



**Budha Dal Public
School, Patiala**

Class NURSERY



**General
Awareness**

Session 2026 -27



FORMATIVE ASSESSMENT 1
Theme 1: Special Me
This is me
My Body

SUMMATIVE ASSESSMENT 1

Theme 2: Family Fun
I love my Family
My Family

Theme 3: School is Cool
Let's go to school
My Neighbourhood

Theme 4: Best Buddies
My Food
Fruits and vegetables



1 This is Me

Theme 1:
Special Me



CL



Hi! I am Jas. I am three years old.
I like dancing. Blue is my favourite
colour. This is my teddy, Chikoo.

LOTS

1. What all does Jas like to do? Match them to him.

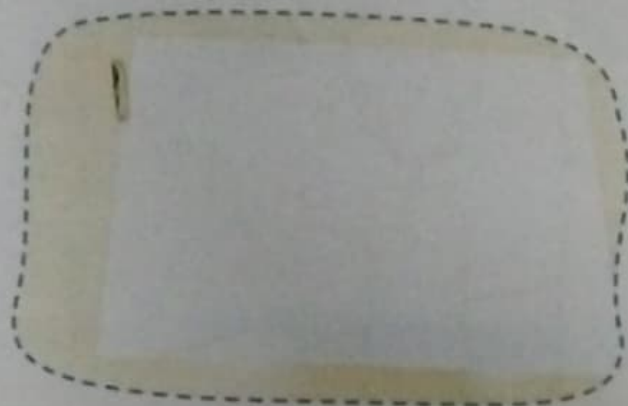




My Name is...

Write your name, as shown.

You will need: A sheet of white paper, water colours and a white crayon.



STEP 1: Take a sheet of white paper.



STEP 2: Write your name on it with a white crayon. You will not be able to read it!



STEP 3: Put water colour paint on it.



STEP 4: Magic! Can you see your name?



2. How old are you? Colour as many candles on the cake. Make a wish.



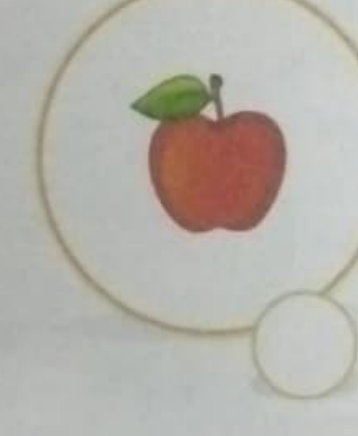
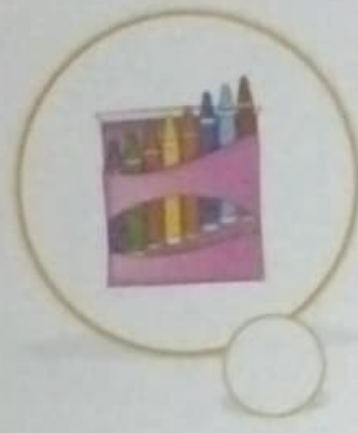
I am years old.

Teacher's Note: Explain to the students what birthday wish means. Ask them what wish they made and why.

My Corner

COD EXL

3. Tick (✓) the things you like.



Teacher's Note: Point at each image and name it.



Lesson 1: This is me

Theme 1:
Special Me



5 Periods (40 minutes each)



Jas's standee, crayons, expression cards and CRM signs, Learning kit, paper/chart, paint, crayons



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop self concept, self control and self help skills
- observe their surroundings and think logically
- develop emergent literary skills
- develop abilities and sensibilities in visual arts
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.) • move their limbs for a fit and flexible body • practise sensory writing using colours
Socio-Emotional and Ethical Development	• start recognising 'self' as an individual belonging to a family • interacts with peers and teacher comfortably • recognise the things they like
Cognitive Development	• comprehend and follow the instructions given by the teacher • observe and understand cause and effect relationships by forming simple hypothesis and use observation to explain the hypothesis (ref. activity 'My Name is...')
Language and Literacy Development	• communicate their ideas about birthday and age, etc. using simple words or home language • talk confidently about the things they like
Aesthetic and Cultural Development	• draw things they like the most • make a birthday card for their partner
Positive Learning Habits	• be active and enthusiastic • adopt and follow classroom norms



CL OIC

Let's Read

Ten Little Fingers

Ten little fingers

Ten little toes

Two little ears and

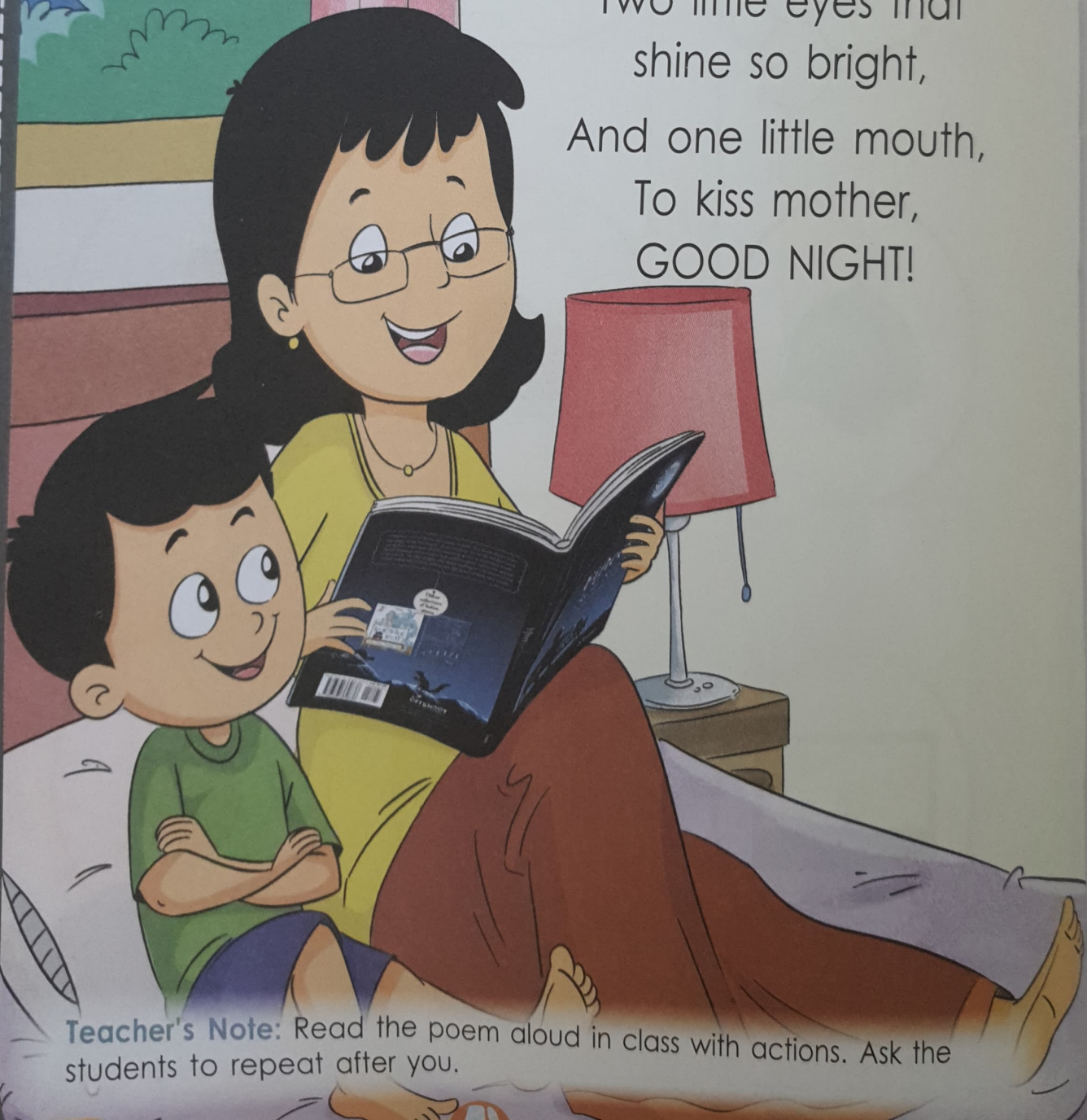
One little nose,

Two little eyes that
shine so bright,

And one little mouth,

To kiss mother,

GOOD NIGHT!



Teacher's Note: Read the poem aloud in class with actions. Ask the students to repeat after you.

Happy Hand



STEP 1: Take a rubber glove. Draw a face on it.



STEP 2: Take a cup. Ask an adult to make a small hole in it.



STEP 3: Place the rubber glove on the mouth of the cup, as shown.



STEP 4: Put a straw through the hole of the cup. Blow into it. Say Hi!

Let's Relax

Tick (✓) what you love to do.

I LOVE TO...



Teacher's Note: Ask the students why do they love it.

Lesson 2: My Body

Theme 1:
Special Me

 5 Periods (40 minutes each)

 Expression cards and CRM signs, Learning Kit, anchor chart on Body Parts, soft doll, pictures or real objects for soap, toothbrush, comb

 eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- demonstrate the use of body with proper sense of space and direction
- develop emotional intelligence
- develop sharpness in sensorial perceptions
- develop effective communication skills
- express their emotions through art in meaningful ways
- develop positive learning habits

Methodology

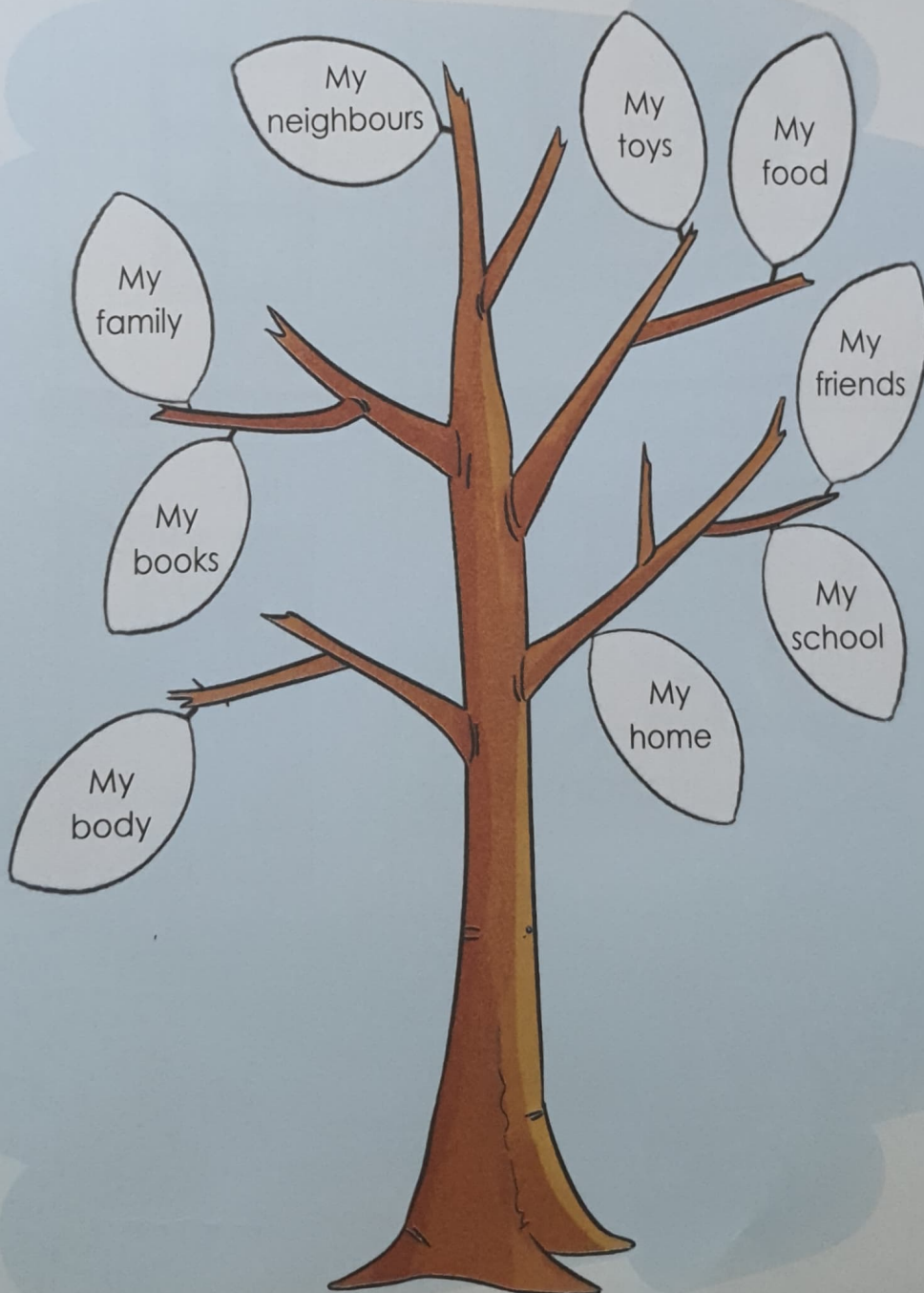
Learning Outcomes

The students will:

Physical Development	• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	• start recognising self as a member of the family and the community
Cognitive Development	• comprehend and follow CRM instructions given by the teacher • identify the different parts of their body
Language and Literacy Development	• communicate their ideas using simple words or home language • mime the actions of daily routine
Aesthetic and Cultural Development	• use craft material to make 'Happy Hand' and play with it • make a puppet/ rag doll with help
Positive Learning Habits	• recognise things they love to do



1. This is the Gratitude Tree. Colour the leaves of the things that you are thankful for.



Teacher's Note: Point at each leaf and read aloud.



Let's Read

CL



Hi!

mother

father

Sat Sri Akal

grandfather

grandmother

Hello!

grandmother

My family stays together
in this house. I love my
family.

2. Count and write.

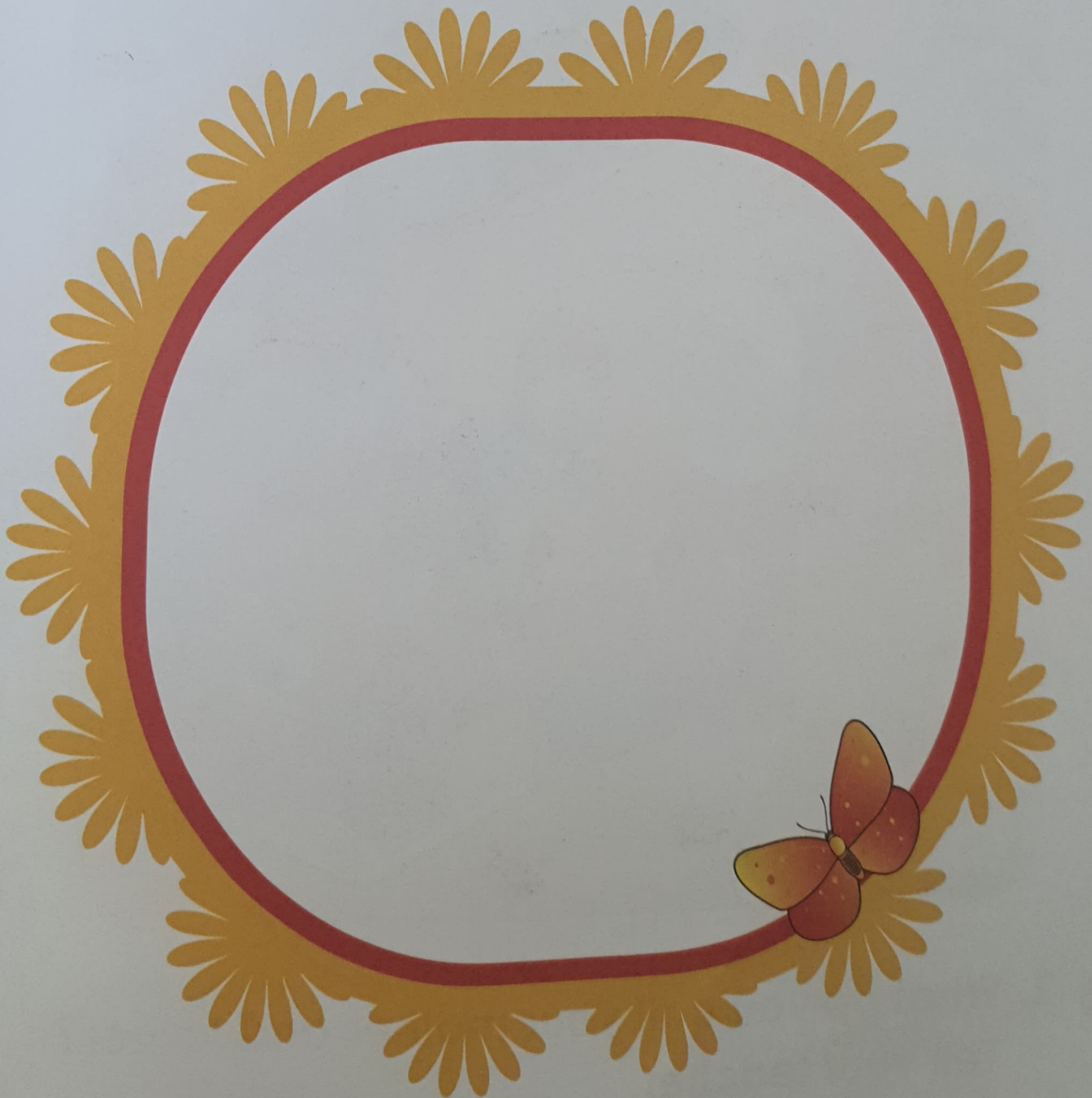
Jas has

members in his family.

Jas has

grandparents.

3. Paste your family photograph.



Lesson 3: I Love My Family

Theme 2:
Family Fun

 4 Periods (40 minutes each)

 Jas's standee, crayons, expression cards and CRM signs, Learning kit, a picture of a family, ice cream sticks, flashcards of family members.

 eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop initiative and curiosity in new experiences and learning
- observe their surroundings and think logically
- develop emergent literary skills
- express their emotions through art
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	• express their gratitude for things they have
Cognitive Development	• comprehend and follow the instructions given by the teacher • read the given picture and draw inference
Language and Literacy Development	• be able to comprehend the given picture • communicate their ideas using simple words or home language • mime their family members and express their thoughts
Aesthetic and Cultural Development	• draw their family members • make stick puppets with help
Positive Learning Habits	• love their family and be grateful for all that they have

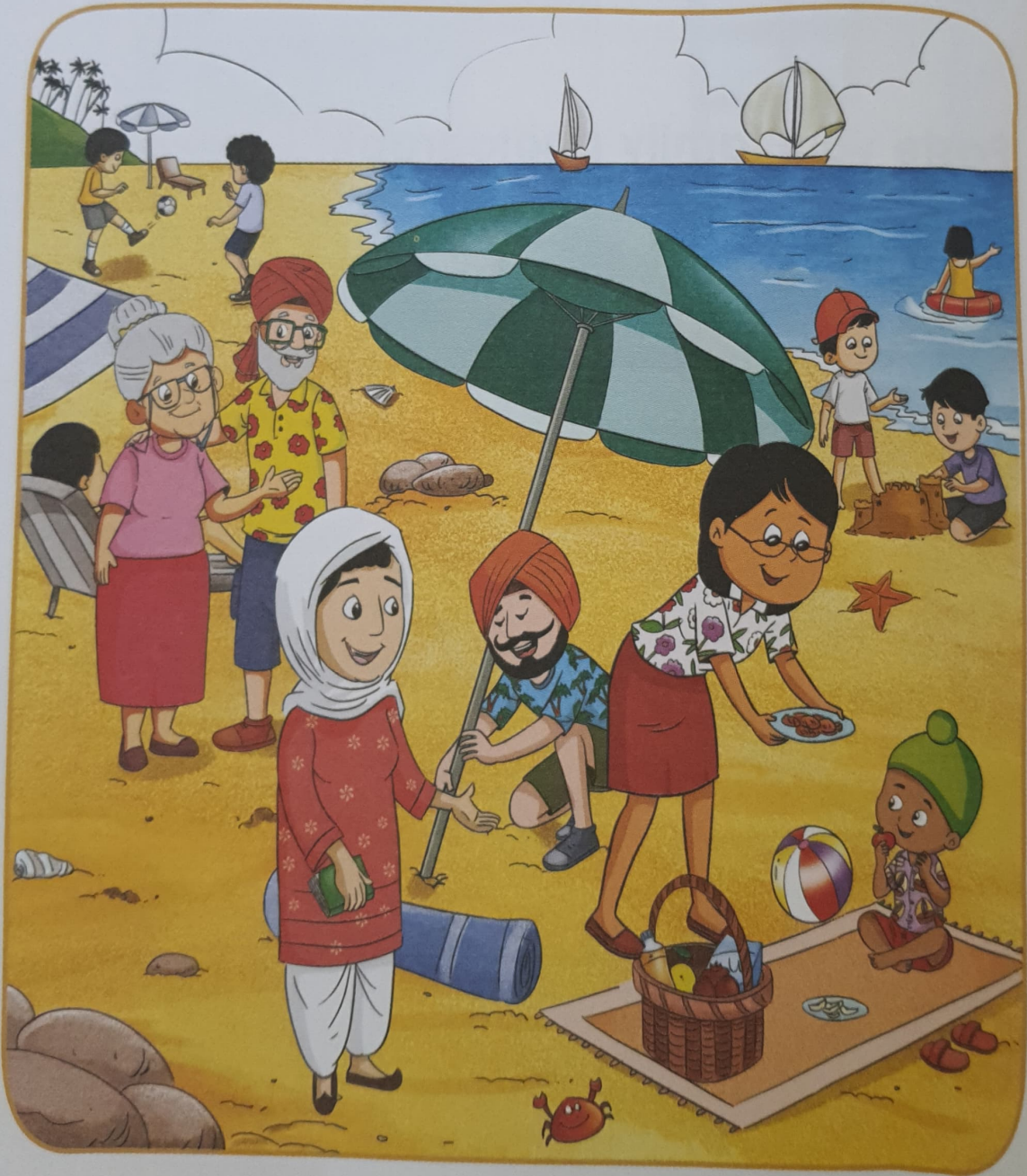
4 My Family

Theme 2:
Family
Fun



LOTS

1. Jas is enjoying with his family. Spot his family members. Circle as you find them.



CL

2. What do you call your mother and father?
Tell your teacher.



3. Match the same people.



Lesson 4: My Family

Theme 2:
Family Fun

 2 Periods (40 minutes each)



Jas's standee, crayons, expression cards and CRM signs, Learning Kit, coloured paper



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- develop emotional intelligence
- observe their surroundings and think logically
- develop effective communication skills
- express their emotions through art
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	• start recognizing 'self' as an individual belonging to a family • interact comfortably with peers and teacher
Cognitive Development	• comprehend and follow the instructions given by the teacher • identify the different members of the family • recognize the different names used to address family members
Language and Literacy Development	• communicate their ideas using simple words or home language • observe and describe the given pictures in short, simple words or phrases
Aesthetic and Cultural Development	• make stick puppets with help
Positive Learning Habits	• celebrate festivities with a concern for the climate • take positive steps towards protecting the environment by avoiding firecrackers

5 Let's go to School

Theme 3:
School is
Cool



Jas is getting ready for school. Papaji* is helping him dress up.

CL



Papaji and Jas set out for school.



Teacher's Note: This section is aligned to the **SDG 4 Quality Education:** Teach the students that going to school is important because education makes our life better. Also, tell them how education helps us become better people.

SDGs

*Tell the students that Jas calls his father 'Papaji'.



Let's Talk

SPD

COD

CL

Classroom

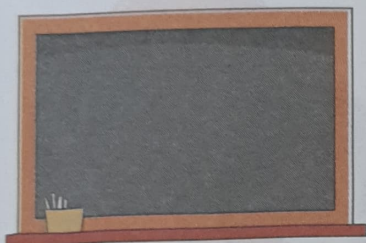
Computer Room

Library

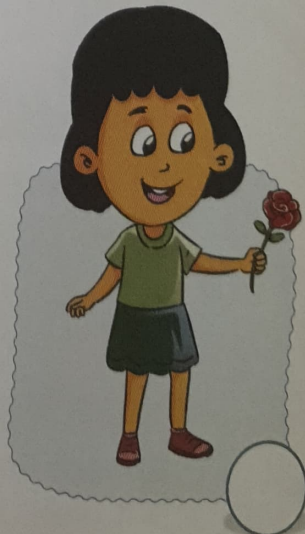
Playground

Teacher's Note: Tell the students about different rooms and places in a school. Point and name each place/object. Help the students frame their thoughts. Guide them to make and say short sentences. Take the students to the school playground. Ask them to touch and feel the different objects in the playground. Discuss in class.

1. Match the objects to where you find them.



2. Tick (✓) how you feel about going to school?



Teacher's Note: Help the students frame their thoughts. Guide them to make and say short sentences.

3. Make a card for your teacher. Dip your fingers in paint and make impression of leaves on the tree.

Thank you! You are our 'superhero'.



Lesson 5: Let's go to school

Theme 3:
School is Cool



5 Periods (40 minutes each)



Jas's standee, crayons, expression cards and CRM signs, Learning Kit, coloured paper, flashcards of playground, computer room, library and classroom in a school.



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of small motor muscles
- develop emotional intelligence
- observe their surroundings and think logically
- develop emergent literacy skills and express their views effectively
- express their emotions through art
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.)
Socio-Emotional and Ethical Development	• start recognizing 'self' as an individual belonging to a family • interacts comfortably with peers and teacher
Cognitive Development	• comprehend and follow the instructions given by the teacher • identify places in the school • recognize different things they need or use in school
Language and Literacy Development	• communicate their ideas using simple words or home language • observe and describe the given pictures in short, simple words or phrases
Aesthetic and Cultural Development	• make a card for the teacher
Positive Learning Habits	• understand the importance of going to school

6 My Neighbourhood

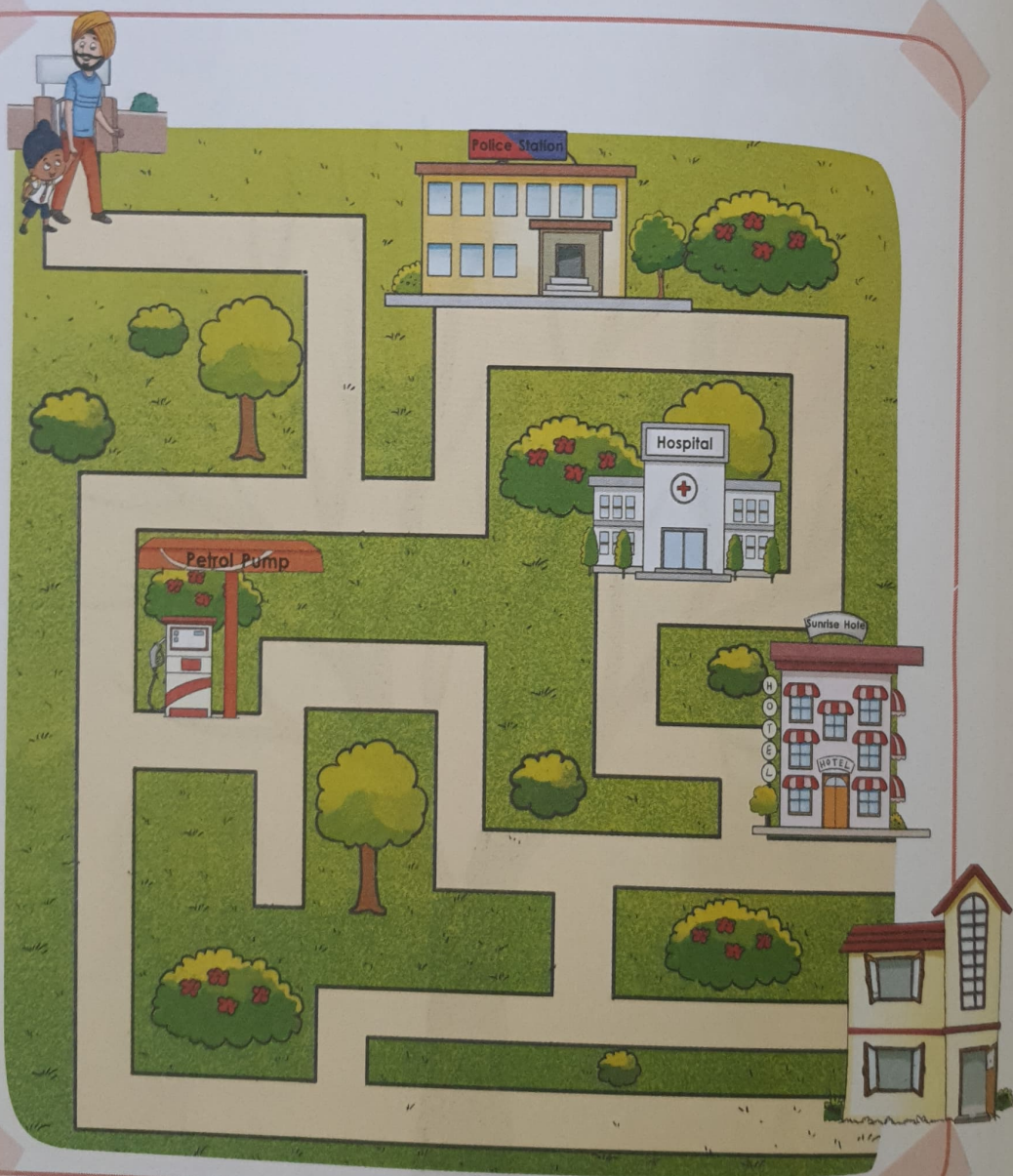
Theme 3:
School is
Cool



HOTS SPD

School is over! It is time to go home. Jas is going with Papaji.

1. Help them reach home.



Teacher's Note: Ask the students which neighbourhood place did they come across on finding the route home. Teach the students that there can be multiple ways to reach home.



Leafy Fun!

You will need: leaves of different sizes, a sheet of white paper and glue



STEP 1: Go out in the neighbourhood with an adult. Collect fallen leaves of different sizes.



STEP 2: Paste them all using glue on a white chart paper.

STEP 3: Take a photo of the leafy collage and paste it here. Do all the leaves feel the same?

Teacher's Note: Encourage the students to point out the difference in the shapes, sizes and colours of the collected leaves.

2. Circle the things that are not in their correct place.

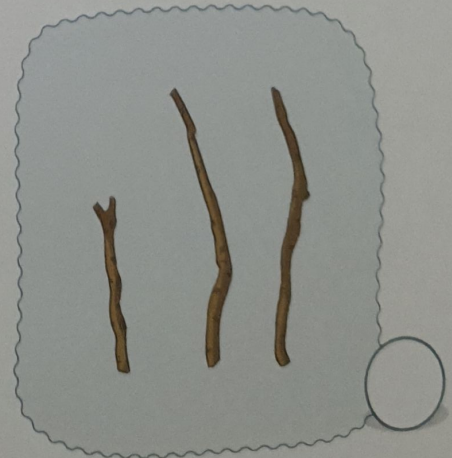
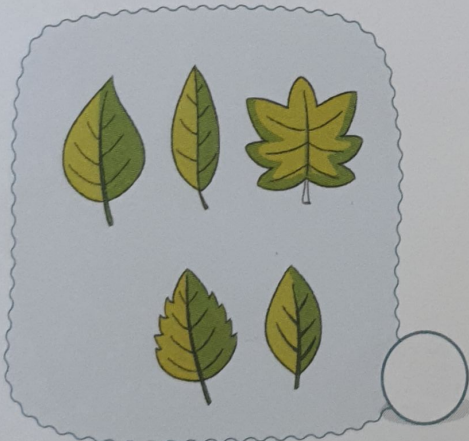
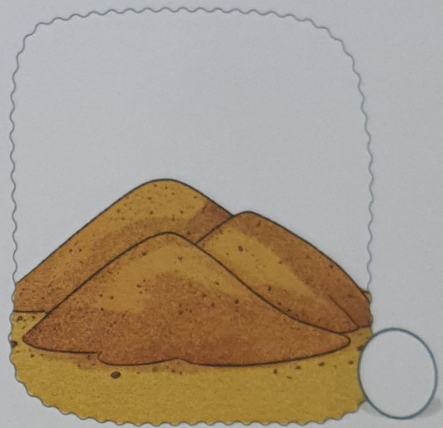
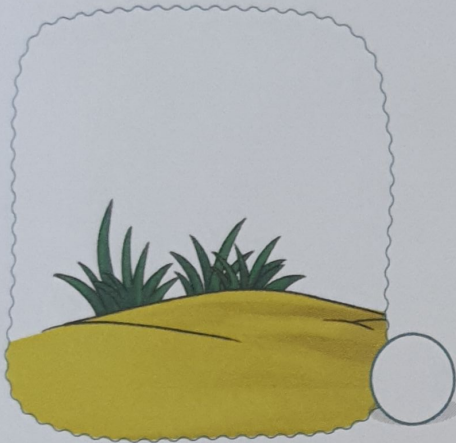


Teacher's Note: Discuss with students the importance of keeping things in their place.

Let's Relax

3. Take a nature walk with an adult. Tick (✓) as you find the following things.

EBL
EXT
SPD

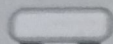


Teacher's Note: Tell the students to touch and feel different things in the park. Ask them how different they are from each other. Guide them to

NOT FOR SALE
STANDARD COPY

Lesson 6: My Neighbourhood

Theme 3:
School is Cool



5 Periods (40 minutes each)



Flashcards, Jas's standee, crayons, expression cards and CRM signs, Learning Kit, flashcards of park, school, shop, house, hospital, shopkeeper, teacher, doctor, policeman.



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop sense of independence and autonomy
- develop sharpness in sensorial perceptions
- develop effective communication skills
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills (by drawing, colouring, cutting and pasting, etc.) • develop tactile learning through hands-on activity(different textured material)
Socio-Emotional and Ethical Development	• start recognizing 'self' as an individual belonging to a family • interact comfortably with peers and teacher
Cognitive Development	• comprehend and follow CRM instructions given by the teacher • identify places in the neighbourhood • recognize different things they need or use in classroom • comprehend and infer from the route map

7 My Food

Theme 4:
Best
Buddies



Let's Read

Food, Food, Food

As I eat my food, food, food,
My tummy feels good,
good, good.

I take a small bite, bite, bite.
And chew, chew, chew.

That's right!

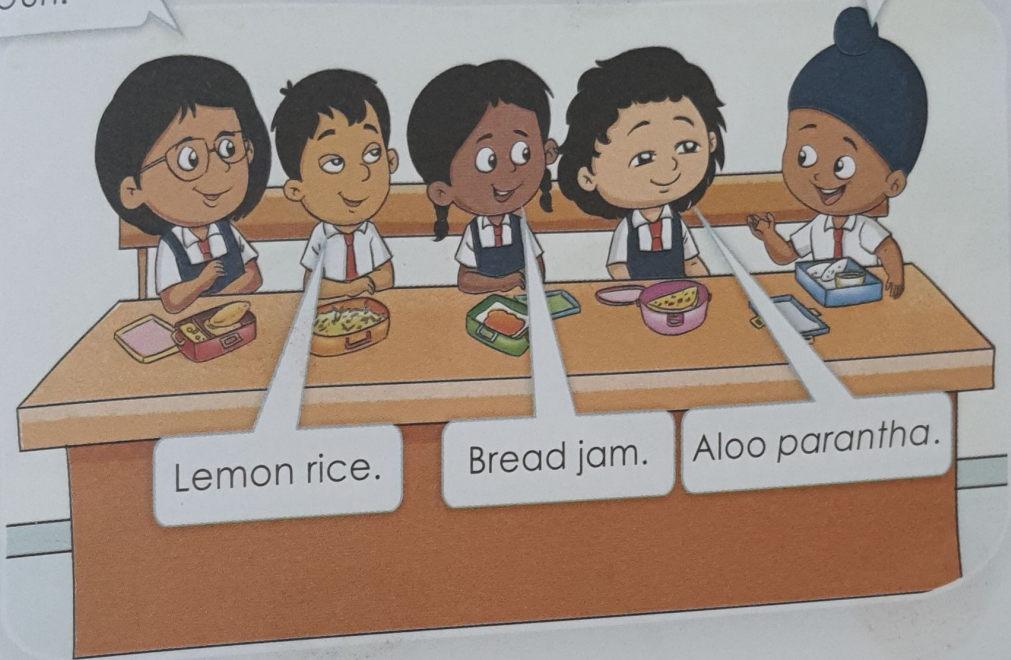


Teacher's Note: Read out the poem with actions. Ask the students to repeat after you. Explain to them that things they eat is known as food.

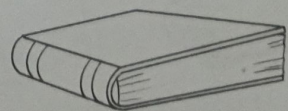
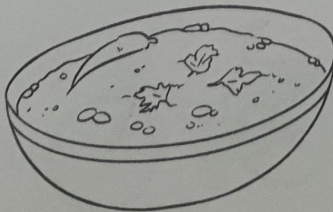
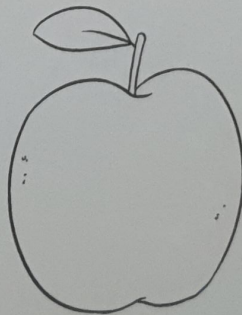
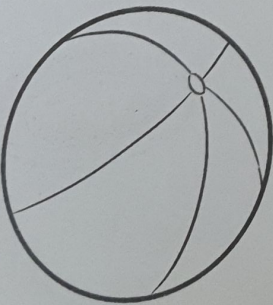
It is lunch break. The children open their lunch boxes.

I have aloo puri.

What is in your tiffin?
I have got idli with coconut chutney.

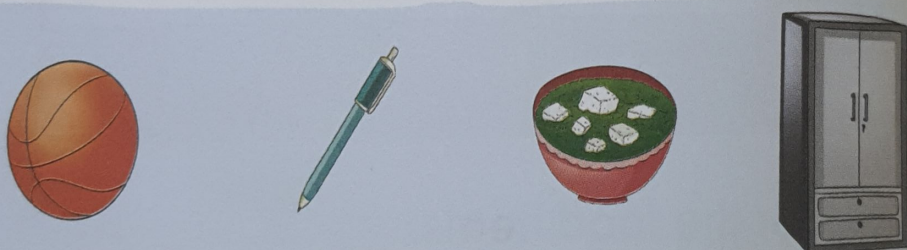
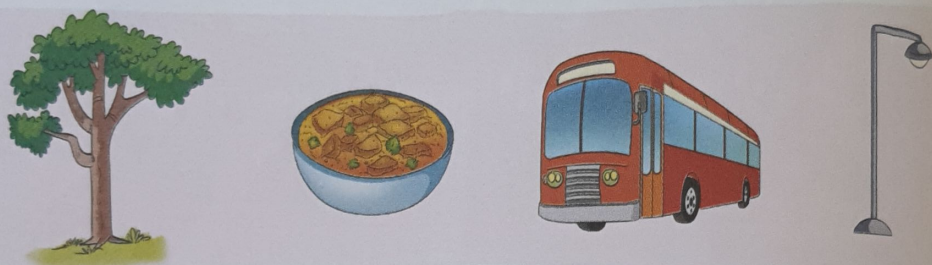
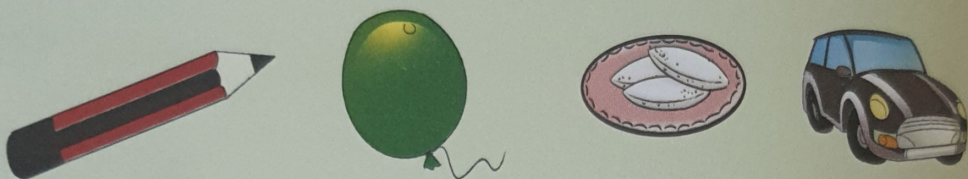


1. Colour the food items.



Teacher's Note: Point at each image and name it.

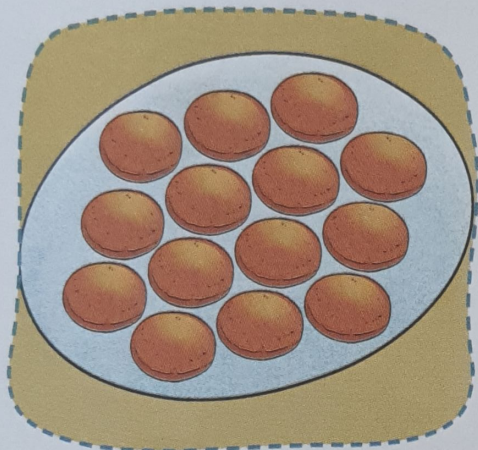
2. Circle the food items in each row.



Teacher's Note: Point at each image and name it.

Happy Cookies

Learn to make these happy cookies.
Happy cookies make everyone happy.



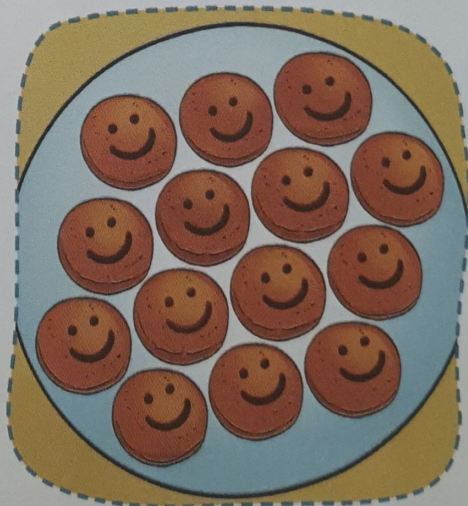
STEP 1: Take some cookies in a plate.



STEP 2: Take chocolate sauce/strawberry syrup.



STEP 3: Make happy faces on the cookies.



STEP 4: Enjoy eating the cookies with your family.

Lesson 7: My Food

Theme 4:
Best Buddies



6 Periods (40 minutes each)



Jas's, Lina's, Sam's, Ryan's and Maria's standees, crayons, expression cards and CRM signs, Learning Kit, flashcards or pictures of different food like dosa, chapatti, idli, fruits, vegetables.



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop emotional intelligence
- observe their surroundings and think logically
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• Develop fine motor skills by drawing, colouring, cutting and pasting
Socio-Emotional and Ethical Development	• Start recognizing self as individual belonging to a family. • Interact comfortably with peers and teacher
Cognitive Development	• Comprehend and follow CRM instruction given by the teacher • Identify different food items • Recognize the food they would like to order
Language and Literacy Development	• Communicate their ideas using home language or simple words. • Observe and describe the given pictures in short and simple words or phrases
Aesthetic and Cultural Development	• Make 'Happy Cookies' with help from an adult
Positive Learning Habits	• Understand the importance of healthy eating



Let's Read

The children are eating their lunch.

I like
bananas.

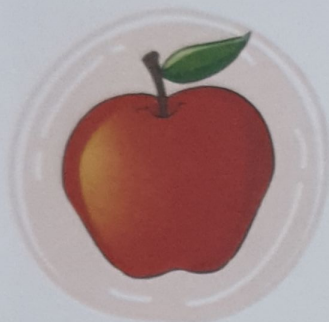
I like to eat
mangoes.

Which fruit do you
like to eat?

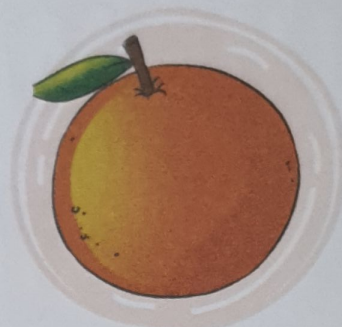


Let's Learn

These are some fruits.



Apple



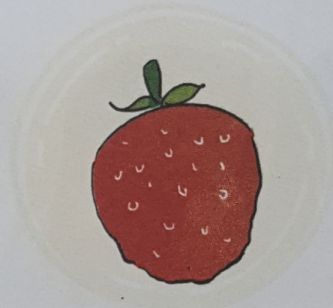
Orange



Banana



Pear



Strawberry



Grapes



Watermelon



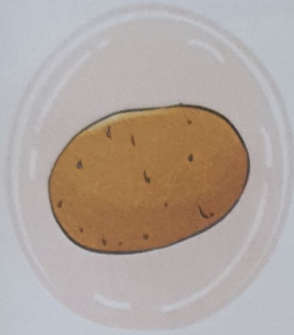
Mango



Sapota
(Chikoo)

Teacher's Note: Read aloud the names of the fruits in class. Ask the students to repeat after you. Ask the students to touch and feel different fruits at home. The next day in class, ask them how different did any two fruits feel, for example, a banana and an orange.

These are some vegetables.



Potato



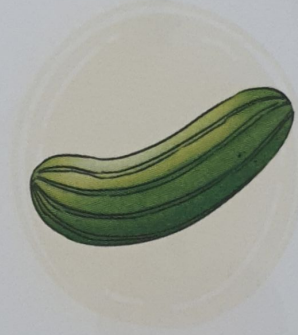
Carrot



Cabbage



Onion



Cucumber



Brinjal



Spinach



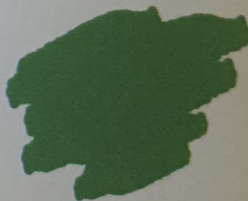
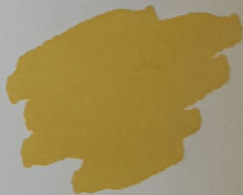
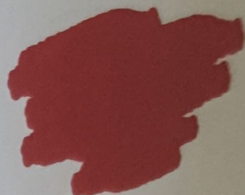
Cauliflower



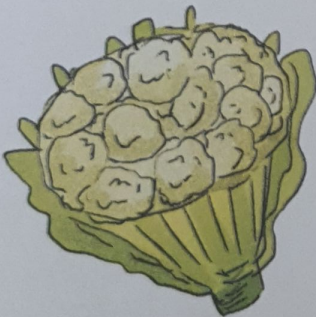
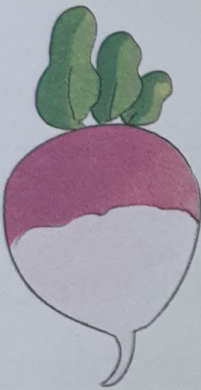
Tomato

Teacher's Note: Read aloud the names of the vegetables in class. Ask the students to repeat after you. Ask the students to touch and feel the different vegetables at home. The next day in class, ask them how different did any two vegetables feel, for example, a brinjal and

1. Match the fruits and vegetables with *their* colours. Which one do you like the most?

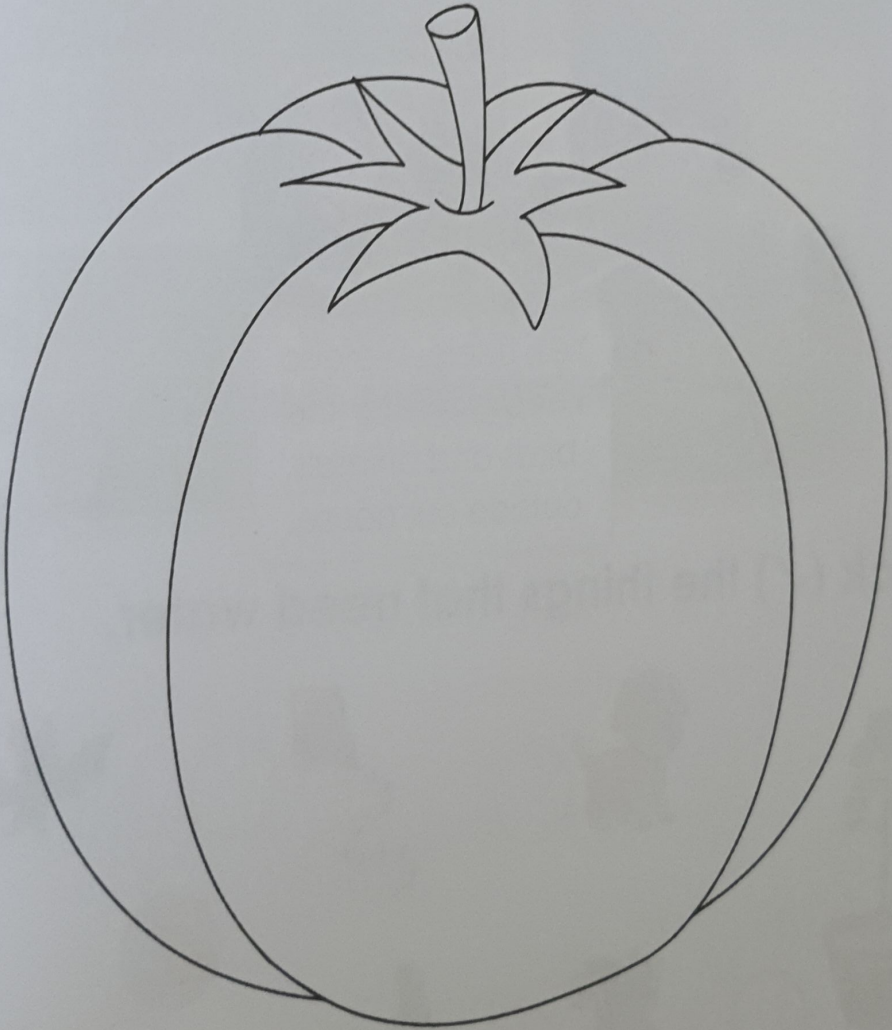


2. Circle the fruits with a green crayon. Circle the vegetables with a blue crayon.



Let's Relax

3. Colour the tomato.



Lesson 8: Fruits and Vegetables



6 Periods (40 minutes each)



Flashcards, crayons, expression cards and CRM signs, Learning Kit, pictures or toys of fruits and vegetables, grapes and raisins



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop emotional intelligence
- develop habits that are healthy and safe
- develop sharpness in sensorial perceptions
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills (by drawing, colouring, cutting, pasting, etc.) • tactile learning through hands-on activities of touching and feeling fruits and vegetable
Socio-Emotional and Ethical Development	• start recognizing 'self' as an individual belonging to a group • interact comfortably with peers and teacher
Cognitive Development	• comprehend and follow CRM instructions given by the teacher • identify different fruits and vegetables • recognize the benefits of eating fruits and vegetables • identify the vegetables and their colours • know about the Sun as a great source of energy
Language and Literacy Development	• communicate their ideas using simple words or home language • observe and describe the given pictures in short, simple words or phrases • talk about using the Sun's energy in daily life
Aesthetic and Cultural Development	• make raisins from grapes with help from an adult
Positive Learning Habits	• understand the importance of healthy eating



**Budha Dal Public School
Patiala**



Class 'NURSERY

GENERAL AWARENESS PLANNER



TERM 2

SESSION -2026-27



Formative Assessment 2

**Theme 5: Play Power
Plants, Animals and Us
Things Around Us**

**Theme 6: Fun and Learn
Big Animals
Small Animals
Birds**

Summative Assessment 2

**Theme 7: Helping Hands
Magic on Wheels
On ground, On water and in air**



**Theme :8
Joy and Fun
I love Colours
Fun with games**



**Theme 9: Forever Best
Fun with Granny
Three Seasons**

9 Plants, Animals and Us

Theme 5:
Play
power

PMD

KoI

EXL

CL

Jas and his friend are going to play pitthu. On their way, they meet Papaji. He is watering the plants.

Papaji, why are you watering the plants?



Just like us, plants also need water. So do animals.

Yes, Uncle. We also keep water for the birds and animals outside our house.

COD
HOTS

1. Tick (✓) the things that need water.



SDGs

Teacher's Note: Tell the students about pitthu. You can also take them to the playground to play this game.
This section is aligned to the **SDG 3 Good Health and Well-Being:** Teach the students that playing outdoors helps us stay active and fit.



2. Do you have a pet? What do you call your pet? Paste their picture.



Teacher's Note: Explain the meaning of pet animals to the students. Tell them that if they do not have a pet, they can make an imaginary one. They can choose any animal that they would want to make their pet.

Lesson 9: Plants, Animals and Us

Theme 5:
Play Power



3 Periods (40 minutes each)



Textbook, CRM signs, Learning Kit, soft blocks/empty plastic bottles or cups, soft balls, flashcards of pet animals.



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop gross motor and fine motor skills
- develop emotional intelligence
- develop habits that are healthy and safe
- develop positive regard for the natural environment around them
- develop communication skills in their home language
- acquire knowledge of India
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits

Learning Outcomes

The students will:

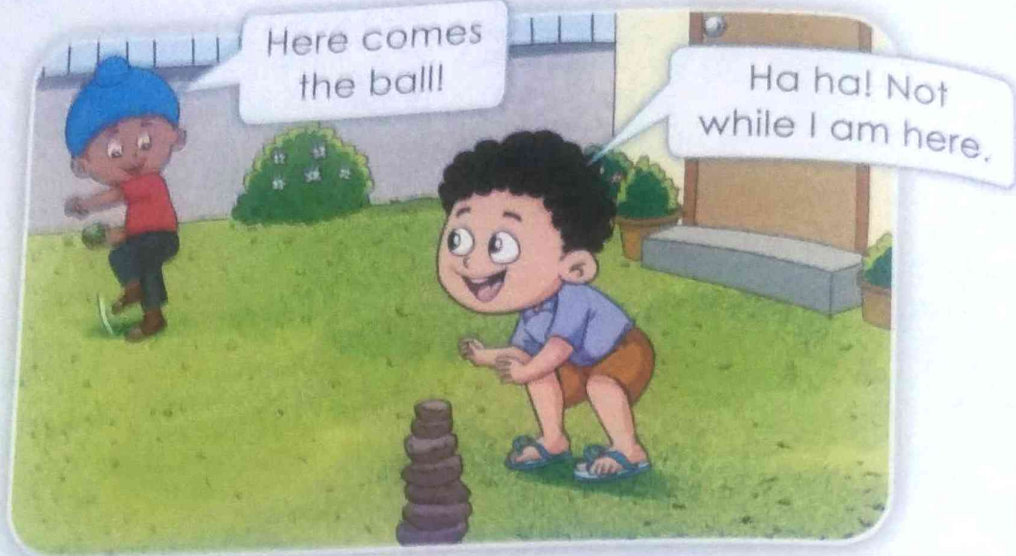
Physical Development	• Demonstrate fine motor skills (by drawing, colouring, pasting)
Socio-Emotional and Ethical Development	• show care for and joy in engaging with all life forms such as birds and animals that can be kept as a pet • start recognising 'self' as an individual belonging to a family • interact comfortably with peers and teacher
Cognitive Development	• follow CRM signs and instructions given by the teacher • identify different indoor and outdoor games • recognize the benefits of playing outdoors • identify the animals they can keep as a pet • describe about the game pitthu
Language and Literacy Development	• communicate their ideas using simple words or home language • observe and describe the given pictures in short, simple words or phrases • talk about using the games they play and the pet animals they have or would like to keep
Aesthetic and Cultural Development	• draw their favourite indoor or outdoor game.
Positive Learning Habits	• understand the importance of playing outdoors and being fit and active

10 Things Around Me

Theme 5:
Play
Power

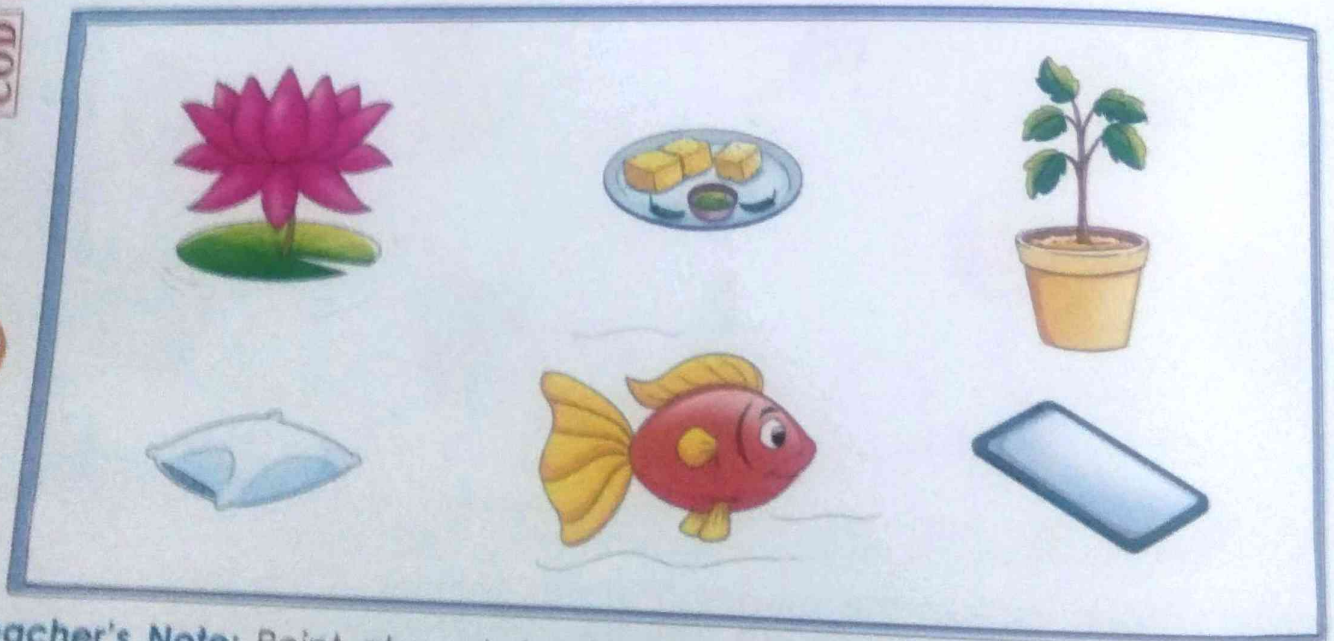


Jas and his friend have fun playing pitthu.



After the game, Papaji tells them that things like a stone, ball, toys, do not need water or food.

1. Circle the things that do not need water or food.



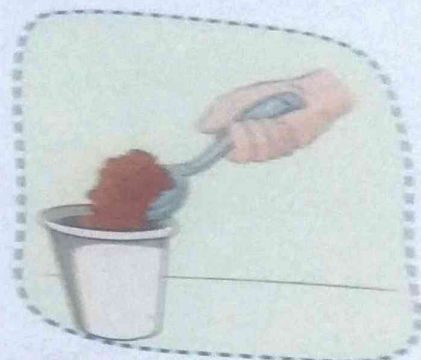
Teacher's Note: Point at each image and name it.

Plant Fun!

You will need: a disposable cup, lemon seeds, watering can, soil and an old spoon



STEP 1: Take a disposable cup.



STEP 2: Fill it with soil using an old spoon.



STEP 3: Place the lemon seed in the soil.



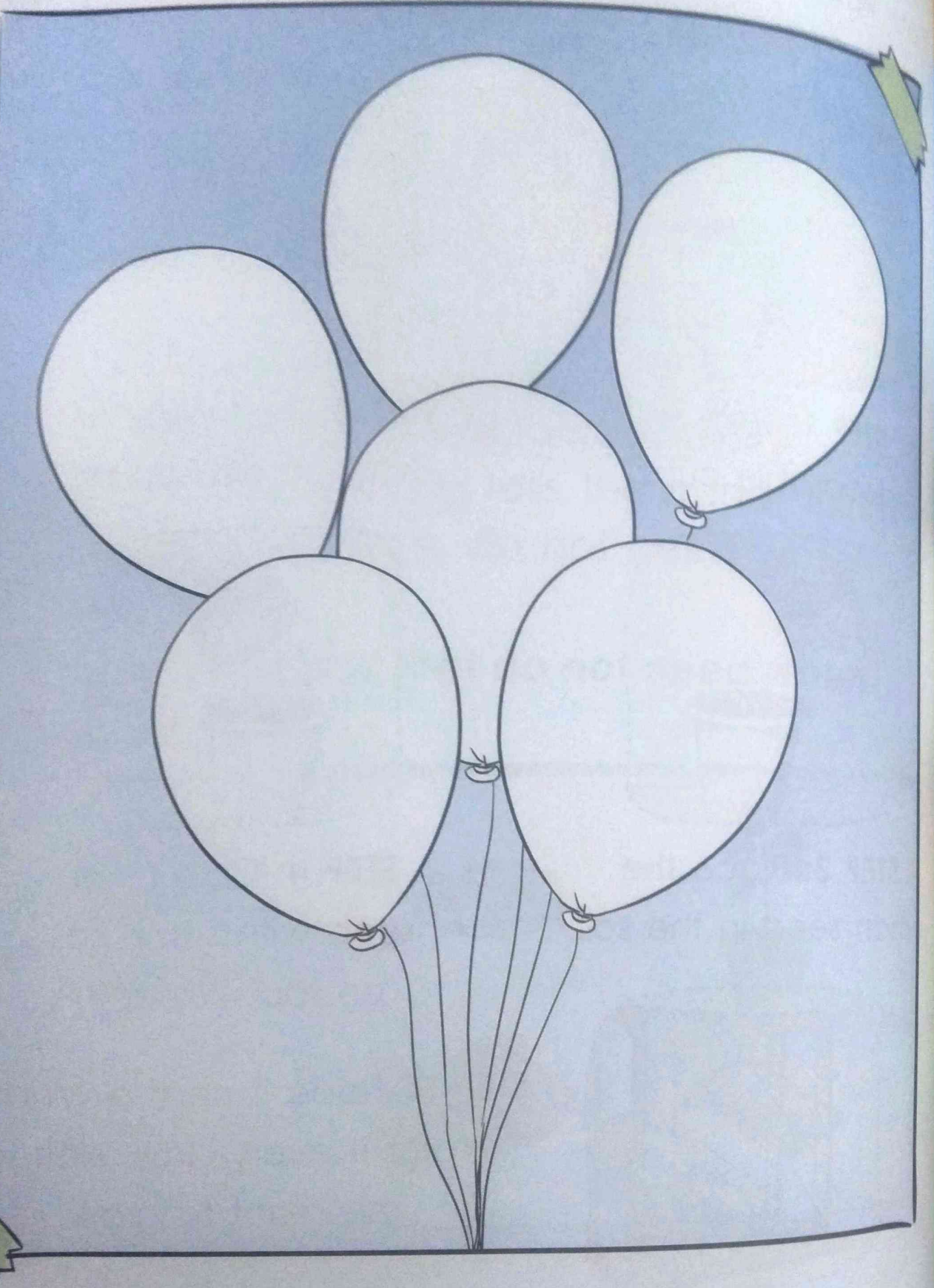
STEP 4: Cover the seed with some soil on top. Water it.



STEP 5: Place it near a window. Water it every day. Wait for the plant to grow.

Let's Relax

2. Colour the balloons.



Lesson 10: Things Around Me

Theme 5:
Play Power

3 Periods (40 minutes each)

Textbook, CRM signs, Learning Kit, plastic/paper cups, soil, water, flashcards or real objects of different objects and living things.

eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop emotional intelligence
- develop habits that are healthy and safe
- develop positive regard for the natural environment around them
- develop communication skills in their home language
- acquire knowledge of India
- express their emotions through art
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• Demonstrate fine motor skills (by drawing, colouring, pasting)
Socio-Emotional and Ethical Development	• express joy in playing with friends • start recognizing 'self' as an individual belonging to a family • interact comfortably with peers and teacher
Cognitive Development	• follow CRM signs and instructions given by the teacher • identify and differentiate things that need/do not need water
Language and Literacy Development	• communicate their ideas using simple words or home language • observe and describe the given pictures in short, simple words or phrases

11 Big Animals

Theme 6:
Fun and
Learn



The children visit a village on a school trip.

Which is
that big
animal,
ma'am?

That is
a cow.

Which animal is
that, ma'am?
It looks so small
next to the cow.
What is it eating?

That is a goat,
Lina. It is
eating grass.
So is the cow.

CL COD EBL

Let's Learn

These are big animals.



Cow



Bear



Lion



Horse



Tiger



Donkey



Giraffe



Buffalo



Elephant

Teacher's Note: Read aloud the names of the big animals. Ask the students to repeat after you.

Lesson 11: Big Animals

Theme 6:
Fun and learn

5 Periods (40 minutes each)



Textbook, CRM signs, Learning Kit, flashcards/pictures of small animals, dough/clay, old newspapers, a box



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop gross motor and fine motor skills
- develop emotional intelligence
- develop habits that are healthy and safe
- develop positive regard for the natural environment around them
- develop communication skills in their home language
- acquire knowledge of India
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• Demonstrate fine motor skills while pasting pictures
Socio-Emotional and Ethical Development	• Interact comfortably with peers and teachers
Cognitive Development	• follow CRM signs and instructions given by the teacher • differentiate animals based on their size
Language and Literacy Development	• talk about big animals
Aesthetic and Cultural Development	• observe minute details and collect information about big animals
Positive Learning Habits	• adapt classroom norms

12 Small Animals

Theme 6:
Fun and
Learn



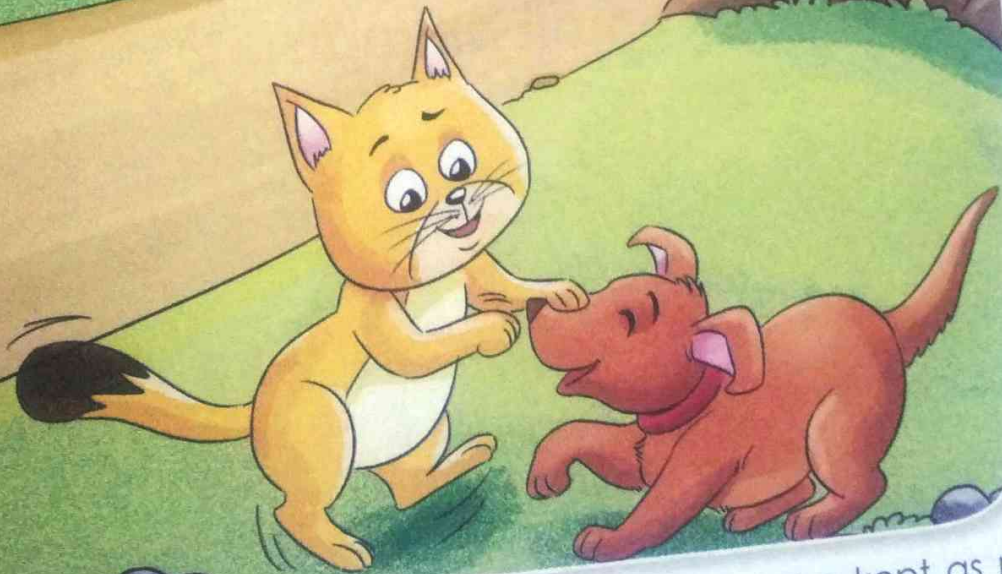
CL
COD
EBL

The children and their teacher walk around the village. They spot someone's pets playing.

Look, a cat and a dog are playing.

Yes, children. They are small animals. Do you remember another small animal you saw today?

Yes! Goat.



Teacher's Note: Tell the students that cats and dogs are also kept as pets.

Let's Learn

These are some small animals.



Cat



Dog



Deer



Goat



Sheep



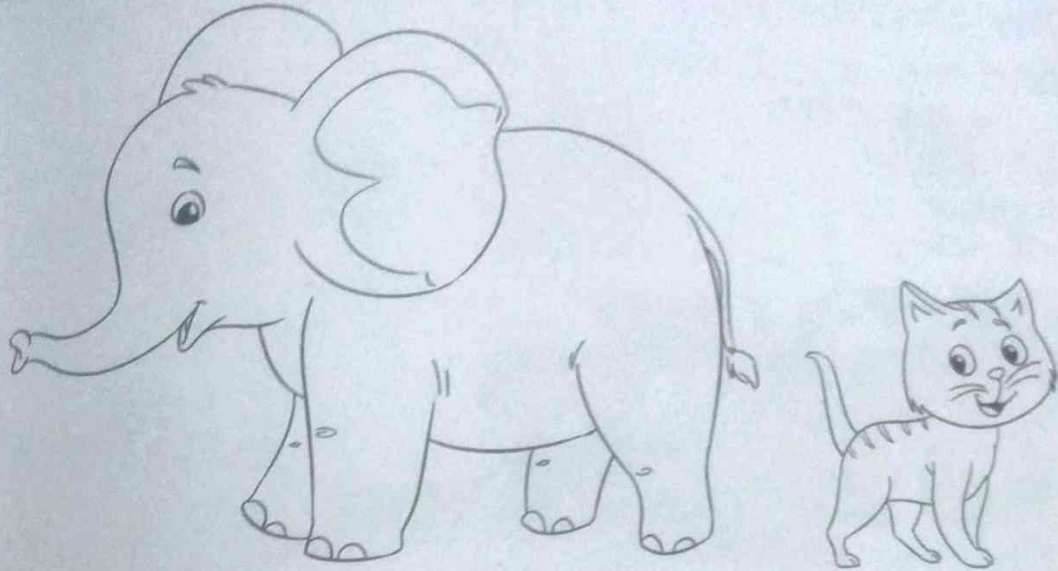
Rabbit

1. Circle the small animals.



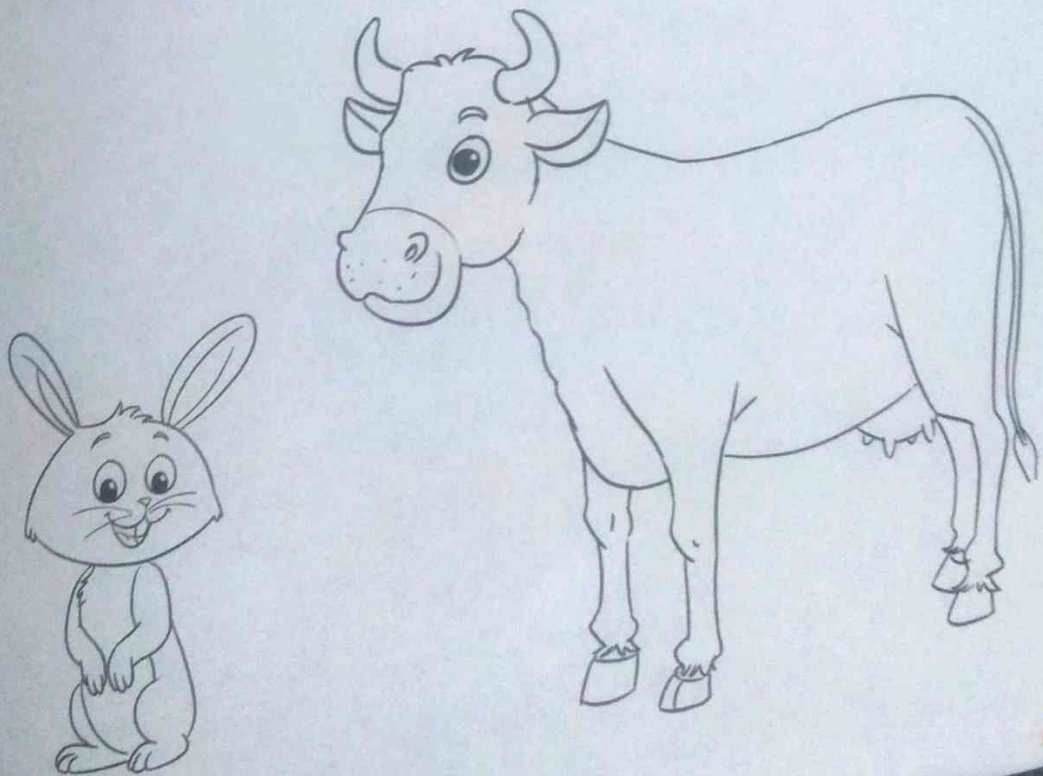
Teacher's Note: Read aloud the names of the small animals. Ask the students to repeat after you.

2. Colour the big animal.



Arti COD LOTS PMD

3. Colour the small animal.



Arti LOTS PMD



Lesson 12: Small Animals

Theme 6:
Fun and learn



5 Periods (40 minutes each)



Textbook, CRM signs, learning kit, flashcards/pictures of small animals, a box



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop gross motor and fine motor skills
- develop emotional intelligence
- develop habits that are healthy and safe
- develop positive regard for the natural environment around them
- develop communication skills in their home language
- acquire knowledge of India
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• show balance and coordination of body movements in various activities
Socio-Emotional and Ethical Development	• work collaboratively in art work
Cognitive Development	• follow CRM signs and instructions given by the teacher • recognize small animals based on their size

13 Birds

Theme 6:
Fun and
Learn



CL COD The children reach a pond where they see
and talk about some birds.



Let's Learn

These are some birds.



Hen



Owl



Crow



Duck

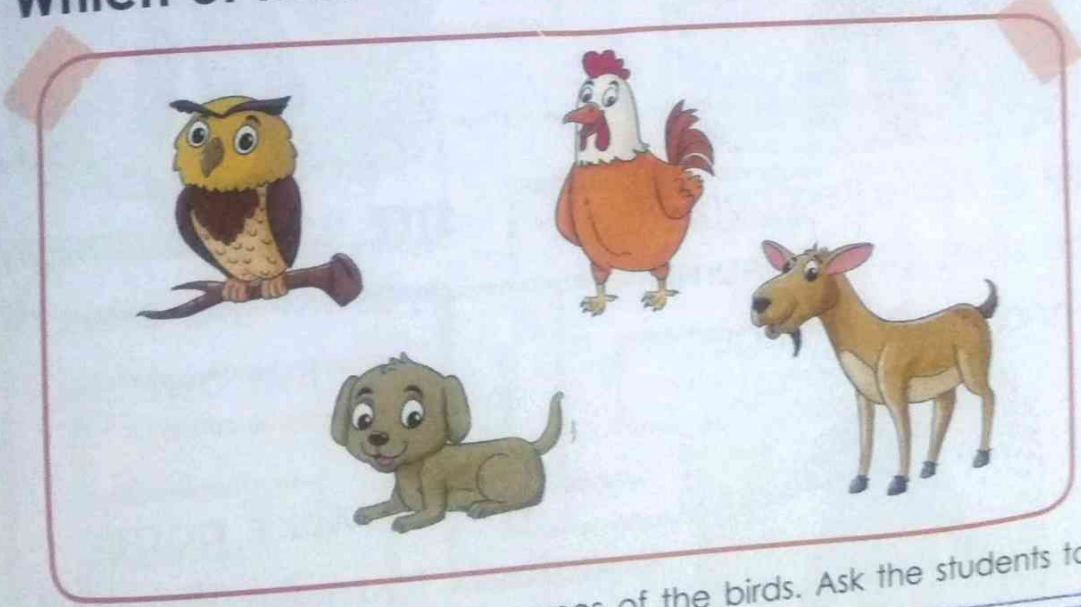


Pigeon



Peacock

1. Which of these are birds? Circle them.



Teacher's Note: Read aloud the names of the birds. Ask the students to repeat after you.

NOT FOR SALE
COMPLIMENTARY COPY

Hoot! Hoot!

You will need: a chart paper, brown craft feathers, googly eyes and glue

SPD

PMD

ArtI



STEP 1: Place your hand on a brown chart paper. Ask an adult to help you trace your hand on it.



STEP 2: Ask the adult to cut the hand part.



STEP 3: Paste feathers on the sides of the thumb and the little finger.



STEP 4: Paste googly eyes for the eyes of the owl.



STEP 5: Make paper cutouts to make the owl's nose and ears.

2. Read aloud the names of the birds. Colour the middle sound in each word.



a. H E N



b. O W L

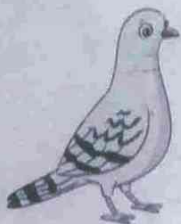


c. D U C K



d. C R O W

3. Take Peggy, the pigeon to Ollie, the owl.

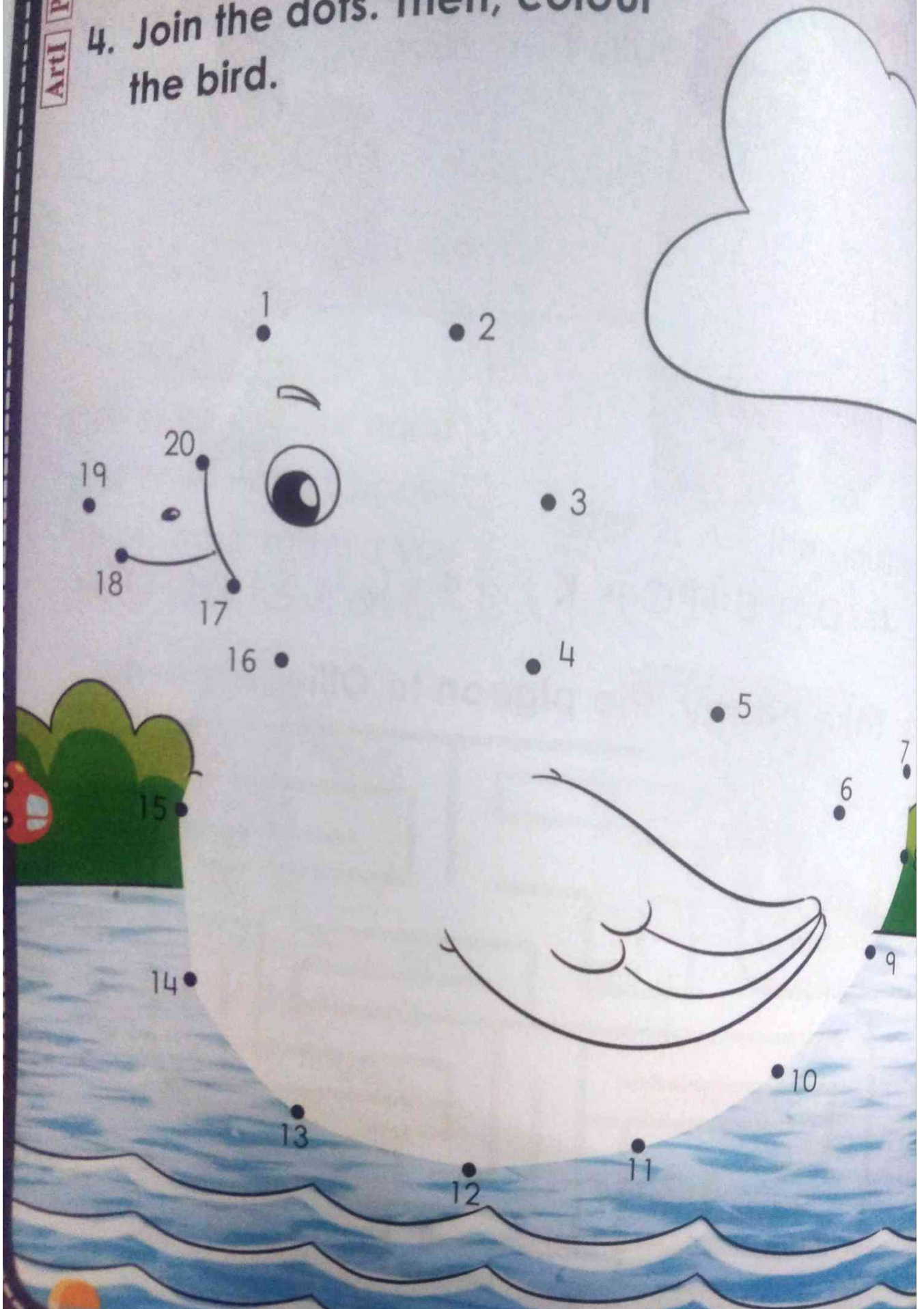


LOTS

HOTS
SPD

Let's Relax

4. Join the dots. Then, colour the bird.





Little Bird

Little bird, little bird

Where are you?

Eat some seeds.

There's water too.

Little bird, little bird,

Here you are.

Eat, drink. You have to fly
so far.



SEL
EBL
LSV



Lesson 13: Birds

Theme 6:
Fun and learn

6 Periods (40 minutes each)



Textbook, CRM signs, flashcards/pictures of birds, character standees, soft toy/miniatures of birds.



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop sharpness in sensorial perceptions
- develop positive regard for the natural environment and creatures
- make sense of world around through observation and logical thinking
- use emergent literary skills

Learning Outcomes

The students will:

Physical Development	- differentiate sounds in the environment as that of the birds, animals or humans - show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	show curiosity in observing plants and birds
Cognitive Development	- follow CRM instructions - identify and name common birds with support from teacher
Language and Literacy Development	- describe birds using suitable vocabulary - listen and follow short instructions
Aesthetic and Cultural Development	display creativity and inventiveness in using a variety of materials
Positive Learning Habits	adapt classroom norms and engage in class activities

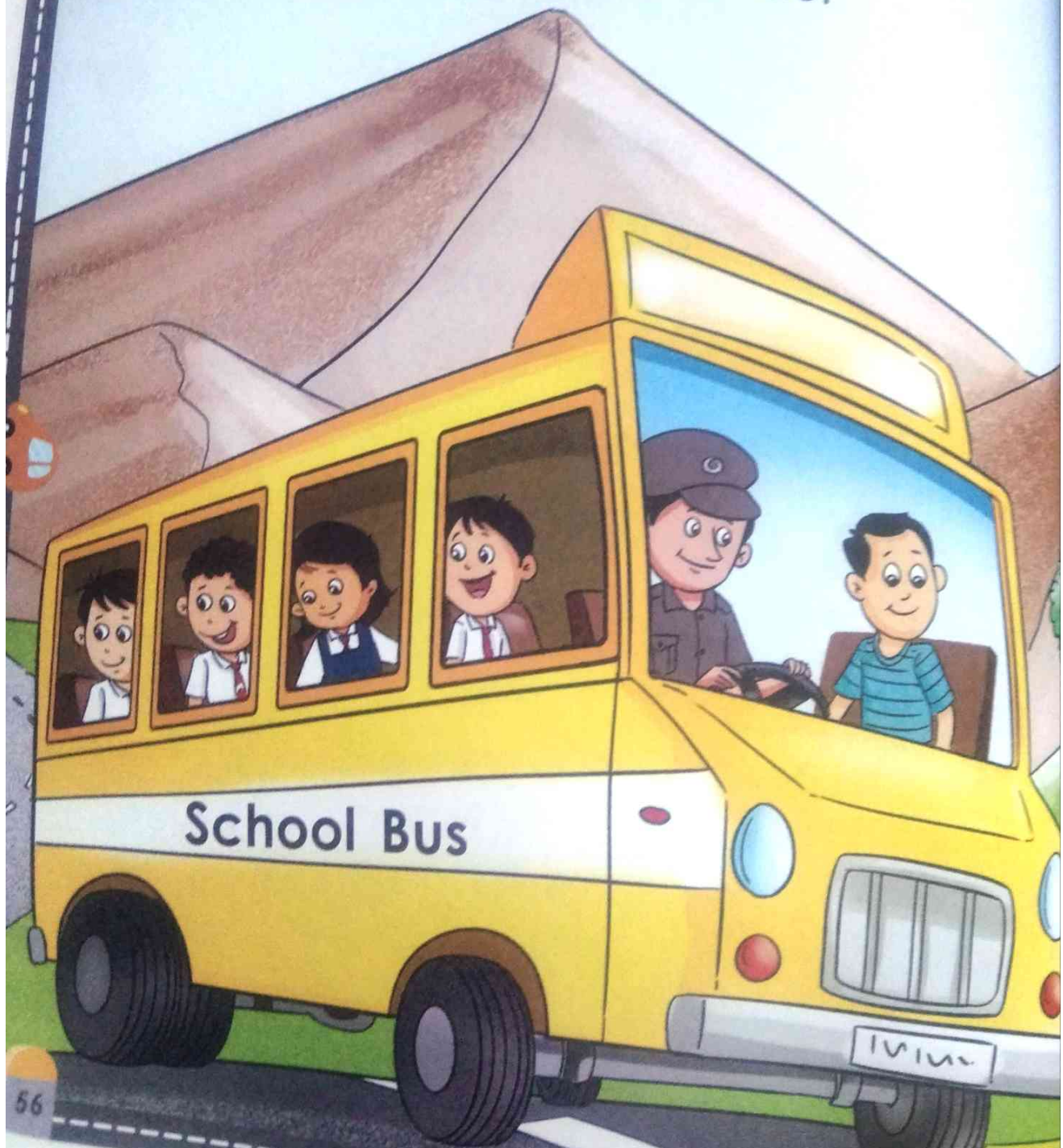
14 Magic on Wheels

Theme 7:
Helping
Hands



BUSES

Big yellow bus, rolling on by,
Take a seat, oh my, oh my!
Windows wide, we can see outside,
Far we go, on this ride!



Let's Read

There is a lunch party in school. The children are serving food to everyone who helps and cares for them.



The children learn about something new on their way back home after the lunch party.



Yes, Jas. A bus takes people from one place to another. Bus, bicycle, car are some modes of transport.

Theme 7:
Helping Hands

1. In which picture is the child doing the right thing? Tick (✓) your answer.



2. Circle the odd one out.



Lesson 14: Magic on Wheels

Theme 7:
Helping Hands

5 Periods (40 minutes each)



Textbook, CRM signs, Learning Kit, templates of transport vehicles, flashcards, paint, old newspapers



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- develop sharpness in sensorial perceptions
- develop emergent literary skills
- develop cognitive skills and make sense of world around through observation and logical thinking

Learning Outcomes

The students will:

Physical Development	• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	• respond positively to their peers and teacher during class activities
Cognitive Development	• follow CRM instructions • identify and name common means of transport
Language and Literacy Development	• sing and enjoy the rhyme • talk about the means of transport they like the most • listen and follow short instructions
Aesthetic and Cultural Development	• display creativity and inventiveness in using a variety of materials
Positive Learning Habits	• adapt classroom norms and engage in class activities

On Ground, On Water and In Air

Theme 7:
Helping
Hands



CL LSV

Let's Learn

Children, name a few modes of transport?

A train!

Yes. It moves on track!

A boat. It moves on water.

I know, a car. It moves on land.

An aeroplane. It flies in the air.

Jas reaches his bus stop. He says, "Thank you" to the driver and conductor



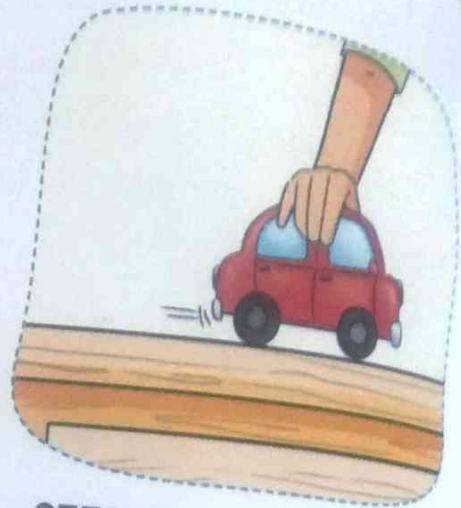
Touch and Feel

Take a toy car. Move it on:

SPD



STEP 1: the floor



STEP 2: a wooden table



STEP 3: a sofa



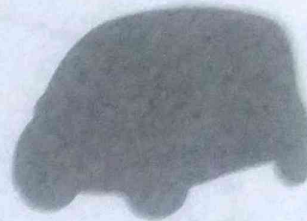
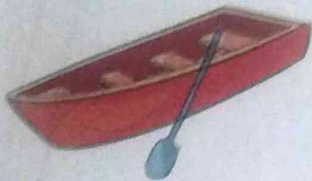
STEP 4: soil

1. Where does the car move fast? Tell your teacher.

Teacher's Note: Ask the students to perform the above activity at home. While doing the activity, ask them to touch the sofa, soil, wooden table and floor. The next day in class, ask them to tell how each surface felt.

2. Match the mode of transport to its shadow.

COD LOTIS

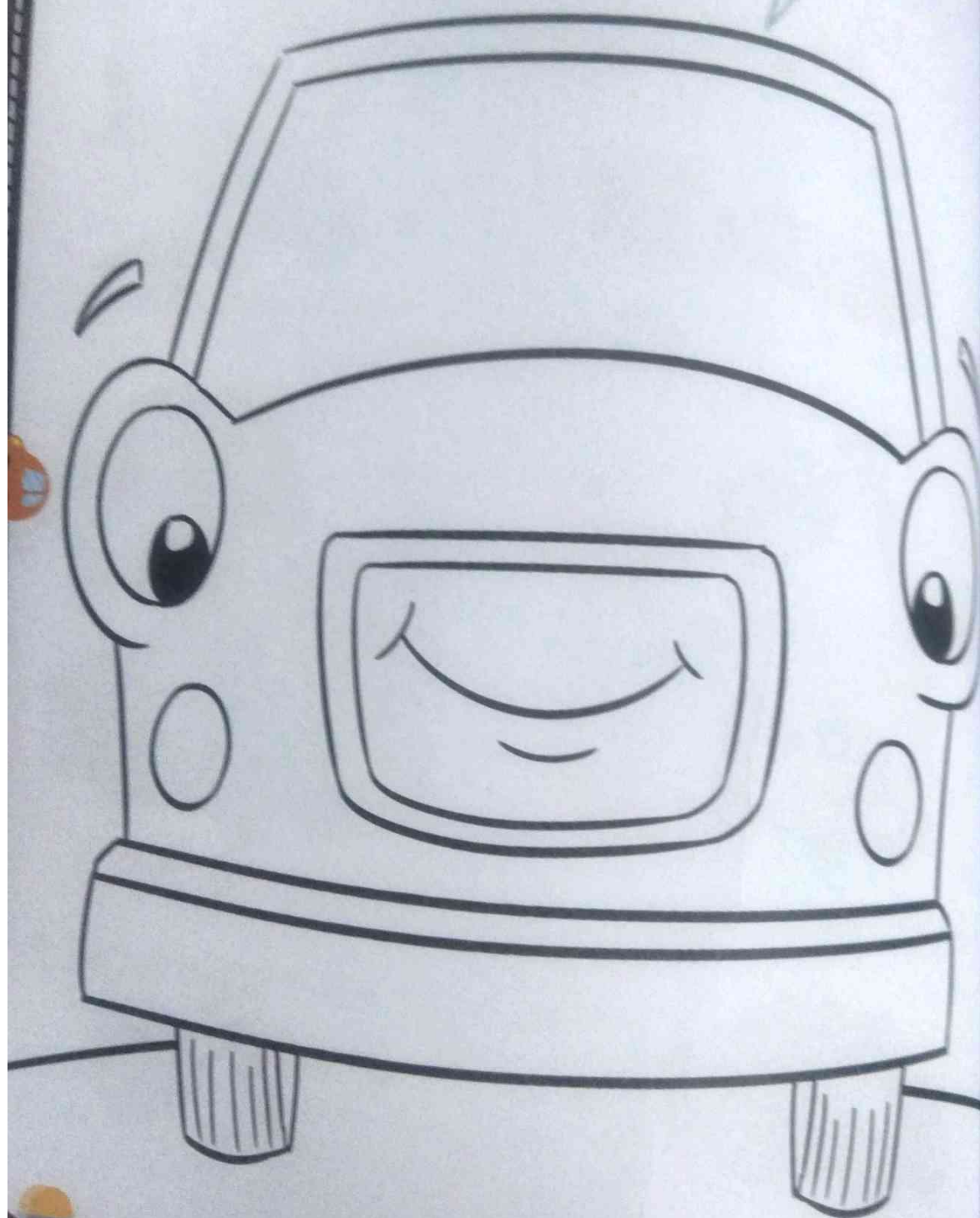


Theme 7:
Helping Hands

Let's Relax

Art 1 YMD

Hi, I am Moto
the car.
Colour me.



Lesson 15: On Ground, On Water and In Air



6 Periods (40 minutes each)



Textbook, CRM signs, Learning Kit, templates of transport vehicles, flashcards, paint, old newspapers, tub/ container



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- develop sharpness in sensorial perceptions
- develop emergent literary skills
- make sense of world around through observation and logical thinking

Learning Outcomes

The students will:

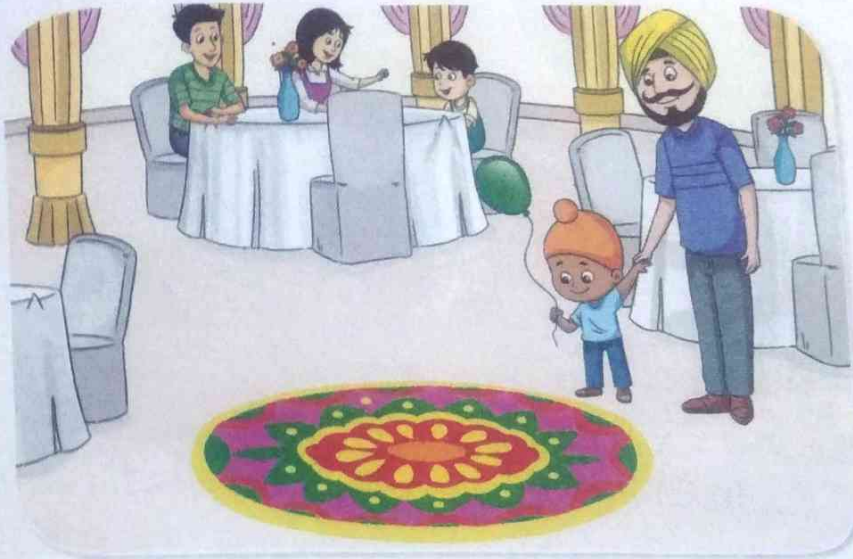
Physical Development	• show eye-hand coordination and muscle strength in simple activities • develop discrimination in the sense of touch
Socio-Emotional and Ethical Development	• understand and respond positively to the social norms in school (thanking the driver, conductor or any other helpers)
Cognitive Development	• follow CRM instructions • understand the meaning of the word 'transport' • identify the means of transport and places they are found in • observe and explore the objects in the surrounding
Language and Literacy Development	• listen to the story and respond to the questions put up by the teacher • talk about the means of transport they like the most • listen and follow short instructions
Aesthetic and Cultural Development	• experience tactile learning as they touch and feel different surfaces
Positive Learning Habits	• adopt class norms • engage in class activities

16 I Love Colours!

Theme 8:
Joy and
Fun



Jas and Papaji are in the community centre.
They see a rangoli.



After reaching home...

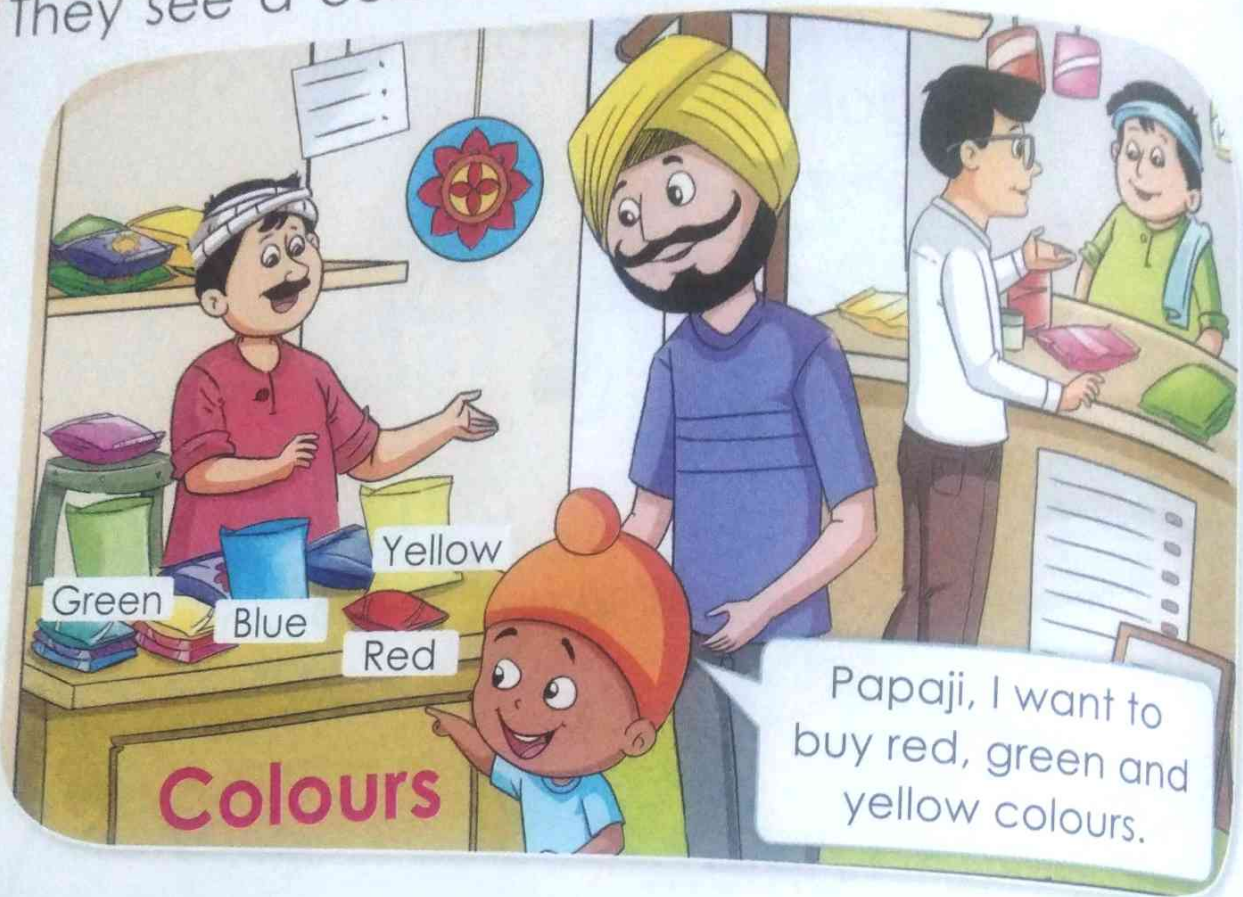
Papaji, how is a
rangoli made?

It is made
using different
colours, Jas.

Red, blue,
green, yellow
and many
other colours.

Wow! I also want to
make a rangoli.

Next day, Jas and Papaji go for shopping.
They see a colour shop.



That evening, Jas makes a beautiful rangoli with his friends.





1. tick (✓) your chosen 5.

 Give me
5...
rooms in a house...

1. bedroom ☐
2. bathroom ☐
3. kitchen ☐
4. balcony ☐
5. living room ☐
6. dining room ☐



Give me
5...
colours...

1. blue ☐
2. yellow ☐
3. green ☐
4. purple ☐
5. pink ☐
6. brown ☐



Give me
5...
animals...

1. horse ☐
2. rabbit ☐
3. cat ☐
4. bird ☐
5. dog ☐
6. cow ☐



Give me
5...
things...

1. pencil ☐
2. pen ☐
3. paper ☐
4. eraser ☐
5. pencil box ☐
6. sharpener ☐

Teacher's Note: Ask the students about their favourite things. Read the words aloud to them.

Lesson 16: I Love Colours



4 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, bowl, slips of paper, colour flashcards, paint, old newspapers, character standees



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the physical and natural environment
- develop emergent literary skills
- develop positive learning habits
- gain knowledge about India

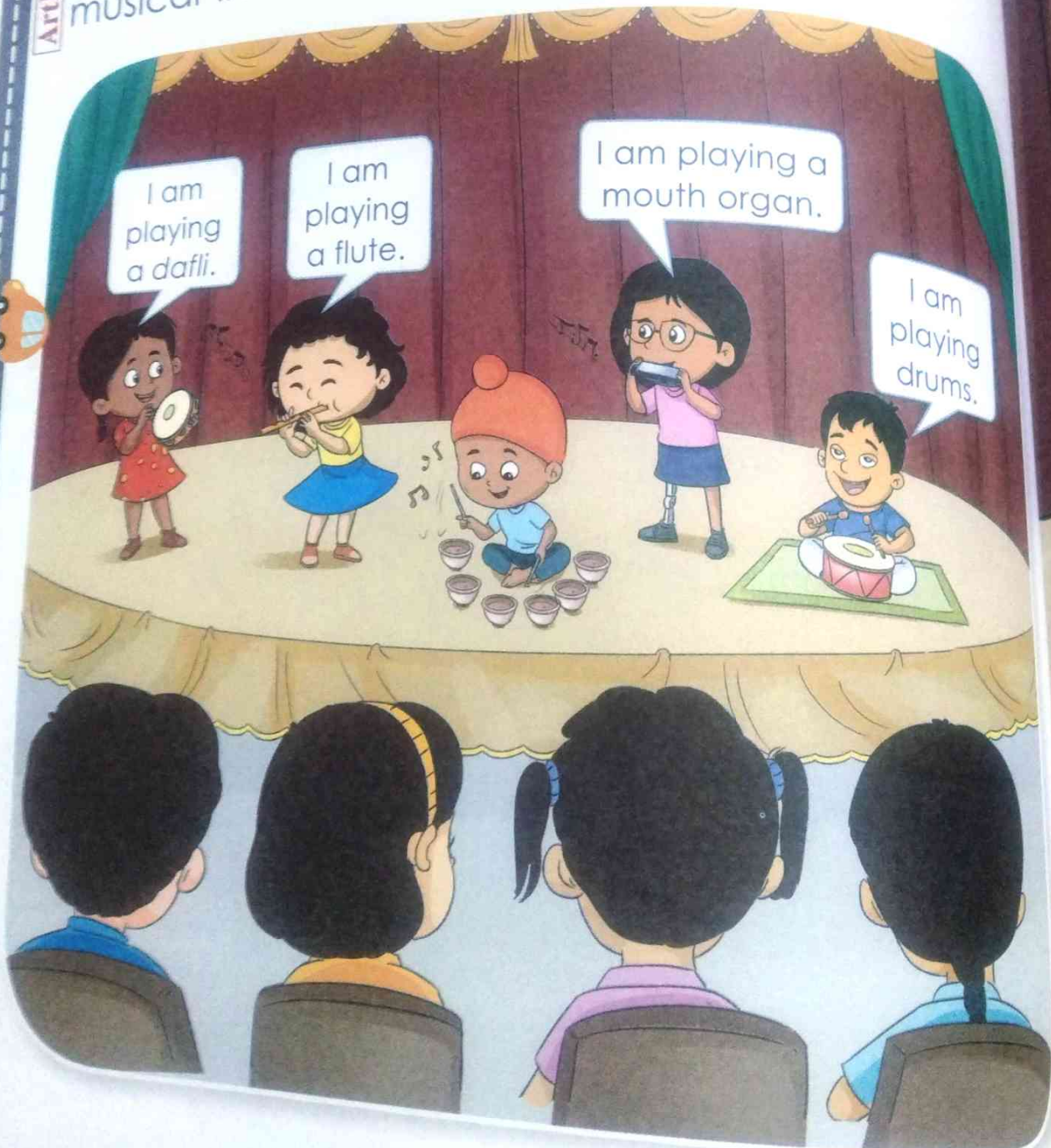
Learning Outcomes

The students will:

Physical Development	• show coordination of fine motor muscles while working with paints/colours
Socio-Emotional and Ethical Development	• develop self-awareness and talk about their favourite things • understand and respond positively to peers during group activities
Cognitive Development	• follow CRM instructions • identify colours and name them • know more interesting facts about India such as rangoli made during festivities
Language and Literacy Development	• follow short instructions • communicate and appreciate a variety of responses
Aesthetic and Cultural Development	• observe minute details and explore using various senses • draw and colour the pictures of their favourite things
Positive Learning Habits	• adopt class norms • engage in class activities on colours



Arti CL Kol All the children take part in a competition. Jas is playing a toy jal tarang. Maria, Lina, Sam and Ryan are also playing different toy musical instruments.



It is prize distribution ceremony. The friends win the third prize. They receive the prize together, happily.



Theme 8:
Joy and Fun

1. Tick (✓) the activities that you like to do the most.

COD FMD



Teacher's Note: Point at each image and name it. Guide the students to share what they like.

Phone-a-Friend!

You will need: 2 paper cups, toothpick and a woollen thread



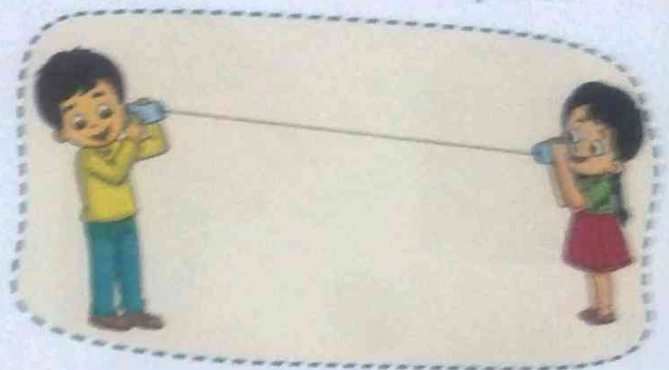
STEP 1: Take two large paper cups.



STEP 2: Punch a small hole in the centre of the bottom of each cup. Use a toothpick.



STEP 3: Put a woollen thread inside both the holes and tie some knots.



STEP 4: Give one cup to your friend. Hold one yourself. Walk away from each other. Start to speak through the cup.

Can you hear your friend talking? Tell your teacher.

Teacher's Note: Help the students carry out the activity step by step. Take turns in speaking through the cup.

2. Count and write how many times you see each item.

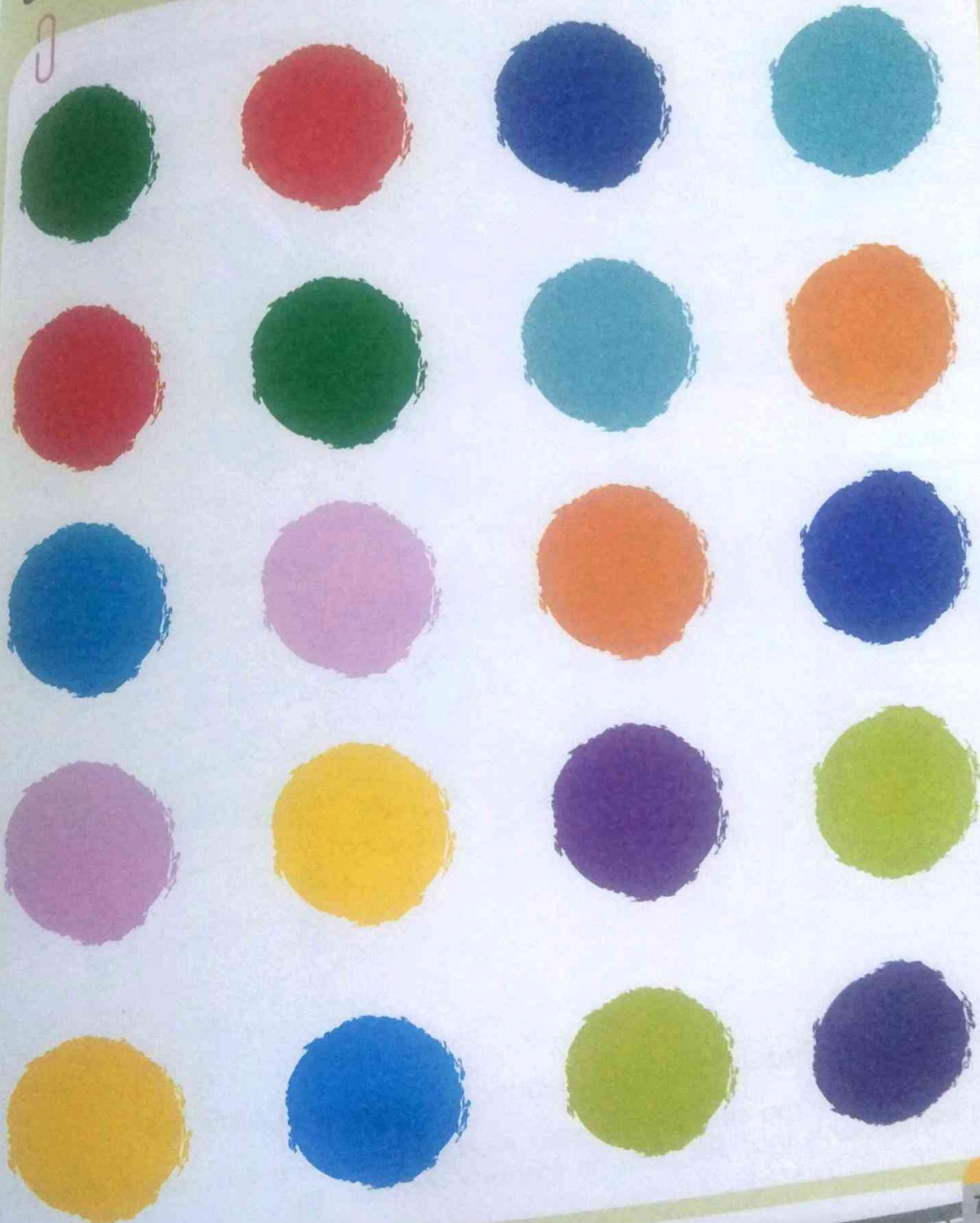


Let's Relax

3. Match the same colours.

COD LOTS



Lesson 17: Fun with games

Theme 8:
Joy and fun



4 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit, Lina's, Sam's, Maria's, Jas's and Ryan's standees, musical instruments, disposable cups and wool



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- make sense of world around through observation and logical thinking
- develop emergent literary skills
- develop positive learning habits
- gain knowledge about Indian musical instruments

Learning Outcomes

The students will:

Physical Development	display coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	- develop self-awareness understand and respond positively to peers during group activities - learn the significance of team work and collaboration
Cognitive Development	- follow CRM instructions - identify colours and name them - learn interesting facts about musical instruments
Language and Literacy Development	- share their experiences in simple words or their home language - communicate and appreciate a variety of responses
Aesthetic and Cultural Development	demonstrate creativity and inventiveness with materials in making a phone
Positive Learning Habits	- adopt class norms - engage in class activities

18 Fun with Granny

Theme 9:
Forever
Best

It is evening. Biji* and Jas are playing
tipi-tipi-tap.

CL LSV



Teacher's Note: Teach the students how to make and play the tipi-tipi-tap game.

*Tell the students that Jas calls his father's mother 'Biji'.



Teacher's Note: Tell the students how different clothes are worn in different seasons.

Lesson 18: Fun with Granny



3 Periods (40 minutes each)



Flashcards, crayons, CRM signs, Learning Kit, Jas's standee, pictures, raincoat, square piece of paper/origami papers, clay or dough



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop balance and coordination of fine motor muscles
- develop cognitive skills and explore the natural environment
- develop effective communication skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• display coordination of fine motor muscles
Socio-Emotional and Ethical Development	• develop self-awareness • associate themselves with the family and grandparents
Cognitive Development	• follow CRM instructions • identify things worn in different seasons
Language and Literacy Development	• follow short instructions • describe the picture and seasons in simple vocabulary or their home language
Aesthetic and Cultural Development	• explore and play with material to create a three-dimensional game
Positive Learning Habits	• adopt class norms • observe minute details of objects

19 Three Seasons

Jas and Biji read a picture book on different seasons.

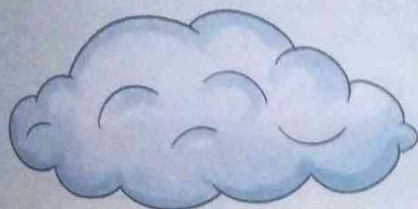
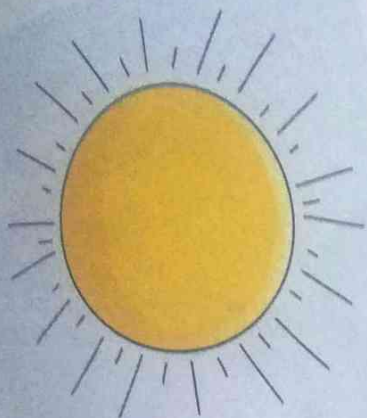
Theme 9:
Forever
Best

There are three seasons, Jas. Let us learn their names.



Teacher's Note: Point at each image and name it. Talk about the seasons.

Tick (✓) what will you do in each season.



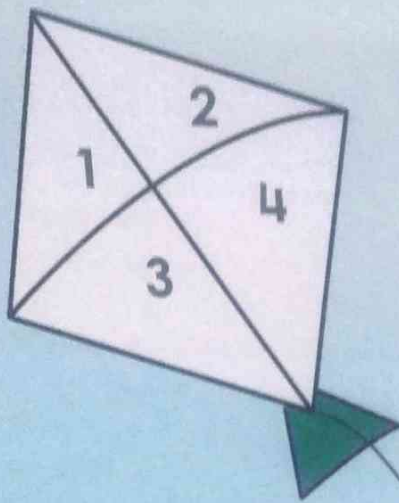
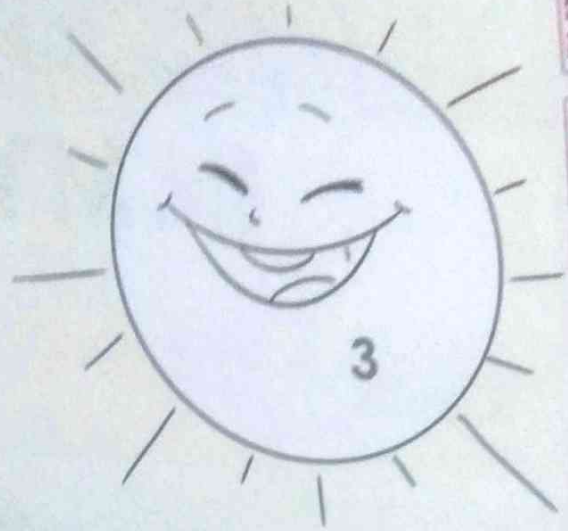
2. Spot five differences between the pictures.



Teacher's Note: Help the students spot the five differences in the pictures. Point and name them.

Let's Relax

3. It is a sunny day. Use the colour code to colour the Sun and the kite.



LOTS

THINGS I HAVE LEARNT IN MY CLASS

5 fruits

5 vegetables

5 big animals

5 small animals

5 birds

4 colours

3 seasons

Teacher's Note: Encourage the students to recall the names. Ask them to colour each box if they can recall the names.

Lesson 19: Three Seasons



6 Periods (40 minutes each)



Flashcards, crayons, CRM signs, Learning Kit, Jas's standee, objects related to summer, monsoon and winter.



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop positive regard for the natural environment around them
- develop habits that are healthy and safe
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• hold the crayons with thumb and fingers
Socio-Emotional and Ethical Development	• associate themselves with the family and grandparents
Cognitive Development	• follow CRM instructions • identify things worn in different seasons
Language and Literacy Development	• follow short instructions • find the differences in the given pictures
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• adopt class norms • develop adequate working memory