. Parents may solicit meetings with Teachers as and when required. A shared understanding would be useful, especially of the importance of child development in the early years, different domains of development and learning, the need for stimulation and engagement in a conducive and safe home environment, the importance of basic health and nutrition, the effects of deprivation and child abuse, and the importance of the family and Teachers in the child's development. Parents and family can individually contribute to the school in several ways. Illustratively: participate in special celebrations, important days of the school, and school events; help with organising and supervising small local field trips; share their knowledge and experience when particular topics are being studied (e.g., growing plants and controlling for pests, how to perform first aid for basic injuries, cooking a simple healthy meal, demonstrating basic woodworking, talking about animals or vehicles); help the Teacher to align aspects of school practices to the local context (e.g., local festivals, local food, local art forms); and be part of the classroom on designated days as an observer or co-teacher

Parents can also be part of the School Management Committee, and become the bridge between the parents, the community and Teachers. They can take responsibility for ensuring clear, transparent communications about all matters between other parents and the school, they could help to collect additional resources or learning material, and be part of parent groups to plan, coordinate and manage events like Teachers Day or Sports Day

### Community

The local community is defined as parents, family, residents of the neighbourhood, youth groups, community leaders, and local governance institutions. The community could be involved in and support the school in several ways. Illustratively: ensure enrolment and regular attendance of all local young children, share observations with Teachers, provide support with additional infrastructure, learning materials, better nutritional sources for children's meals or other services (e.g., the Gram Panchayat could use funds from other schemes for providing a water connection), motivate all parents and community members to become active partners with the school, and help make the school an integral part of the community.

**Sample Weekly Schedule Preschool- II**

Session Name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Circle Time/ Conversation (45 min)</b>	Welcome Children / Warm Up / Health and Hygiene Check-up/ Free Conversation/ One to one interaction with child/ Sharing experience with children / Introduce yourself activity					
<b>Snack Break (15 min)</b>	Sharing with friends					
<b>Rhymes/Song/Music /Movement (15 min)</b>	Videos of Rhymes on healthy habits	<ul style="list-style-type: none"> <li>Recitation of rhymes on healthy habits with intonation and gestures by teacher and children</li> <li>Naming the personal care objects e.g. comb, toothbrush etc.</li> </ul>	Action song	Singing songs in group	Recitation of rhymes and naming the words having rhyming sounds	Nature walk
<b>Concept Time/ Pre Numeracy (1 hour)</b>	Recognition of numbers up to 10	<ul style="list-style-type: none"> <li>Singing number names in correct sequence 1 to 10</li> <li>Poem on numbers</li> </ul>	<ul style="list-style-type: none"> <li>Poem on numbers 1 to 10</li> <li>Counting forward (1-10)</li> </ul>	<ul style="list-style-type: none"> <li>Colouring the numbers</li> <li>Counting concrete objects (up to 5) e.g. 5 pencils, 2 note books</li> </ul>	<ul style="list-style-type: none"> <li>Poem on numbers 1 to 10</li> <li>Counting forward</li> </ul>	Matching the numbers with objects (up to 5)
<b>Art/Craft / Free Play (30 min)</b>	Pouring dal into graduated cylinder (Group activity)	Rhyme 'Chana kaise boya?' with actions	Sorting grains from a mixture and naming the colours of grains	Pasting grains in shapes on the chart or paper (group activity)		Display of childrens' work
<b>Corners Time (45 min)</b>	Pretend play	Selecting books from book corners / picture reading	Using musical instruments or imitating sounds of musical instruments	Picture reading	Puppet play	Block Building
<b>Lunch Break (45 min)</b>						
<b>Emergent Literacy/ Story Time (45 min)</b>	<ul style="list-style-type: none"> <li>Recognition of sound क</li> <li>Displaying pictures of objects starting from sound क</li> </ul>	<ul style="list-style-type: none"> <li>Children to name the objects starting with sound क</li> <li>Tracing the akshara</li> </ul>	<ul style="list-style-type: none"> <li>Children to name the objects starting with sound क in the immediate surroundings</li> <li>Tracing the akshara</li> </ul>	<ul style="list-style-type: none"> <li>Writing the akshara</li> <li>children to name the objects starting with sound क in the immediate surroundings</li> <li>Tracing the akshara</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of sound ख</li> <li>Displaying pictures of objects starting from sound ख</li> </ul>	<ul style="list-style-type: none"> <li>Children to name the objects starting with sound ख</li> <li>Tracing the akshara</li> </ul>
<b>Outdoor Play and Wind Up (30 min)</b>	Teacher guided outdoor play for developing gross motor skills. Recapitulation of all the activities done on that day. Encourage children to share all that they did during the day with their parents.					

## Glossary of Terms

1. Anganwadi –A childcare centre that provides health, education, and nutrition services to children less than six years, mothers, and adolescents throughout the country; set up under the Integrated Child Development Services (ICDS) scheme.
2. Balanced approach – An approach to literacy pedagogy, that balances explicit instruction for decoding (see below) and learning the script through meaning-making (see below) of the text encountered.
3. Balvatika –A one-year preparatory class before Grade 1 for children aged 5 - 6 years; it can be in an Anganwadi, a pre-school, primary school, or any other configuration.
4. Care – A behaviour expressing interest or concern towards something or someone; any activity that attempts to establish, maintain, and improve good relationships between people.
5. Cognitive – Any mental activity relating to or involving the processes of thinking and reasoning.
6. Competencies – These are learning achievement that are observable and can be assessed systematically.
7. Concept of print (or Print awareness) – This is an awareness of how printed texts work. This includes, among many things, the knowledge of what books are for, and an awareness of what direction the text is read in the printed form, and a knowledge of other mechanics of writing such as space between words and punctuation marks.
8. Curricular goals – These are statements that give directions to curriculum development and implementation.
9. Decoding – This is a key skill for learning to read. It is the ability to make the appropriate connection between the letters in the script and the sounds in the language. This ability is necessary to sound out full words that are presented in a written form.
10. Developmental delay – This refers to a delay in the growth of a child according to the norms for children of that age group. Delays can be in motor function, language and speech, cognitive skills, social functions, and so on.
11. Domains of development – The areas of growth and progress, namely, physical, emotional, social, cognitive, and language acquisition.
12. Early Childhood Care and Education – The care and education of children from birth to eight years.
13. Early Language – Language learning in the first few years of a child's life where there is interest and emphasis in acquiring oral skills, practising pronunciation, intonation, and the joy of learning new sounds, words, and language rules.
14. Emergent Literacy – The early stage of learning where children engage with reading and writing before these skills are introduced to them formally in a school.
15. Emergent Numeracy - The early stage of learning where children engage with basic number concepts and computation skills before these are introduced to them formally in a school.
16. Emotional intelligence – The ability to understand and manage one's own and others' emotions and respond positively to social norms.
17. Fine Motor skills – The ability to use the smaller muscles of the hands and wrists to make precise movements.
18. Foundational Literacy and Numeracy – (FLN) – It is a child's ability to read basic written or textual material and solve basic maths problems such as addition and subtraction.
19. Foundational stage – The stage of schooling for children aged 3 - 8 years.
20. Free play – Child-led, child-directed play in a stimulating environment developed by the teacher.
21. Guided play – Child-led, teacher-supported play, with guidance from the teacher.
22. Holistic development – The development of intellectual, social, physical, ethical, and emotional capacities in an individual.
23. Holistic Progress Card – The record of a child's learning and progress in all domains of learning achievement and development.
24. Home language – The language(s) spoken amongst members in the home of the child.

25. Hypothesis – An idea that is suggested as the possible explanation for something but has not yet been found to be true or correct.
26. Inclusion – The act of including; ensuring that each child has an equitable opportunity to participate in all school and classroom processes regardless of their individual learning differences.
27. Learning achievements – This is the extent of progress towards attainment of learning outcomes and associated competencies in any domain.
28. Learning outcomes – These are statements summarising the knowledge, skills, attitudes, and values that all children must possess and demonstrate upon the completion of a learning experience or sequence of learning experiences.
29. Learning trajectories – This is the developmental path to attain competencies.
30. Mathematical understanding – This understanding entails knowing and making sense of the meaning and connotation of mathematical knowledge.
31. Multilingualism – It is the knowledge and active use of many languages other than the home language for communication in teaching and learning contexts.
32. One-to-one correspondence – A skill in younger children involving the counting of each object in a set, wherein the counting is done only once with one count per object.
33. Phonics – A method of teaching decoding letters with matching sounds.
34. Phonological awareness – The ability to identify and distinguish sounds in a spoken word.
35. Positive learning habits – These are habits of learning that enable children to engage actively in formal learning environments like a school classroom.
36. Pre-literacy – These are early reading-readiness behaviours and skills that enable a child to develop successful reading abilities later.
37. Pre-numeracy – These are early number-readiness behaviours and skills of counting, identifying numbers, comparing quantities that enable a child to develop successful computation abilities later.
38. Preparatory stage – The stage for children aged 8-11 years; for Grades 3-5
39. Pre-school – A school providing education for children aged 6 years and under
40. Safety – It is the assessment of risk, and active protection of individuals from harm, danger, or injury.
41. Scaffolding – This is a specific and structured form of support provided to help children learn a particular concept.
42. School preparedness – The readiness of children entering school with a willingness/ openness to engage in and benefit from early learning experiences; also known as school readiness.
43. Self-care – Behaviours enacted in interest or concern towards one's own health, wellbeing, and growth.
44. Spatial skills – The mental ability to visualise and manipulate objects, shapes, and locations.
45. Stimulation – This refers to simple activities such as playing, reading, and singing with children that improve young children's ability to think, communicate, and connect with others.
46. Structured play – Teacher-led play in which children participate actively.
47. Subitizing – The ability to perceive accurately the number of things in a set without counting. This is typically for small number of items.
48. Synaptic connections – These are spatial links between neurons (nerve cells that transmit nerve impulses) to enable learning and memory.
49. Total Physical Response – (TPR) - A method of teaching language or vocabulary by using physical movement to go along with or react to verbal input.
50. Whole language approach – A philosophy and method of teaching languages where a particular language is taught more wholly in experiential and social ways, and not taught in parts (phonological structures, grammar, and vocabulary) to be put together after.



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**राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्**

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