



**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.

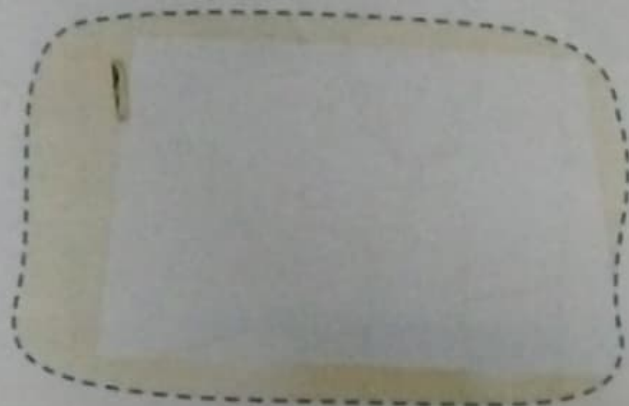




My Name is...

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.



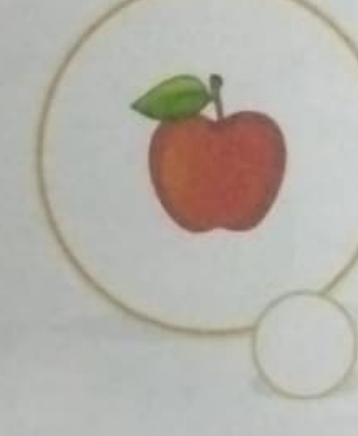
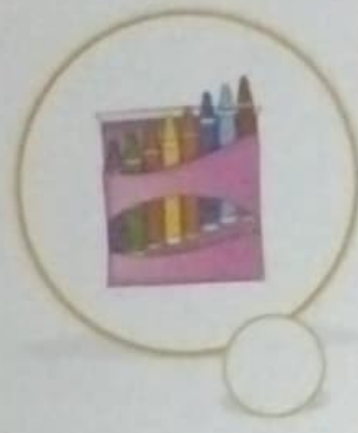
I am years old.

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

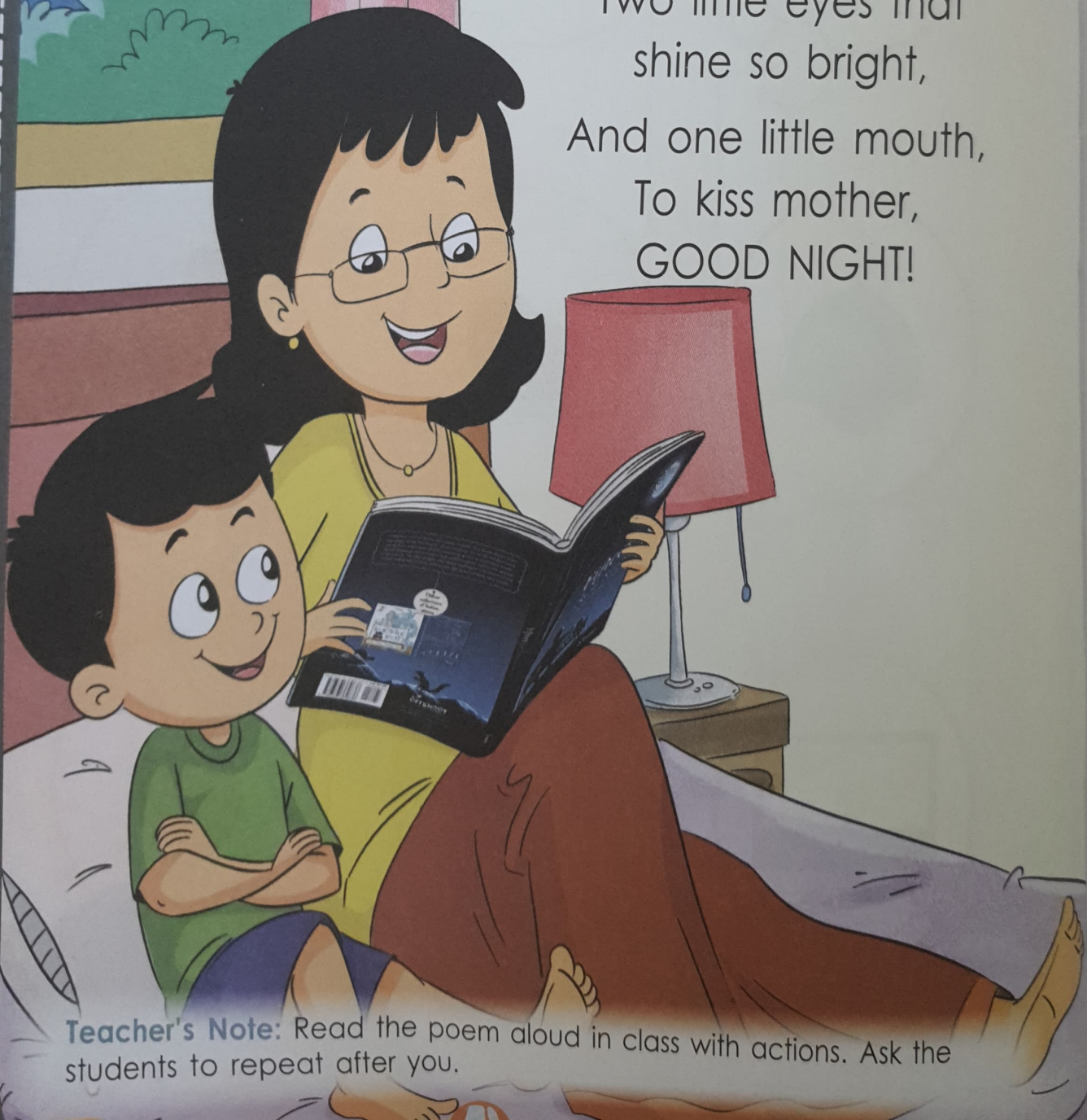
One little nose,

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

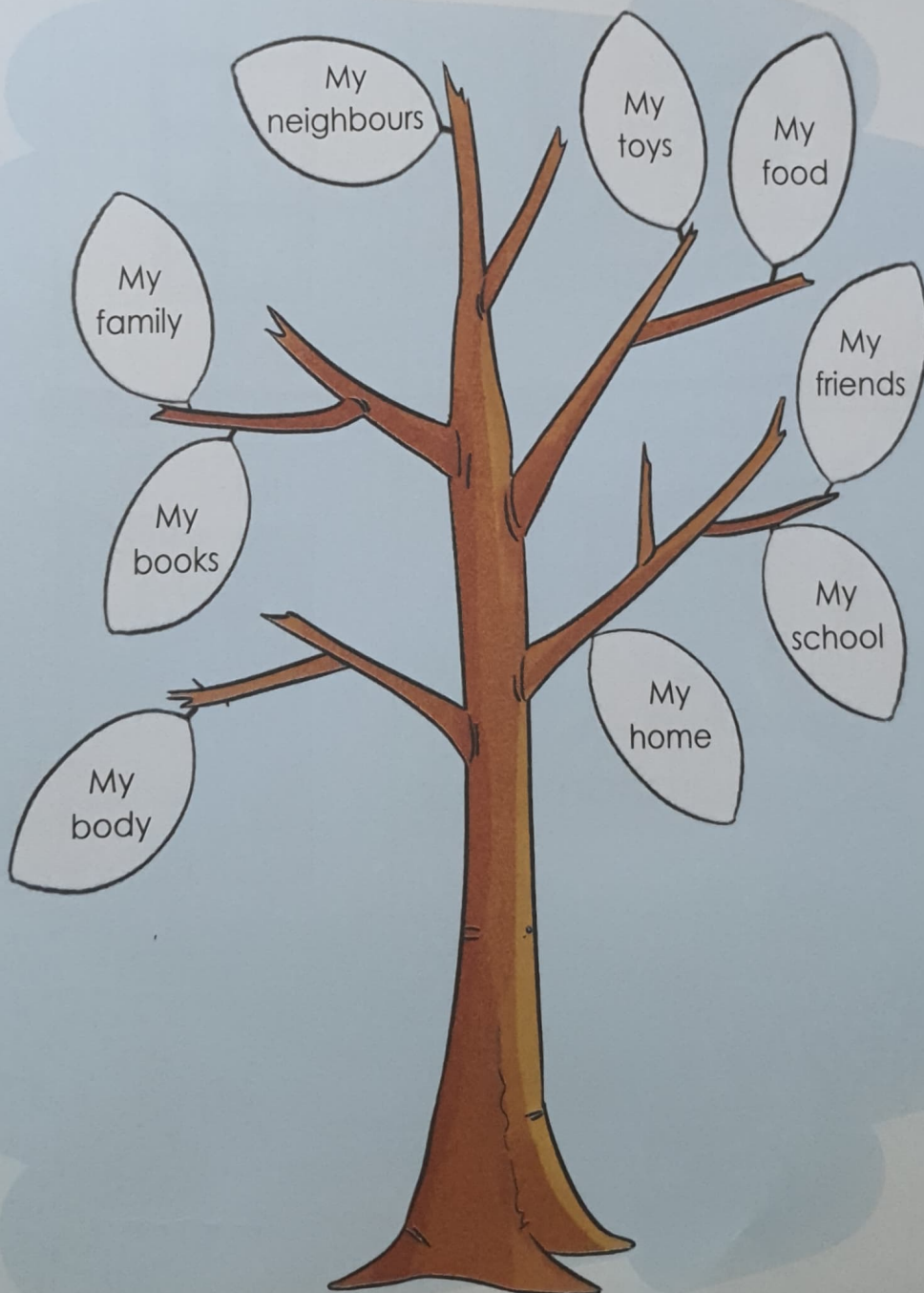
Learning Outcomes

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.

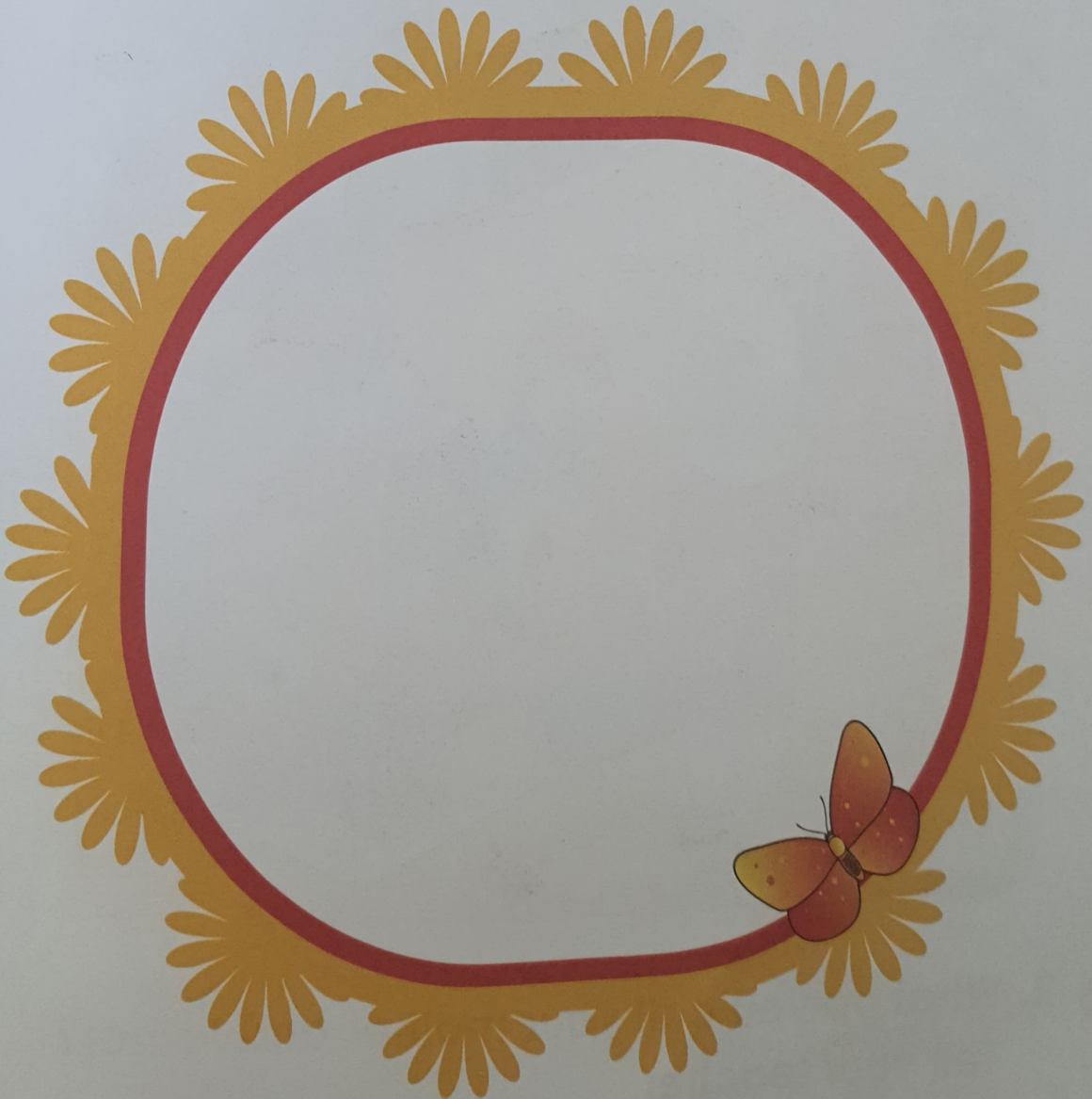
Jas has

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

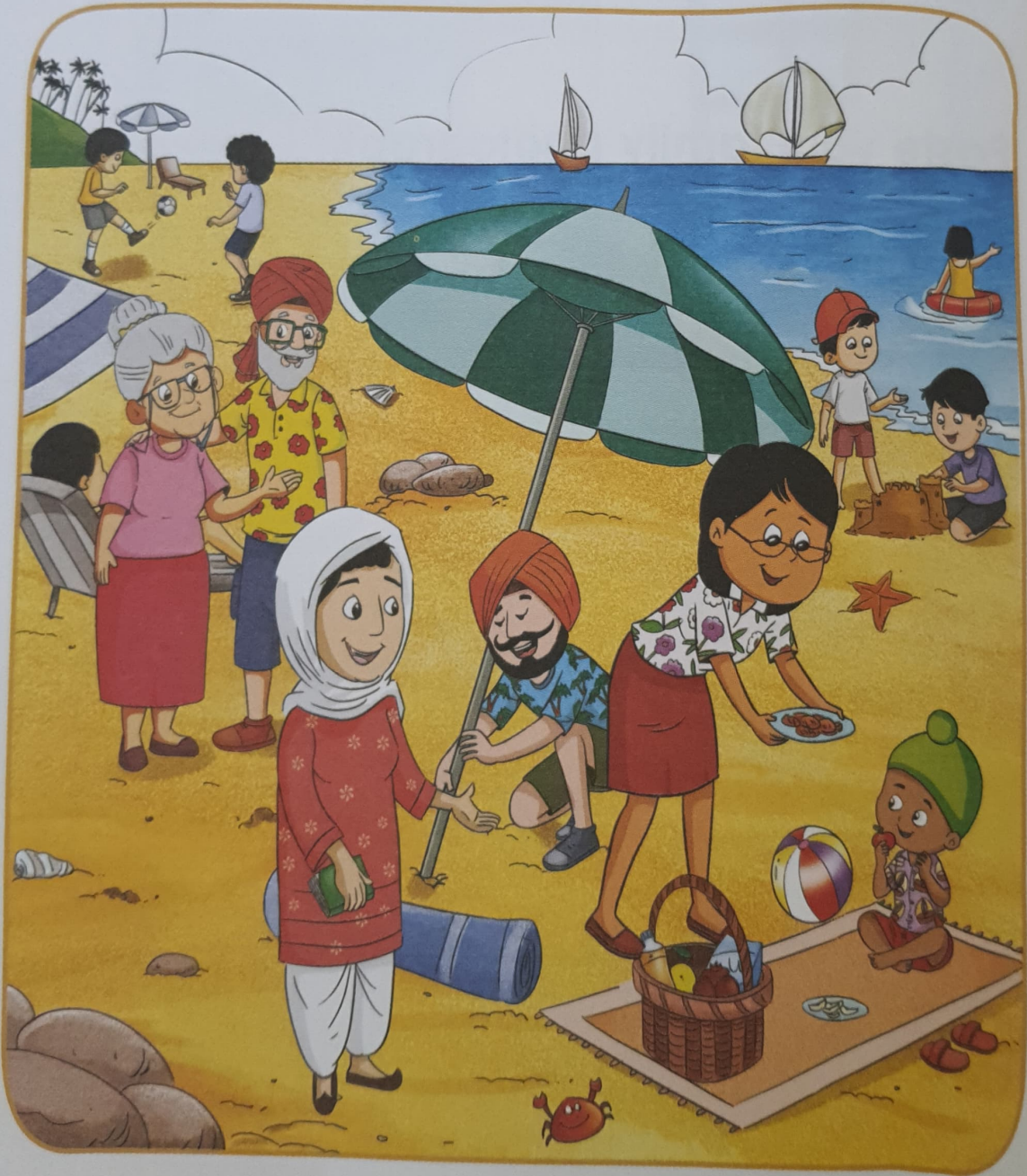
4 My Family

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

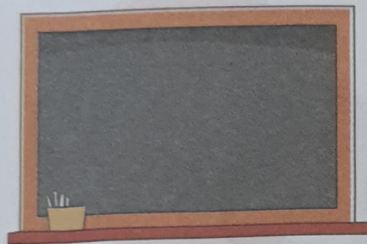
Computer Room

Library

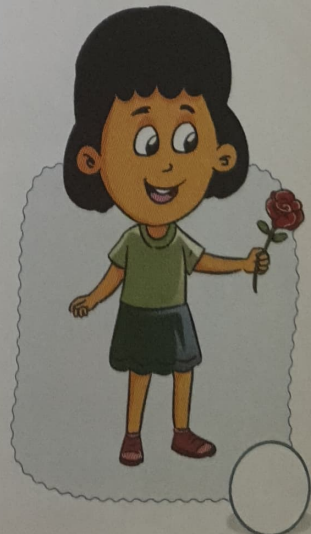
Playground

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

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 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.

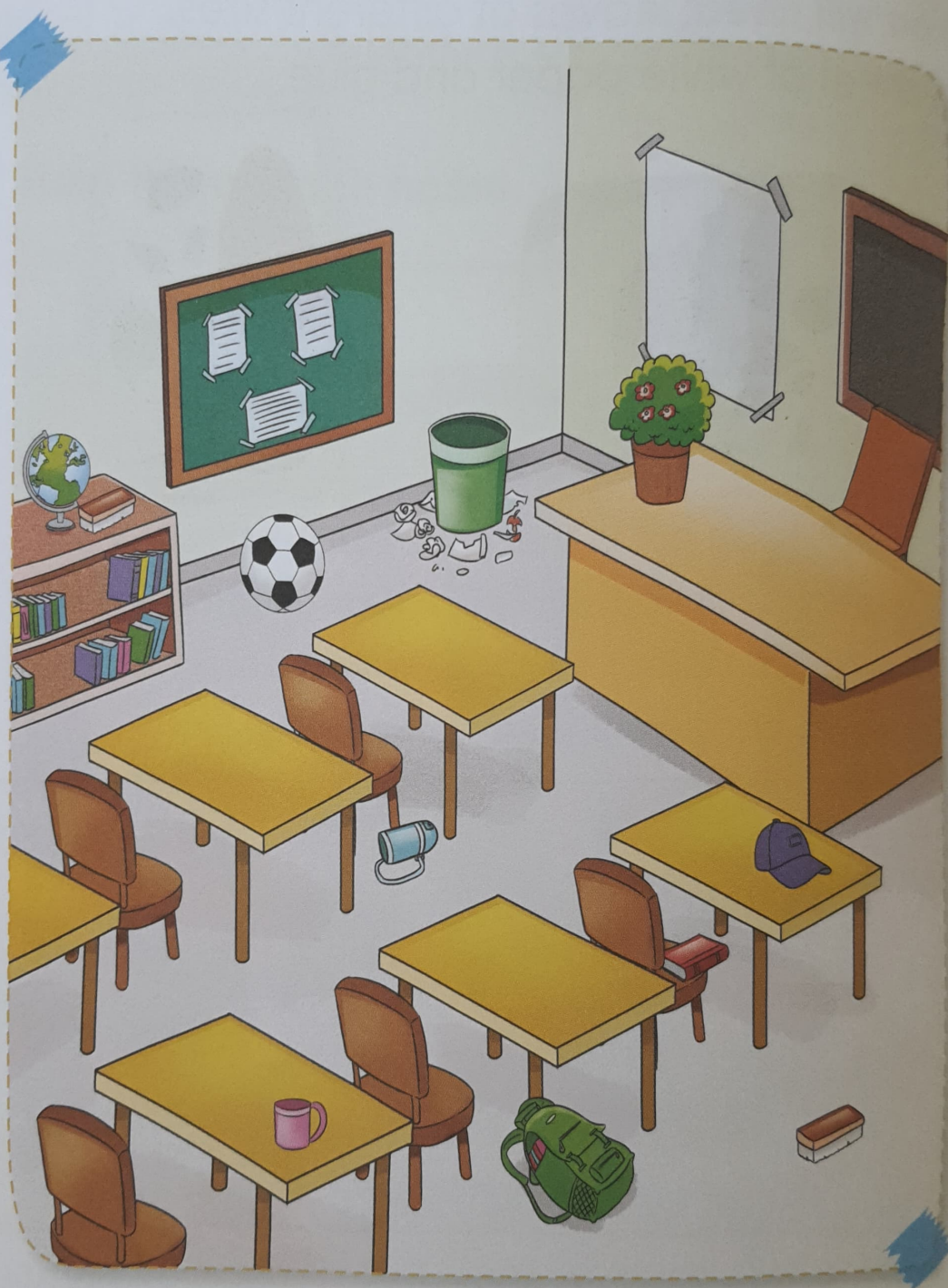


STEP 2: Paste them all using glue on a white chart paper.

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.

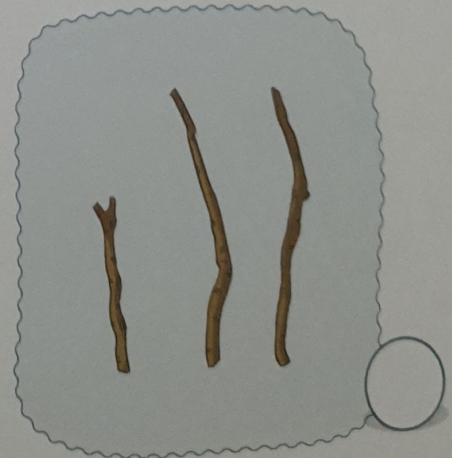
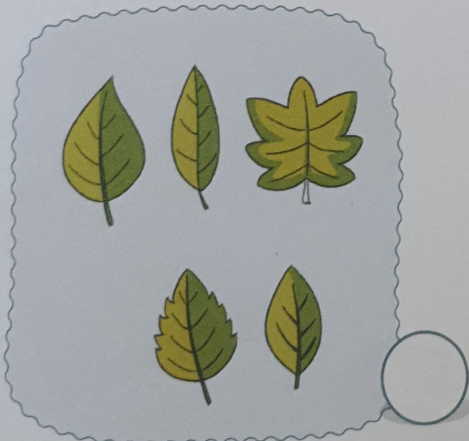
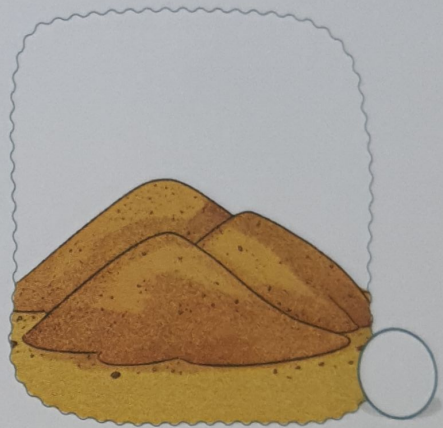
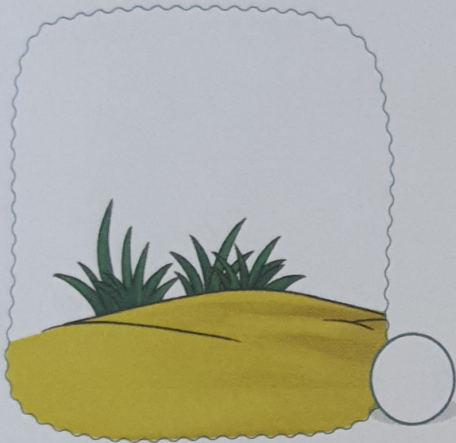


Teacher's Note: Discuss with students the importance of keeping things in their place.

Let's Relax

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

EBL
EXT
SPD

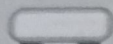


Teacher's Note: Tell the students to touch and feel different things in the park. Ask them how different they are from each other. Guide them to

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



PMD

OIC

CL

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!

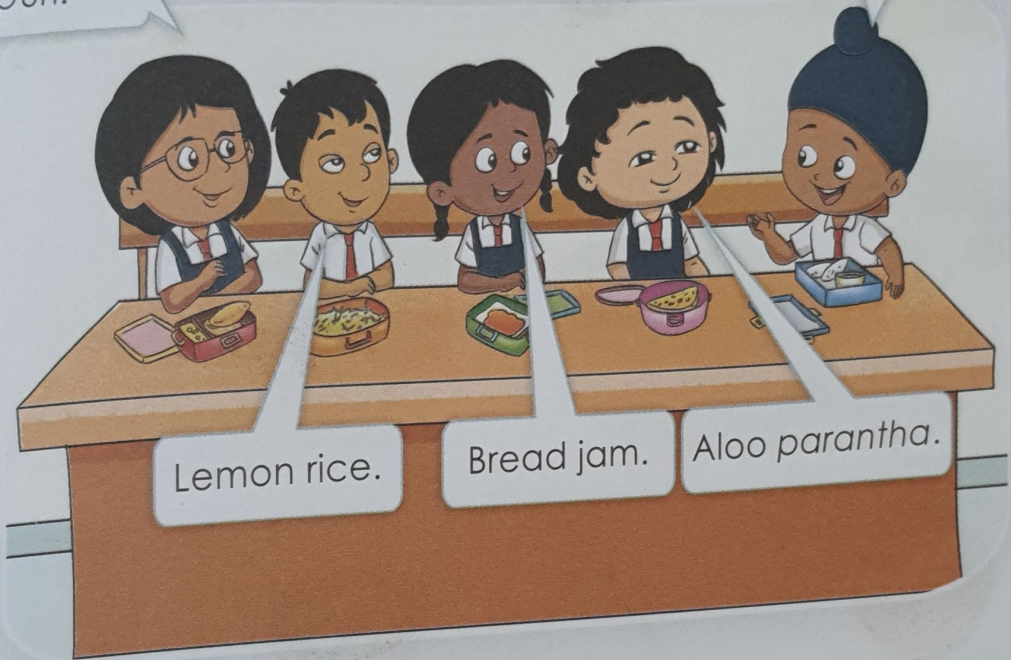


Teacher's Note: Read out the poem with actions. Ask the students to repeat after you. Explain to them that things they eat is known as food.

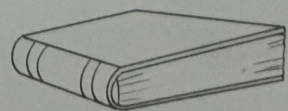
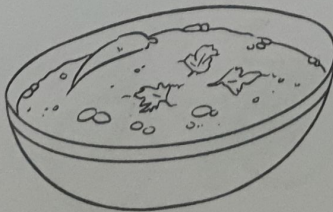
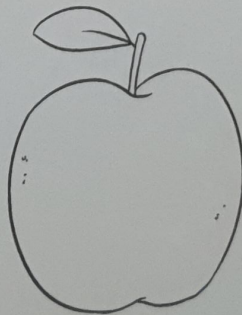
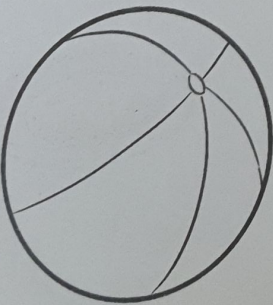
It is lunch break. The children open their lunch boxes.

I have aloo puri.

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

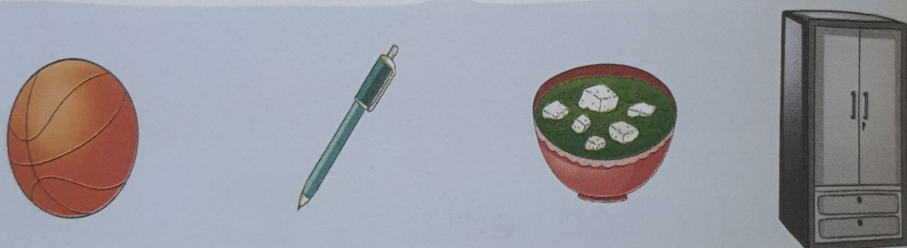
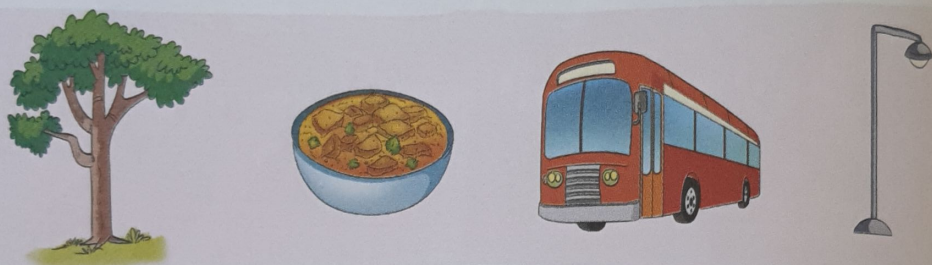
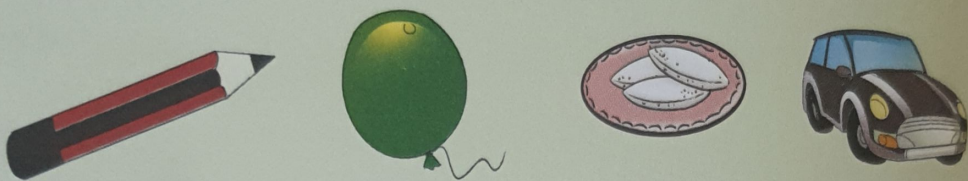


1. Colour the food items.



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

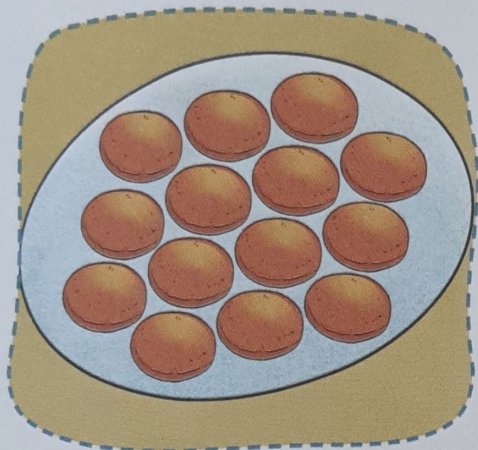
2. Circle the food items in each row.



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

Happy Cookies

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



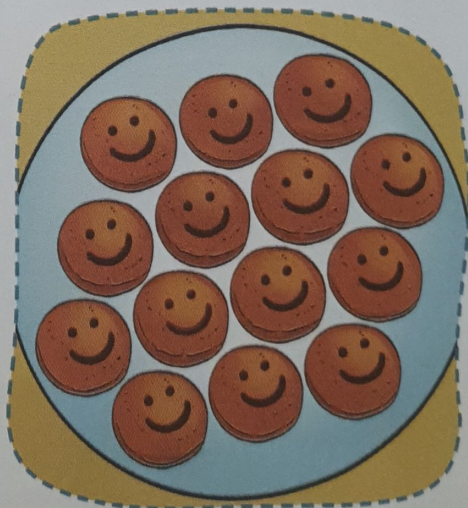
STEP 1: Take some cookies in a plate.



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.

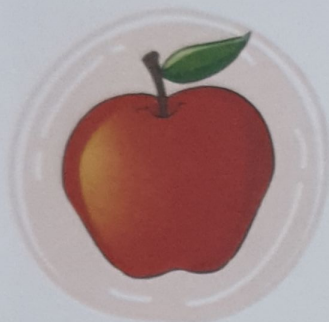
I like to eat
mangoes.

Which fruit do you
like to eat?

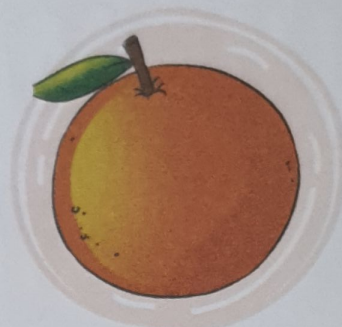


Let's Learn

These are some fruits.



Apple



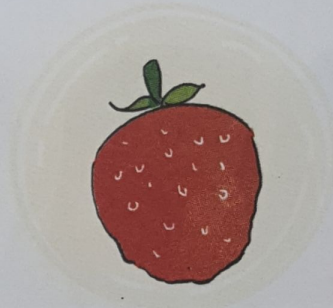
Orange



Banana



Pear



Strawberry



Grapes



Watermelon



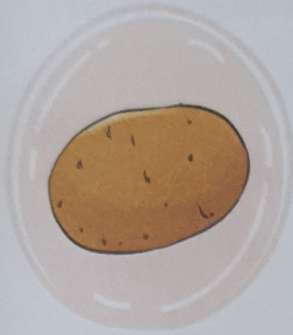
Mango



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



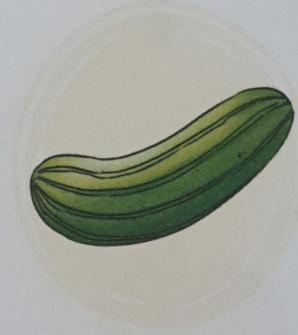
Carrot



Cabbage



Onion



Cucumber



Brinjal



Spinach



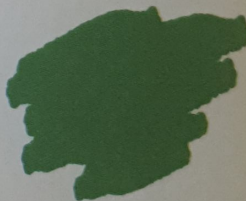
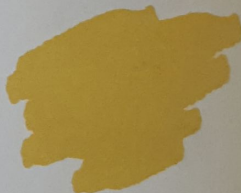
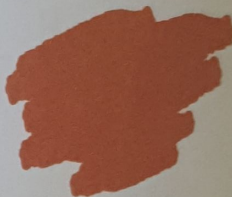
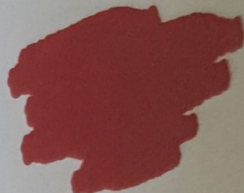
Cauliflower



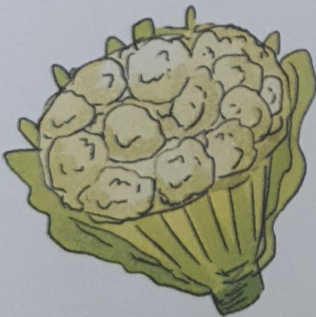
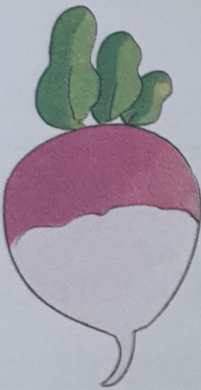
Tomato

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?

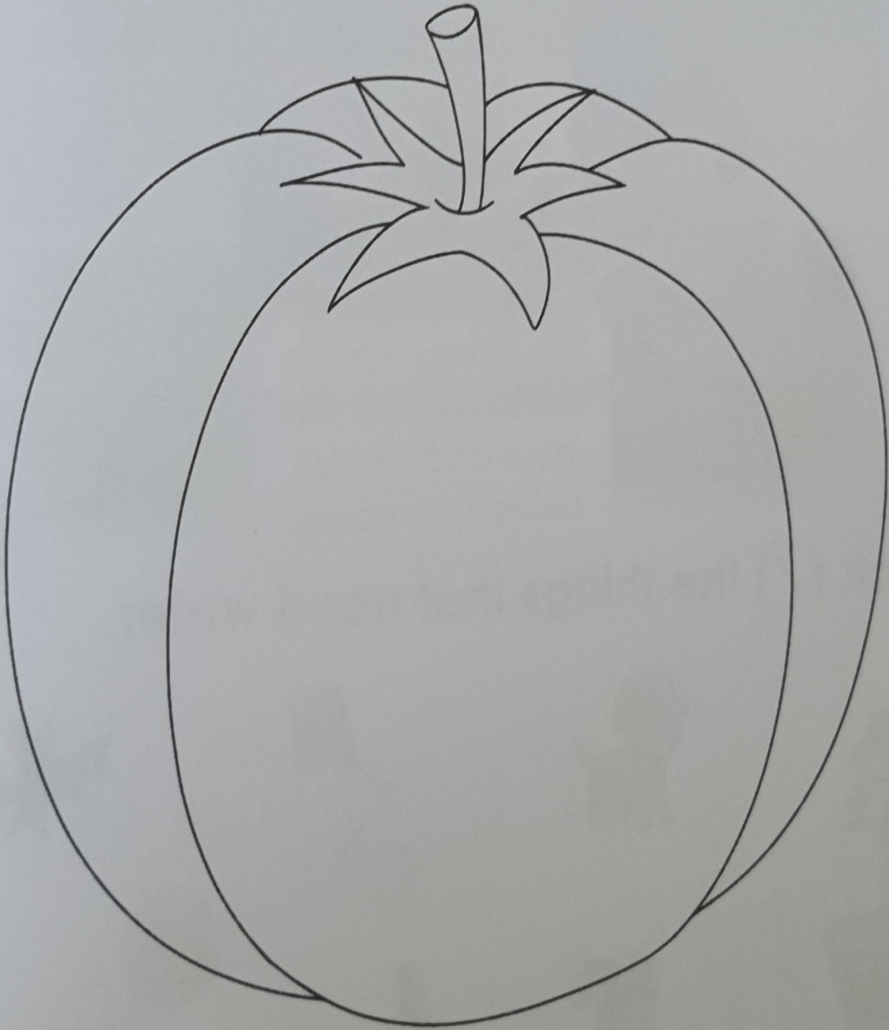


2. Circle the fruits with a green crayon. Circle the vegetables with a blue crayon.



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