

**Budha Dal Public School
Patiala**

**CLASS -PREP 1
Term 1
E.V.S PLANNER
Session - 2026-27**





FORMATIVE ASSESSMENT 1
Theme 1 : I Love Mondays
I am Special

SUMMATIVE ASSESSMENT 1
Theme 2 : I Love Tuesdays
Jas and his Family
Family Time
Theme 3 : I Love Birthdays
House and Neighbourhood
People Who Help Us
Theme 4 : I Love Wednesdays
All About Colours
Food We Eat
Healthy Eating Habits



CL

It is Monday morning. Sam is getting ready for school. Baba* is combing her hair.



EXL

COD

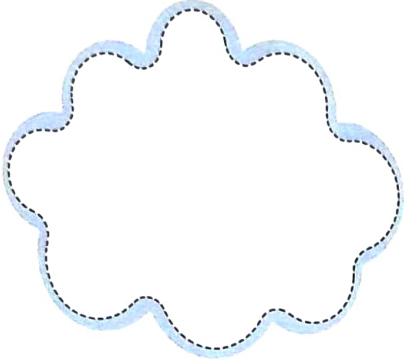
1. What all does Sam do before going to school? Number the pictures in the correct order.



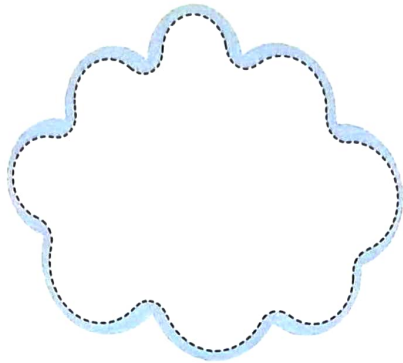
Teacher's Note: Ask the students about their daily routine.

*Tell the students that Sam calls her father 'Baba'.

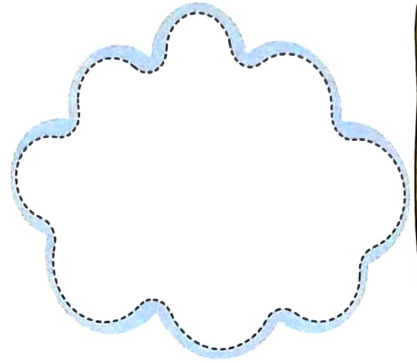
2. What comes to your mind when you read the given clues? Draw, colour or paste pictures.



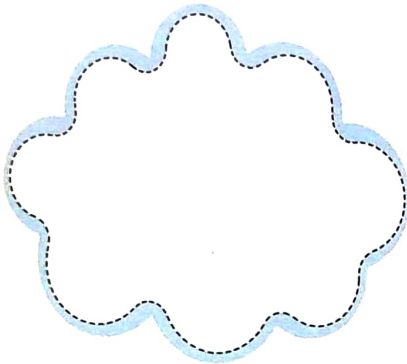
wake up



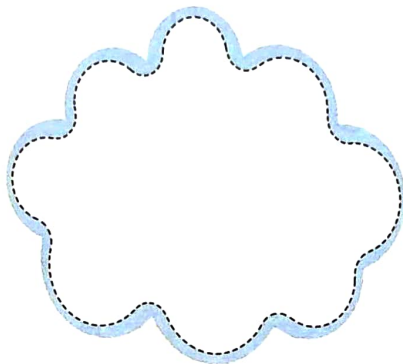
get up



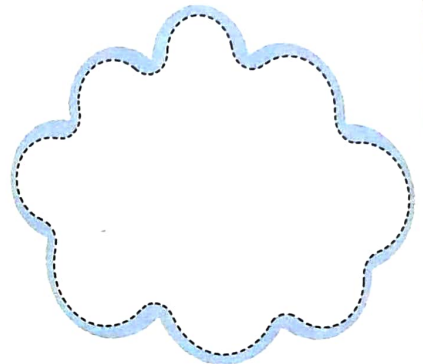
take a bath



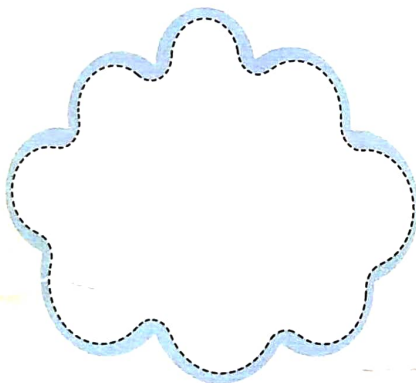
wash my
face



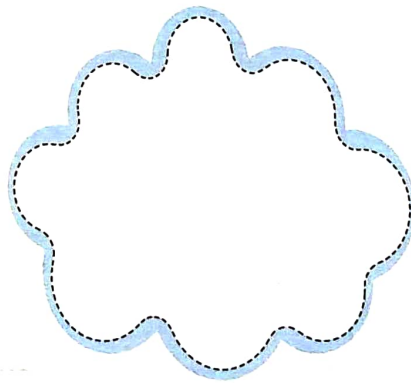
brush my
teeth



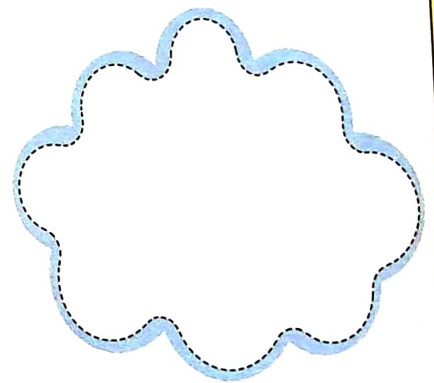
get dressed



brush my
hair



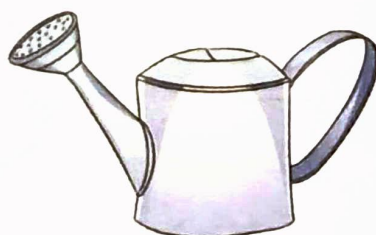
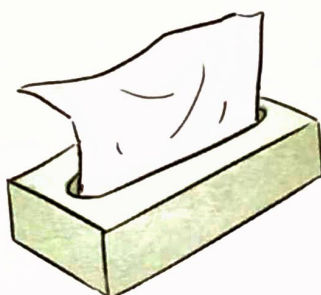
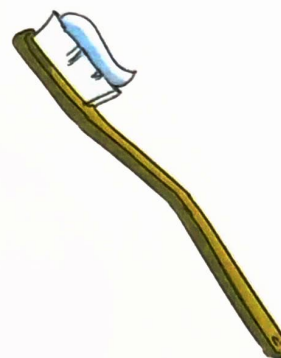
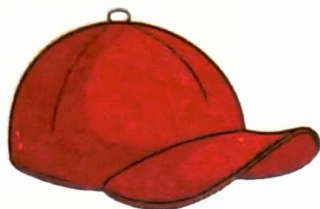
eat
breakfast



go to school

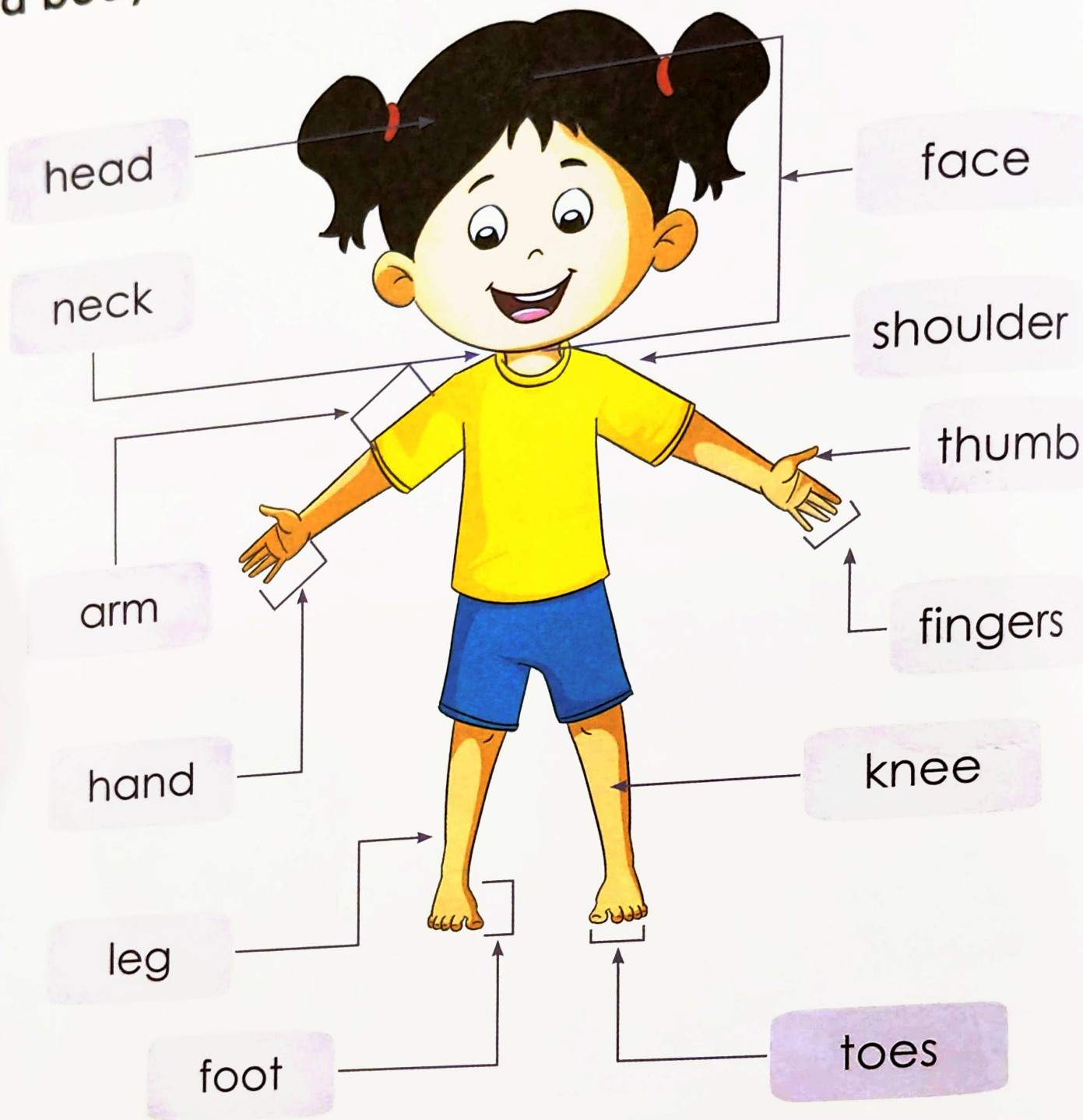


3. Circle the things that you use to keep yourself clean.



Let's Learn

Read aloud the names of different parts of a body.



5. Complete the names of the body parts.
Fill in the blanks with the missing letters.

h _ _ ad

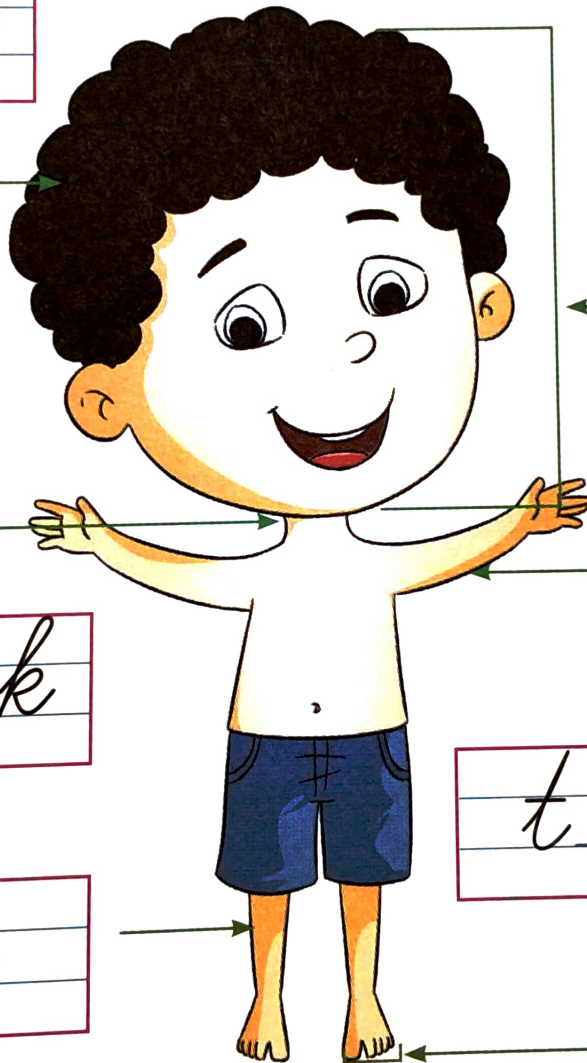
f _ _ ce

_ _ _ rm

t _ _ es

n _ _ ck

l _ _ g

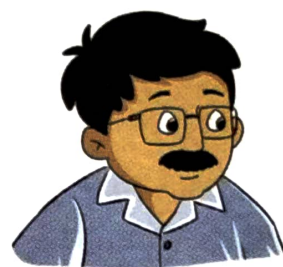


Sam is enjoying the race. She looks at the TV.

Look, Mum! They also have special legs like me.

Teacher's Note: Encourage the students to talk about the setting of the scene. Help the students frame their thoughts about how every child is unique and special. Guide them to make and say short sentences.

After dinner, Sam and her family watch TV in the living room. They watch a race.



9. Paste your picture in the frame. Write your name in the space provided.



Good Touch and Bad Touch

The train starts. We cannot sit still.
 We go to Nani's house on the hill.
 Nani knows we are on our way.
 She has special games for us to play.
 She stands at the door, and smiles.
 I run and hug her for a while.
 It feels nice and warm to give her a hug,
 Like holding warm milk in a mug.
 One day, Nani told me this,
 Something she said, I should never miss.
 "Not all hugs and pats feel nice,
 Say NO, step back, don't think twice."

Teacher's Note: Read the poem aloud in class. Explain to the students the difference between good touch and bad touch.



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop emotional intelligence
- observe their surroundings and think logically
- develop communication skills in their home language
- 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	• differentiate between a good touch and a bad touch • acknowledge the fact that each child is special
Cognitive Development	• comprehend and follow the instructions given by the teacher • identify activities of their daily routine • identify the different body parts
Language and Literacy Development	• communicate their ideas using simple words or home language • mime the daily routine activities
Aesthetic and Cultural Development	• draw things they use for personal hygiene • make stick puppets/ rag doll with help
Positive Learning Habits	• recognise things used for personal hygiene

Let's Learn

Jas is sitting with Ammi* and Papaji**. They are looking at a photo album together.



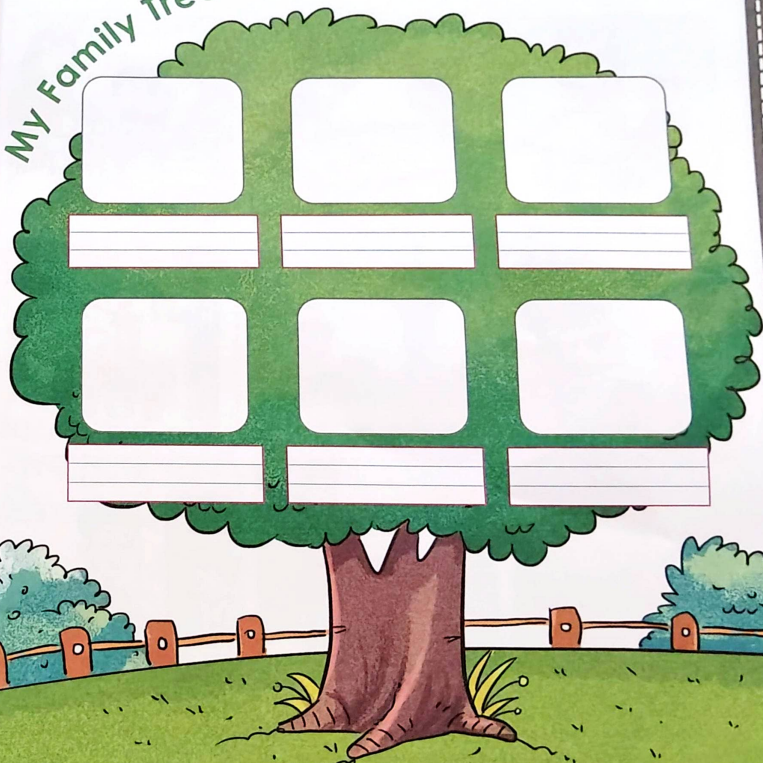
Teacher's Note: *Tell the students that Jas calls his mother 'Ammi'.
**Tell the students that Jas calls his father 'Papaji'.

2. Look through an old photo album. Paste pictures and write names of your family members in the space provided.

EXT



My Family Tree





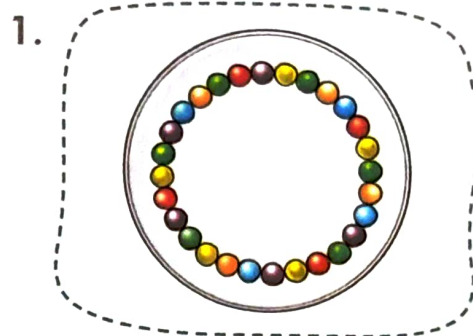
Let's Relax

Colour Game

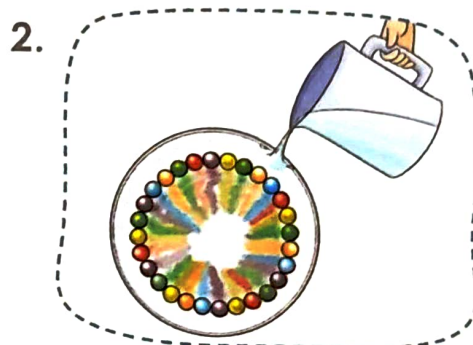
Things you need:

- five coloured chocolate buttons, each of red, blue, yellow, pink and green colours
- warm water
- white plate

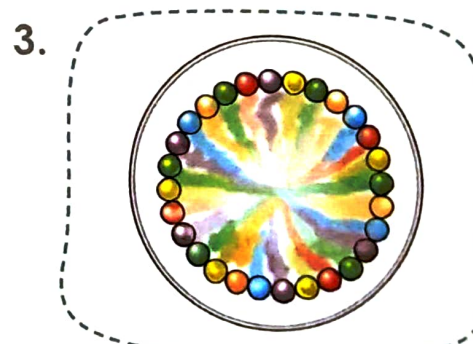
STEP 1: Arrange the coloured chocolate buttons on a plate, as shown.



STEP 2: Pour some warm water in the plate. Take help of an adult.



STEP 3: The colour from the chocolate buttons will slowly come off. It will look like this.



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop an understanding of gender equality in doing tasks at home
- observe the colour game experiment and think logically
- develop communication skills in their home language
- express their emotions through art (drawing/ pasting pictures, making stick puppets)
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw, colour pictures • strengthen finger and hand movements while making stick puppets
Socio-Emotional and Ethical Development	• spend time with family and enjoy activities • learn that all tasks can be done by both the genders at home
Cognitive Development	• learn about new colours through colour game experiment
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• draw or paste picture of the family
Positive Learning Habits	• help parents in doing tasks at home

3 Family Time

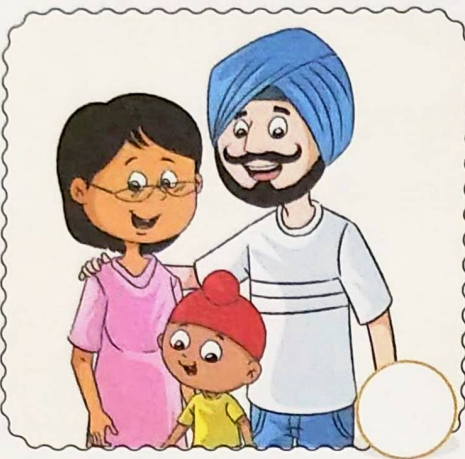
Theme 2: I
Love
Tuesdays



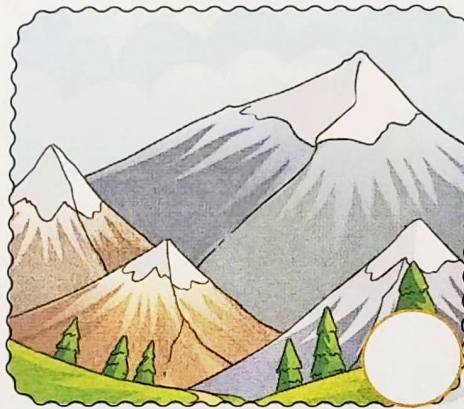
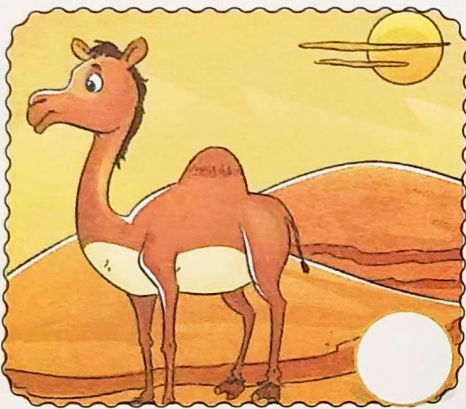
LTL
EXT

1. Look at the pictures. Help Jas plan a holiday.

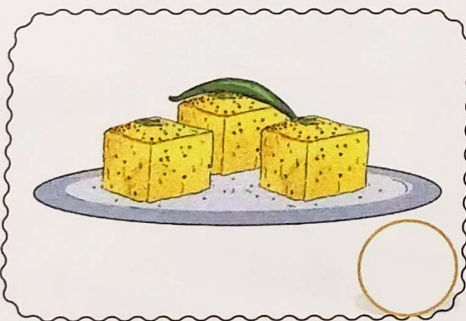
Jas wants to travel with:



Jas wants to go to:



Jas wants to eat:



Teacher's Note: Ask the students to choose their favourite pictures and talk about a family holiday. Guide them to frame their thoughts and say short sentences.

* Tell the students that they can choose more than one option in each row.

Let's Read

CT

Jas has to dress up as a goldfish for Ryan's birthday party. Jas and Ammi are together making the dress for the party.





Jas: How does it look, Ammi?

Ammi: It looks good, Jas. You have made it so well.

Jas: Thank you, Ammi. We made it together. So, we did it well.

Teacher's Note: Ask the students to talk about their favourite animal. Guide them to frame their thoughts and say short sentences.

2. Do you help your parents at home like Jas? Number the pictures in the correct order.



Curricular Goals and Objectives (ECCE)

To enable the students:

- express their thoughts effectively
- develop sharpness in sensorial perceptions
- develop emotional intelligence
- make sense of the world around through observation and logical thinking

Learning Outcomes

The students will:

Physical Development	• draw, colour pictures • wear the mask of an animal and role-play
Socio-Emotional and Ethical Development	• learn to work together as a team
Cognitive Development	• plan a holiday • arrange the events in proper sequence • learn through experiment with different items that stay up or go down in water
Language and Literacy Development	• communicate effectively about their favourite food, places or people
Aesthetic and Cultural Development	• draw or paste picture of the dishes they like
Positive Learning Habits	• learn to help parents at home in age-appropriate tasks

4 House and Neighbourhood

Theme 3: I Love Birthdays



1. Help Ryan colour the picture.



Art
COD
PMD

Let's Read

CL COD

Lina and Koka* are shopping.
They stop at a grocery** store to buy a few items.

2. Circle the odd thing on each shelf.

What is a neighbourhood, Koka?

Lina, a neighbourhood is a place where we live, play and make friends. The places around our house, like this store, make our neighbourhood.



Then, let me count, Koka. My school, post office, hospital, park and the police station. All these places make our neighbourhood, Koka?

Yes. You are right, Lina.

Teacher's Note: *Tell the students that Lina calls her father's father 'Koka.'

** Tell the students the meaning of the word 'grocery.'

3. Help Lina and Koka reach Ryan's house.
Circle all the places in the neighbourhood they cross to reach Ryan's house.



Curricular Goals and Objectives (ECCE)

To enable the students:

- express their thoughts effectively
- develop sharpness in sensorial perceptions
- develop emotional intelligence
- make sense of the world around through observation and logical thinking
- develop effective verbal and non-verbal communication skills
- develop listening and comprehension skills

Learning Outcomes

The students will:

Physical Development	• draw, colour pictures • find the way through a maze
Socio-Emotional and Ethical Development	• spend time with grandparents
Cognitive Development	• identify the things that are available in the grocery store • know the places in the neighbourhood • colour the house, trees, the Sun
Language and Literacy Development	• communicate effectively about the places in the neighbourhood, in simple sentences or their home language
Aesthetic and Cultural Development	• colour the picture of a house • make a collage of a house
Positive Learning Habits	• learn to arrange things in order

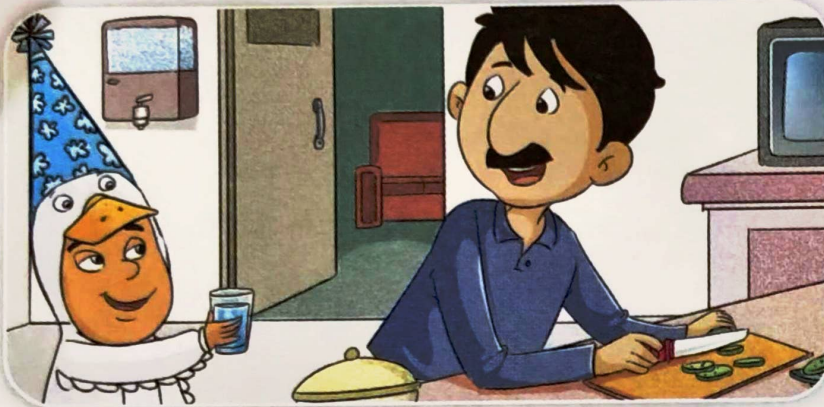


Seva

LSV

CL

Lina and Koka reach Ryan's house. They greet Kumar bhaiya. He works as a security guard at Ryan's building.



At Ryan's home, Lina sees Ryan helping Neeraj bhaiya. Neeraj bhaiya cooks food for Ryan's family.

Lina and Ryan hear a knock at the door. Mummy* opens it. A delivery man has brought a package for Ryan. Ryan says, "Thank you."



Teacher's Note: 1. Tell the students about some more community helpers. 2. Encourage the students to say 'Thank you' to all the helpers around them.

*Tell the students that Ryan calls his mother 'Mummy.'



LSV

PMD

1. Make a thank you card for the people who help you. Colour this card.

Thank YOU



To:

from:



Teacher's Note: Help the students make a thank you card.

Curricular Goals and Objectives (ECCE)

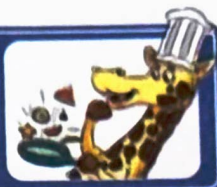
To enable the students:

- develop communication skills
- develop life skills
- develop emotional intelligence
- develop fine motor skills
- develop positive attitude towards productive work and service or 'Seva'

Learning Outcomes

The students will:

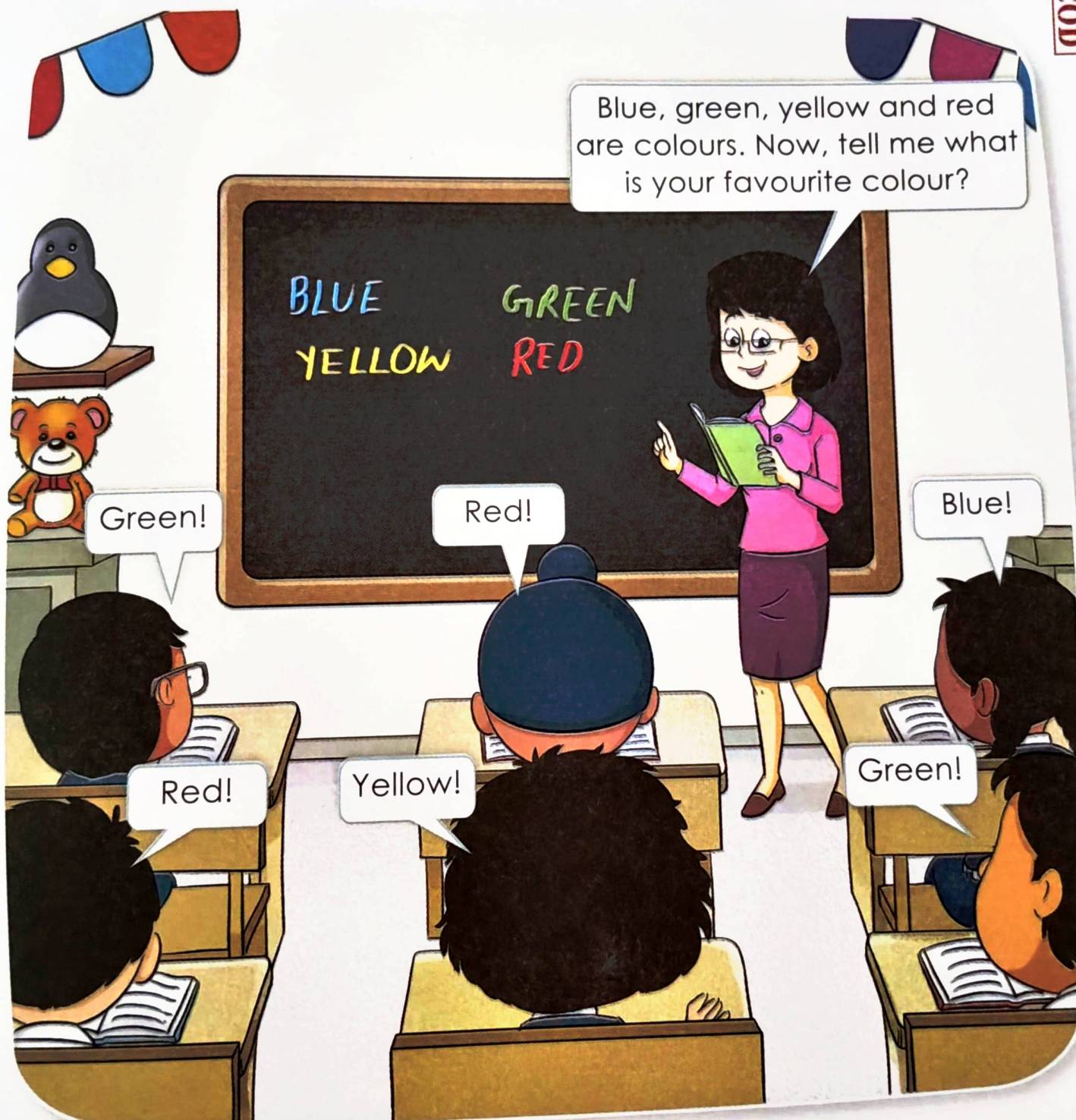
Physical Development	• draw and colour a thank you card
Socio-Emotional and Ethical Development	• respond positively to the community helpers
Cognitive Development	• observe the given pictures and identify the differences between the two • identify different occupations people follow
Language and Literacy Development	• communicate effectively about the people who help us in our daily lives in simple sentences or their home language
Aesthetic and Cultural Development	• make a thank you card
Positive Learning Habits	• learn about productive work and service • participate actively in community



Let's Learn

All the children are in the classroom.

CL
COD



Red

Red, red, red, this colour is red.



Teacher's Note: Read the text aloud. Ask the students to spot the odd colours on the page.

Blue

Blue, blue, blue, this colour is blue.



Teacher's Note: Read the text aloud. Ask the students to spot the odd colours on the page.

Theme 4: I Love Wednesdays

Yellow

Yellow, yellow, yellow, this colour is yellow.



Teacher's Note: Read the text aloud. Ask the students to spot the odd colours on the page.

Theme 4: I Love Wednesdays

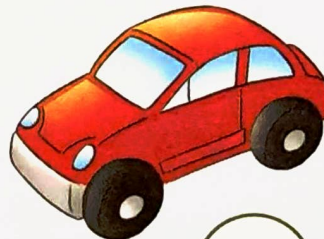
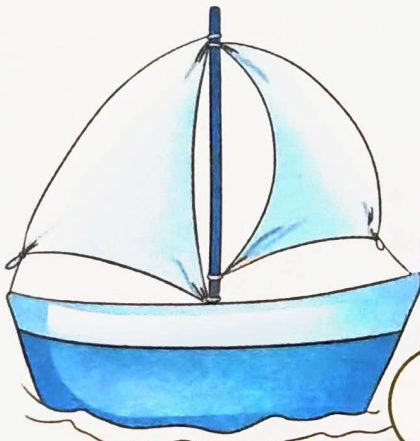
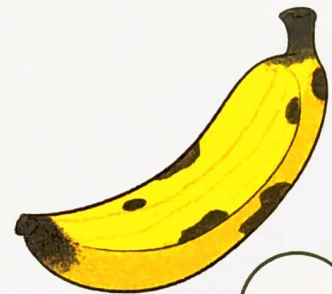
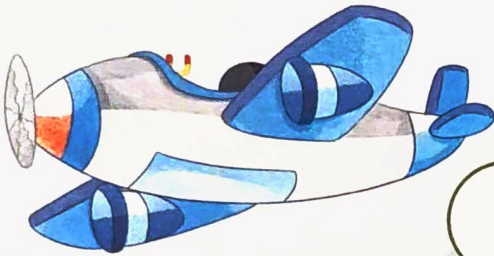
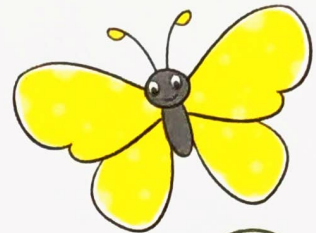
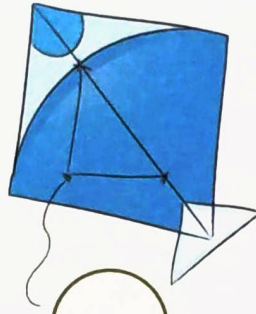
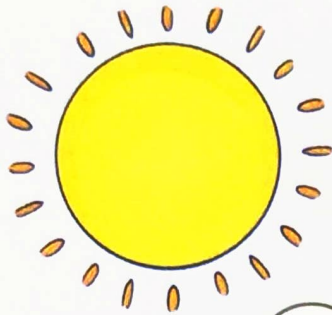
Green

Green, green, green, this colour is green.



Teacher's Note: Read the text aloud. Ask the students to spot the odd colours on the page.

1. Tick (✓) the objects that are yellow.



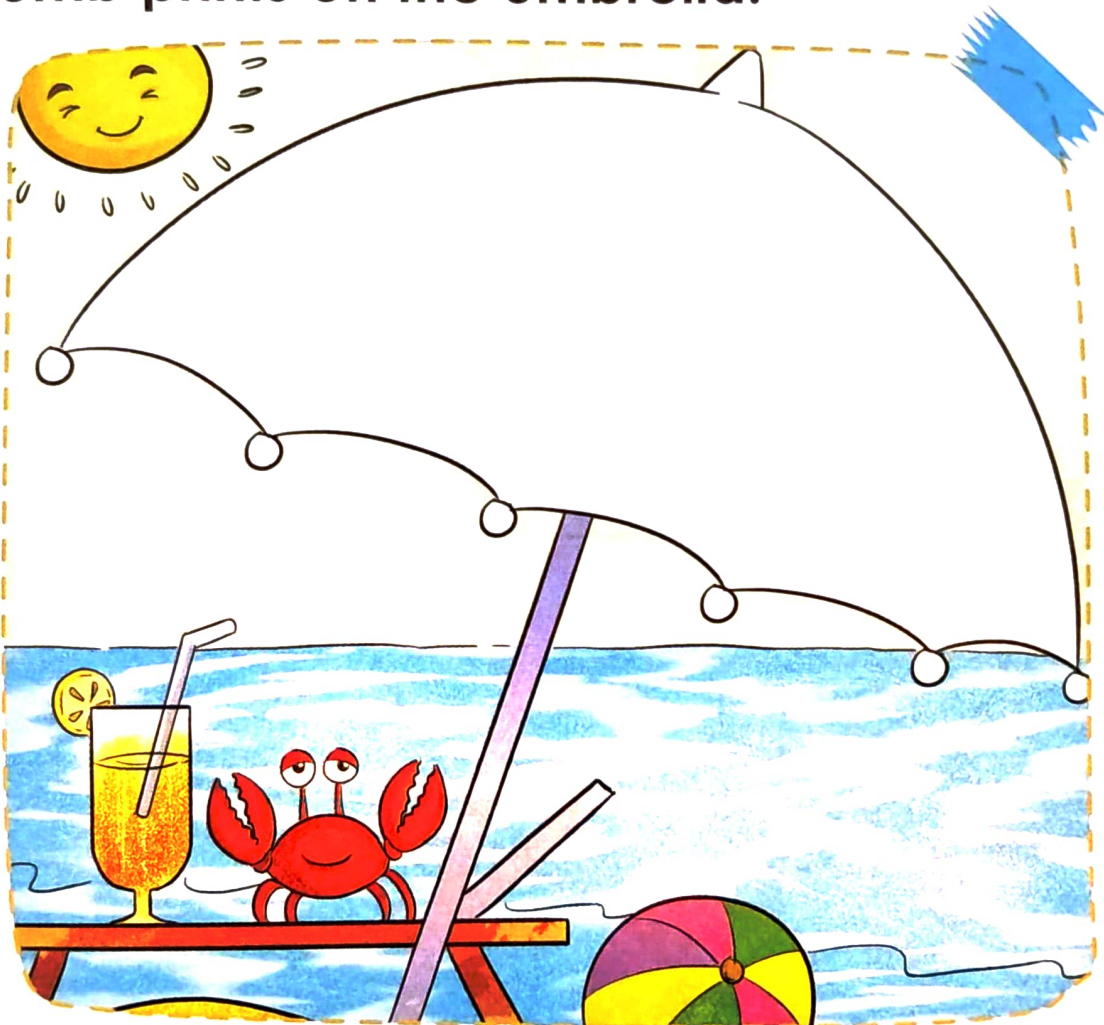
2. Draw something that is red in colour.

AL
Art!

What did you draw?

3. Dip your thumb in blue colour. Put your thumb prints on the umbrella.

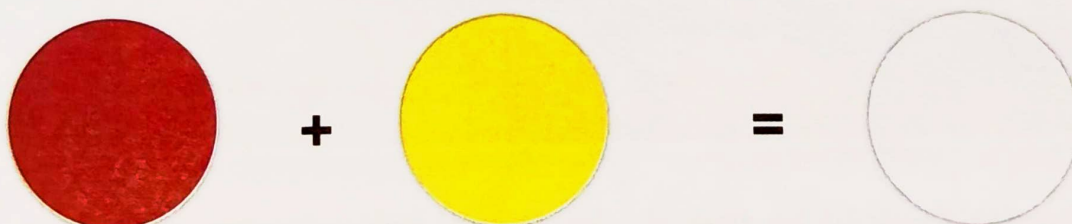
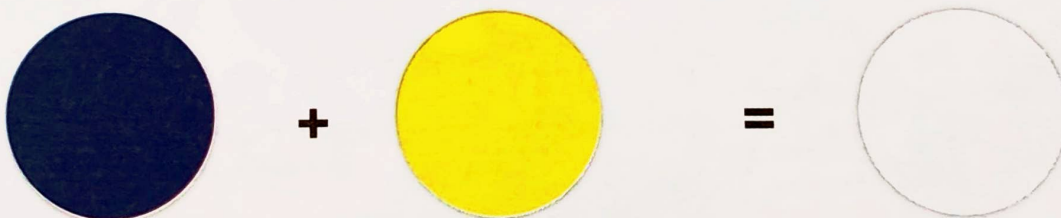
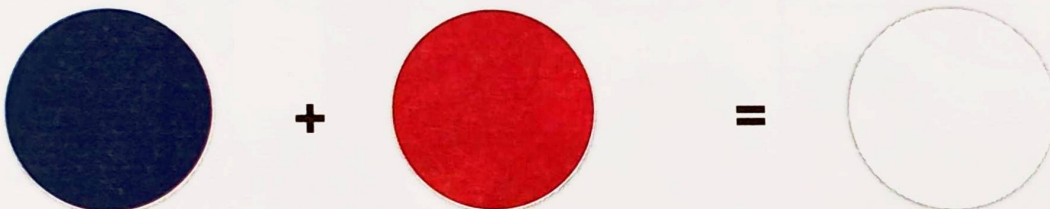
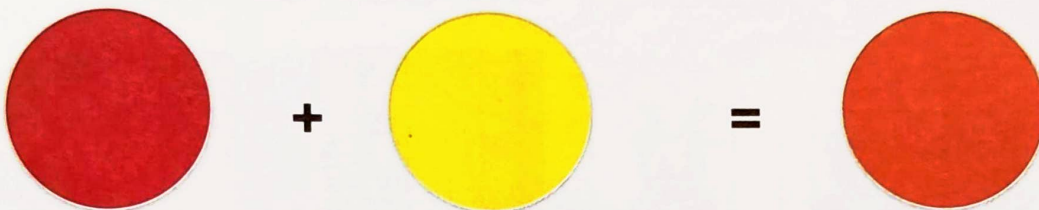
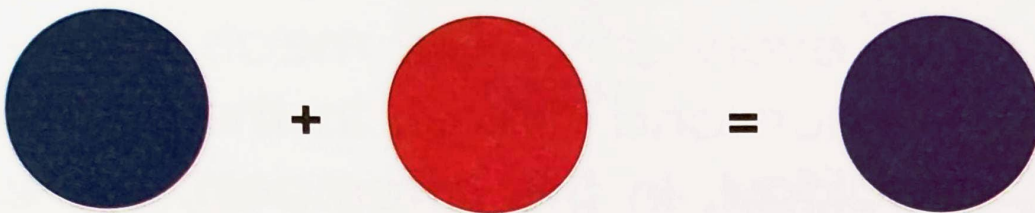
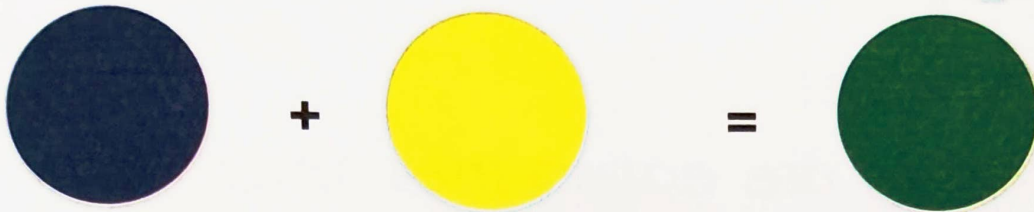
Art!





EXT
HOTS

4. Mix the colours as shown. Which colour did you get? Paint it on the circles.



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- develop communication skills
- develop life skills
- develop fine motor skills
- differentiate basic colours

Learning Outcomes

The students will:

Physical Development	• draw and colour the objects • hold the crayons firmly • thumb printing on the given picture • paint the circles neatly
Socio-Emotional and Ethical Development	• make a greeting card for grandparents or parents.
Cognitive Development	• identify the basic colours in their immediate surroundings • identify the objects with basic colours • draw something red in colour • learn the formation of different colours through experiments
Language and Literacy Development	• solve the riddle
Aesthetic and Cultural Development	• hand printing with paints
Positive Learning Habits	• learn to work together during class activities



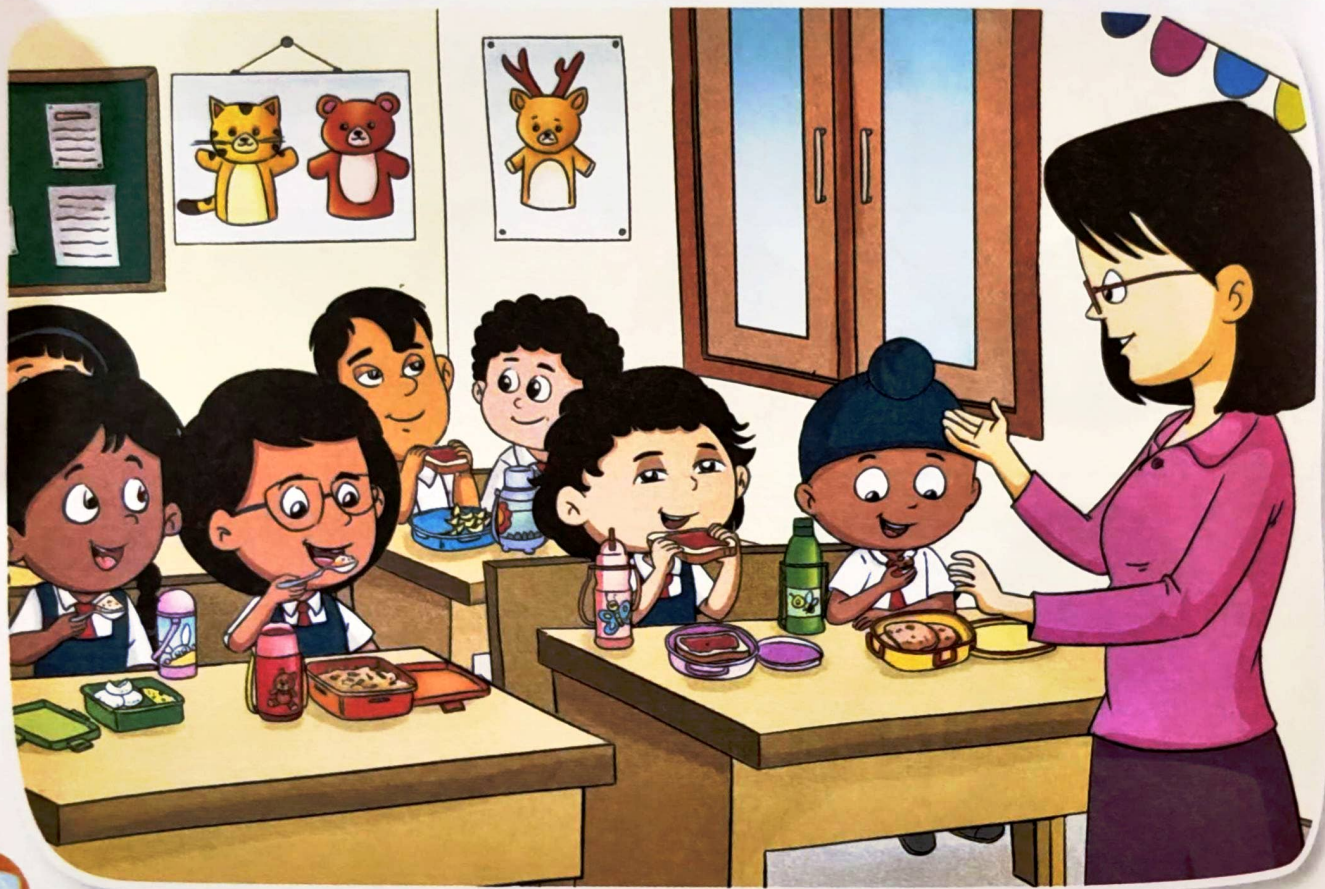
PMD

Let's Learn

CL

It is lunchtime!

The children are eating their lunch. The teacher tells them, "Do you know we eat three meals every day? The meals are breakfast, lunch and dinner. In the morning, we eat breakfast. In the afternoon, we eat lunch. In the evening, we eat dinner."



Teacher's Note: Explain to the students the importance of eating three healthy meals.

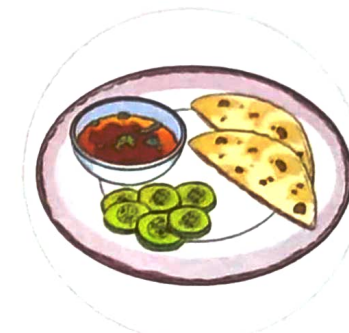
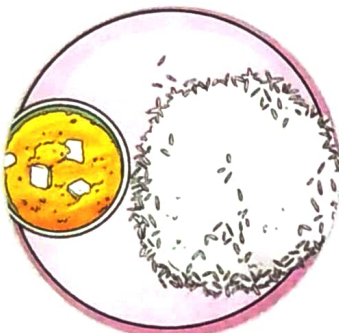
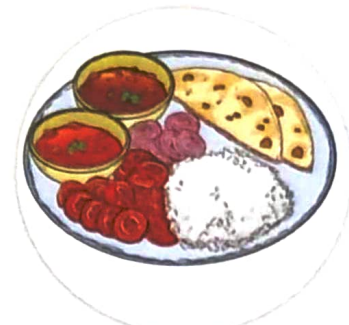
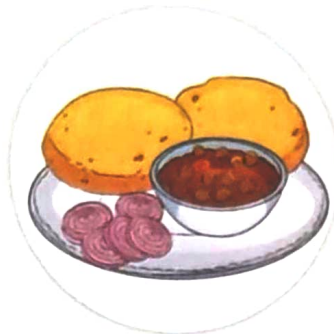
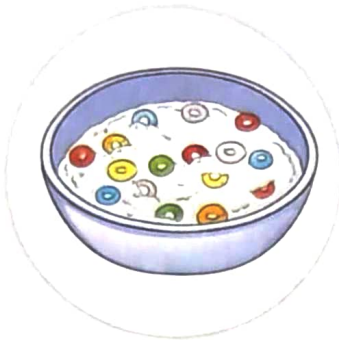
1. Colour your favourite food, as per the meal of the day.

Breakfast-**BLUE**

Lunch-**YELLOW**

Dinner-**GREEN**

COD
EXT
LOTS



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop communication skills
- develop life skills
- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- develop fine motor skills

Learning Outcomes

The students will:

Physical Development	• draw and colour favourite food items
Socio-Emotional and Ethical Development	• understand the importance of healthy meals
Cognitive Development	• observe the given pictures and identify the food items for breakfast, lunch and dinner • can differentiate between healthy and junk food colour as per the relevant colour code
Language and Literacy Development	• communicate effectively about the need for good health in simple words or their home language
Aesthetic and Cultural Development	• colouring as per the relevant colour code
Positive Learning Habits	• select and eat healthy food



Let's Learn

CT

After lunch, the children start the next class.

Today, we will read about the six important eating habits that we should follow.



What are those, teacher?

Let's read to find out.

Teacher's Note: Ask the students what habits do they follow. Help them frame their thoughts. Guide them to say short sentences.

Dadi and the children are out for a picnic.

Come, children! Today, we will learn about some good habits.



What kind of good habits, Dadi?

Those we should follow before and after meals.

1

2

3

1. We should always pray before eating.
2. We should always eat together.
3. We should always eat the right amount of food.

4. We should always eat a lot of fruits and vegetables.
5. We should never waste food.
6. We should drink enough water.



4

5

6

On their way back home, Dadi takes them to the juice shop.



Teacher's Note: This section is aligned to the **SDG 2 Zero Hunger**: Teach the students that we should only take as much as we can eat on our plates. We should not waste food.

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop communication skills
- develop life skills
- develop cognitive skills
- develop fine motor skills
- learn through experimentation
- use expressive and receptive communication skills

Learning Outcomes

The students will:

Physical Development	• draw and colour pictures
Socio-Emotional and Ethical Development	• express ideas, emotions and feelings by colouring the given picture
Cognitive Development	• colour the picture using the colour code given • learn healthy eating habits through activities that approximate real-life situations
Language and Literacy Development	• communicate effectively about the need for good health in simple words or their home language
Aesthetic and Cultural Development	• display creativity in colouring the given picture
Positive Learning Habits	• practise zero wastage of food