

**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

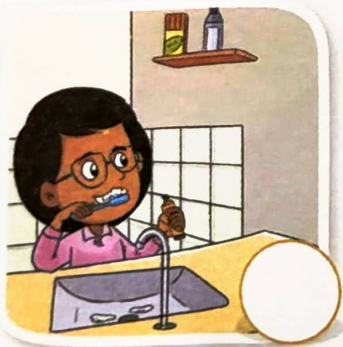
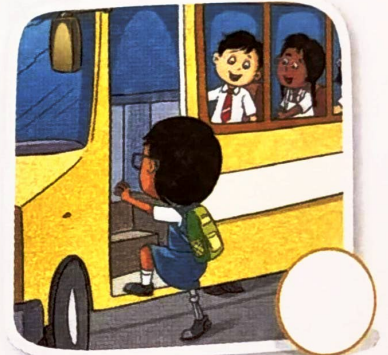
It is Monday morning. Sam is getting ready for school. Baba* is combing her hair.



EXL

COD

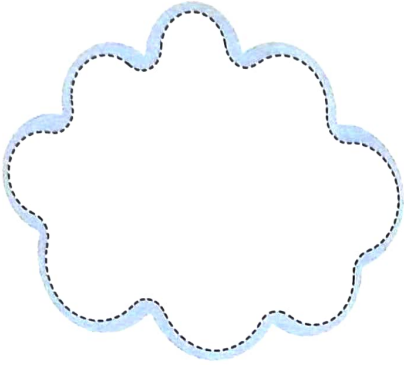
1. What all does Sam do before going to school? Number the pictures in the correct order.



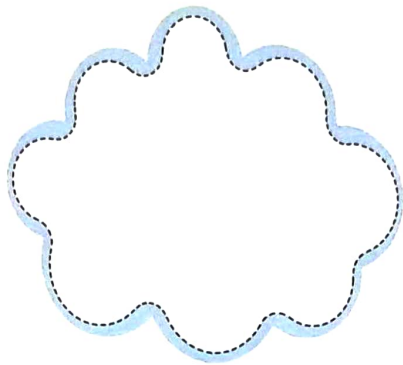
Teacher's Note: Ask the students about their daily routine.

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

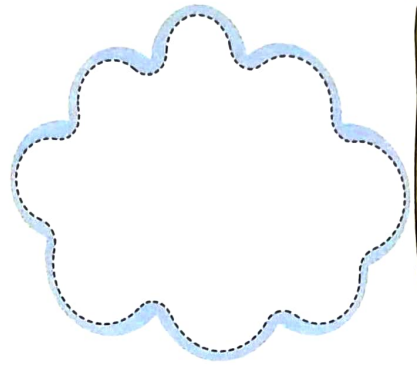
2. What comes to your mind when you read the given clues? Draw, colour or paste pictures.



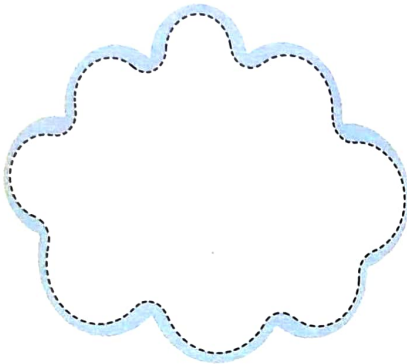
wake up



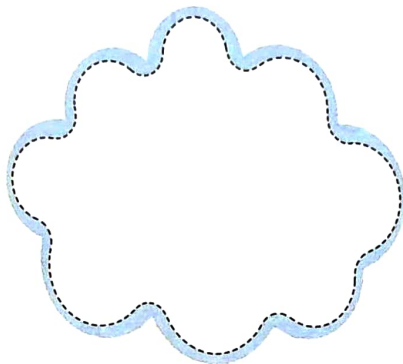
get up



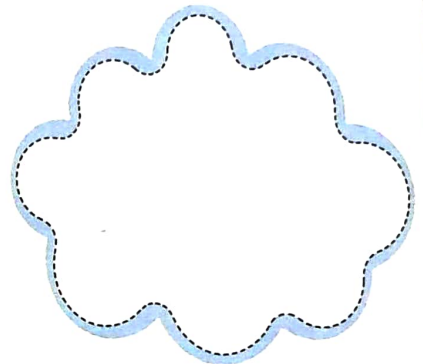
take a bath



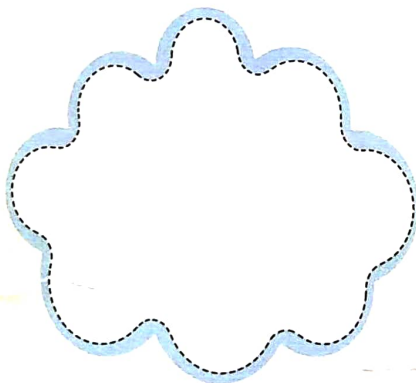
wash my
face



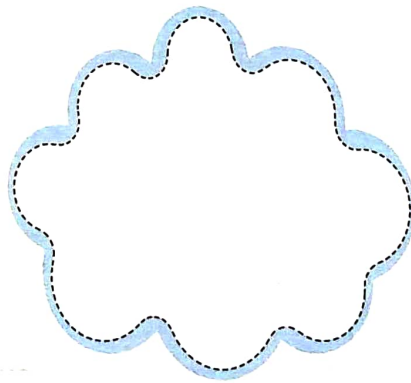
brush my
teeth



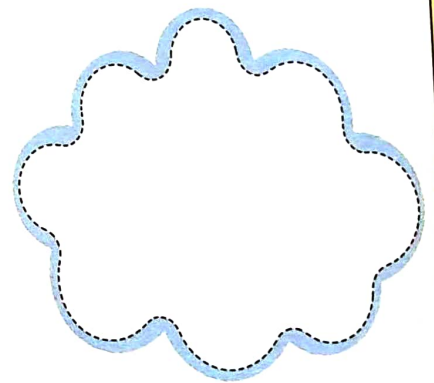
get dressed



brush my
hair



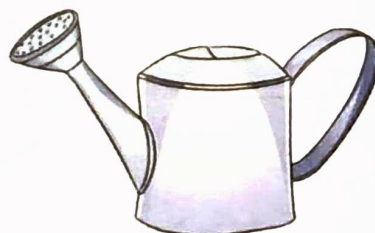
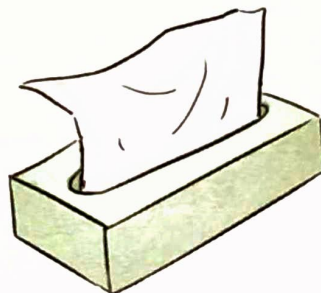
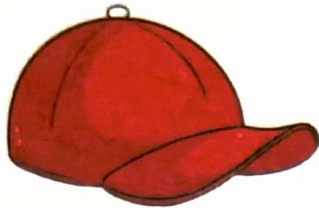
eat
breakfast



go to school

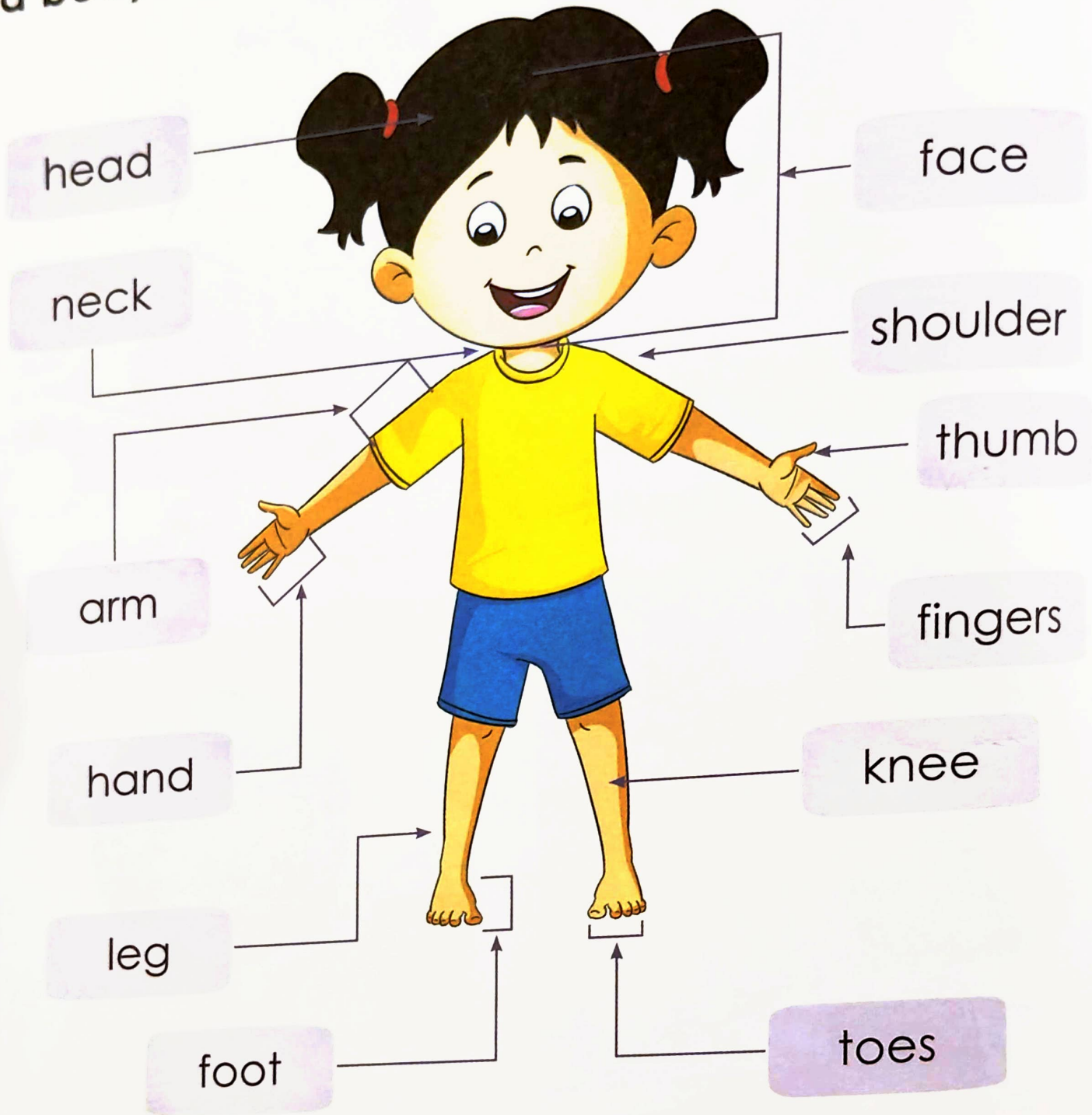


3. Circle the things that you use to keep yourself clean.



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.

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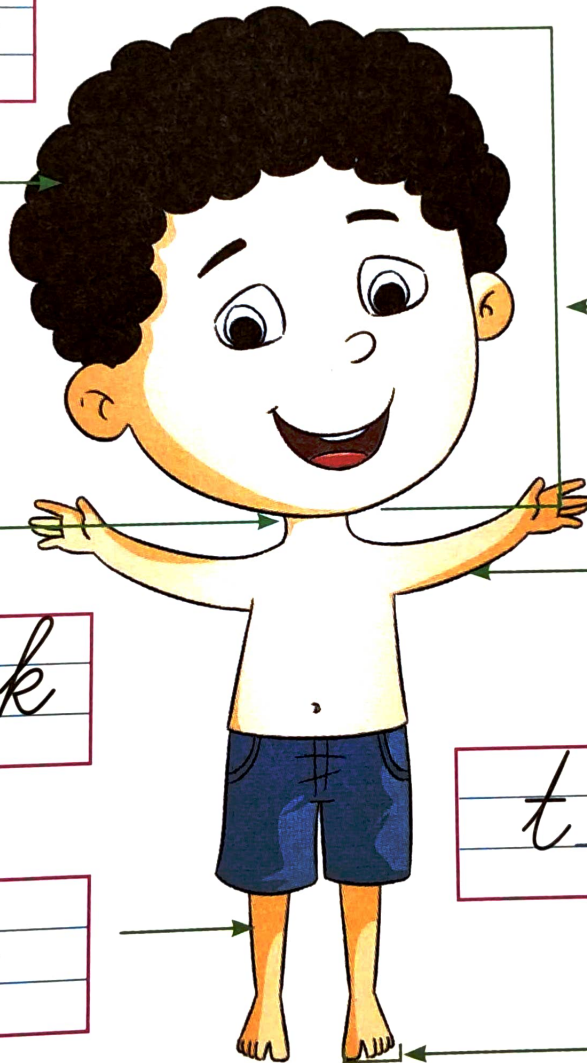
f ce

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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.



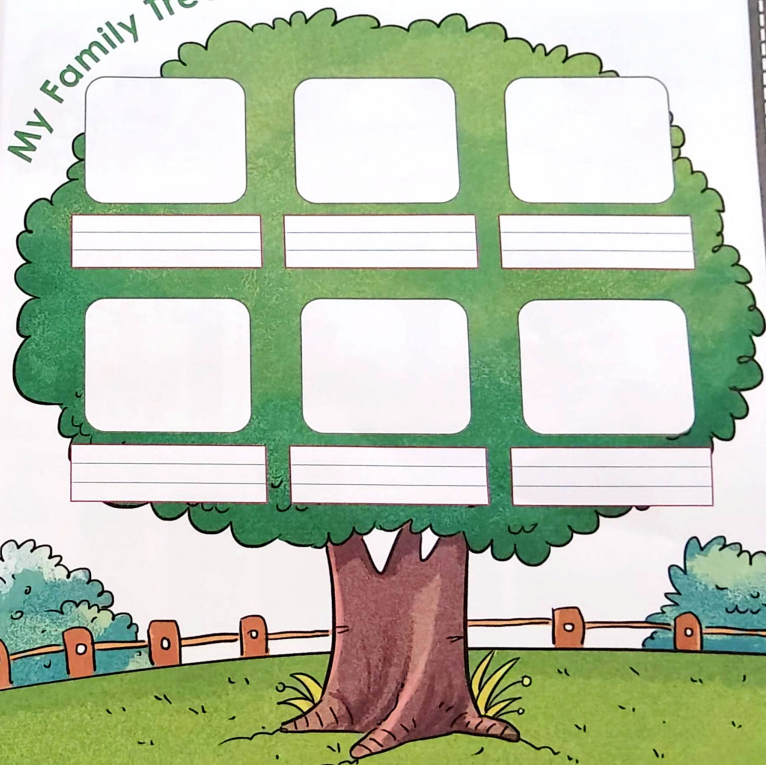
Teacher's Note: *Tell the students that Jas calls his mother 'Ammi'.
**Tell the students that Jas calls his father 'Papaji'.

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

EXT



My Family Tree





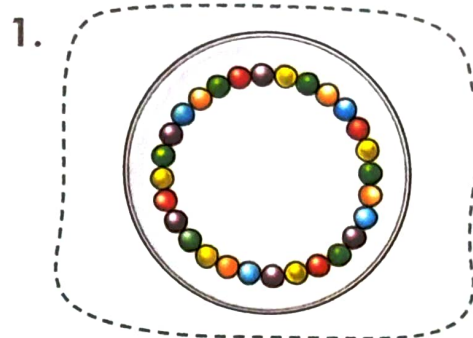
Let's Relax

Colour Game

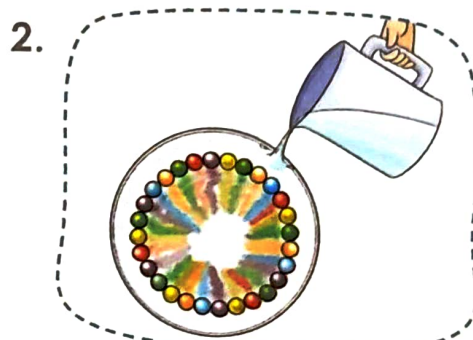
Things you need:

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

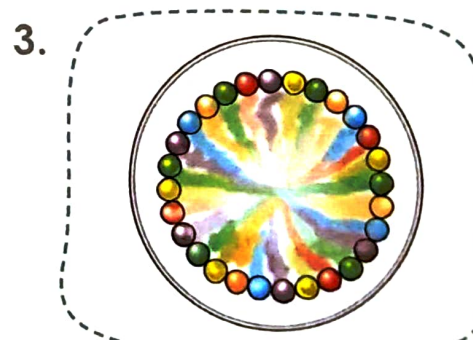
STEP 1: Arrange the coloured chocolate buttons on a plate, as shown.



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

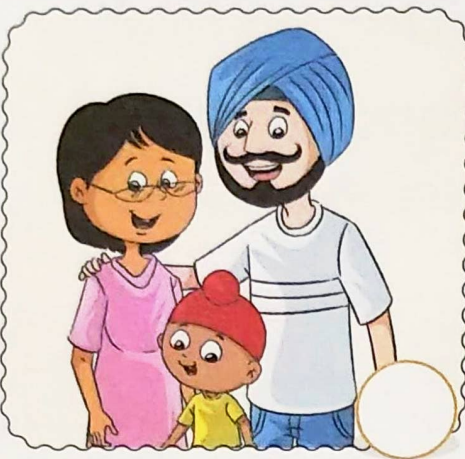
Theme 2: I
Love
Tuesdays



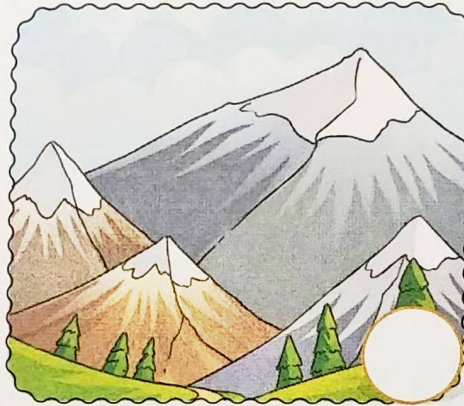
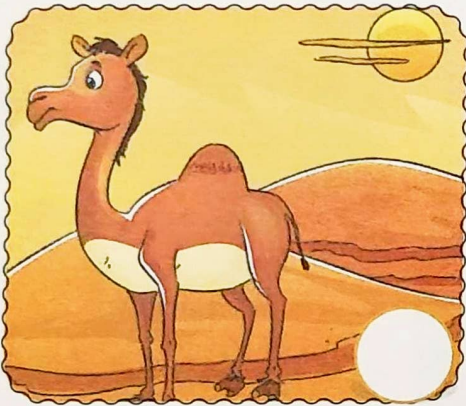
LTL
EXT

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

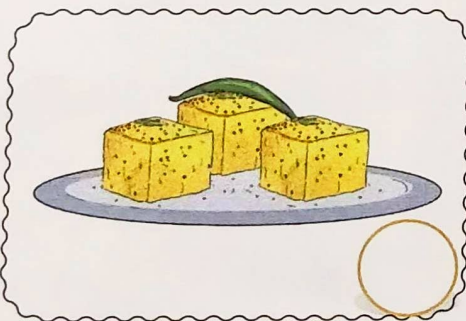
Jas wants to travel with:



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

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.

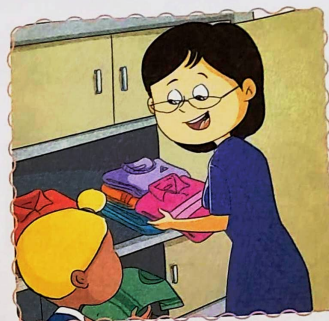
Jas: Thank you, Ammi. We made it together. So, we did it well.

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

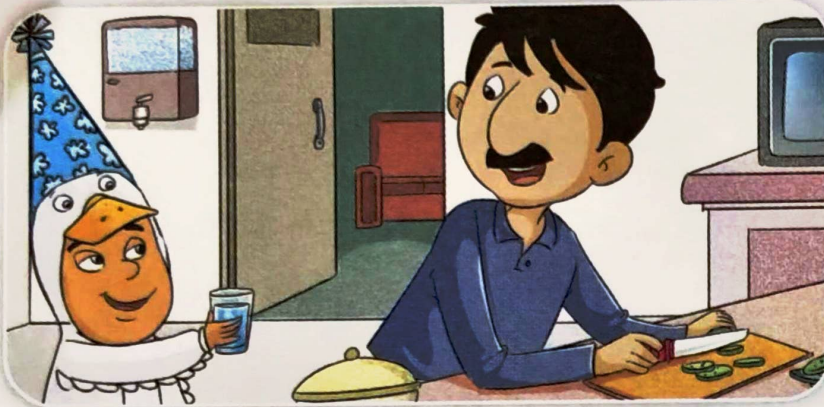


Seva

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)

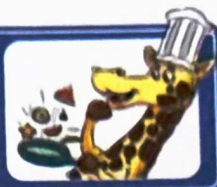
To enable the students:

- 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:

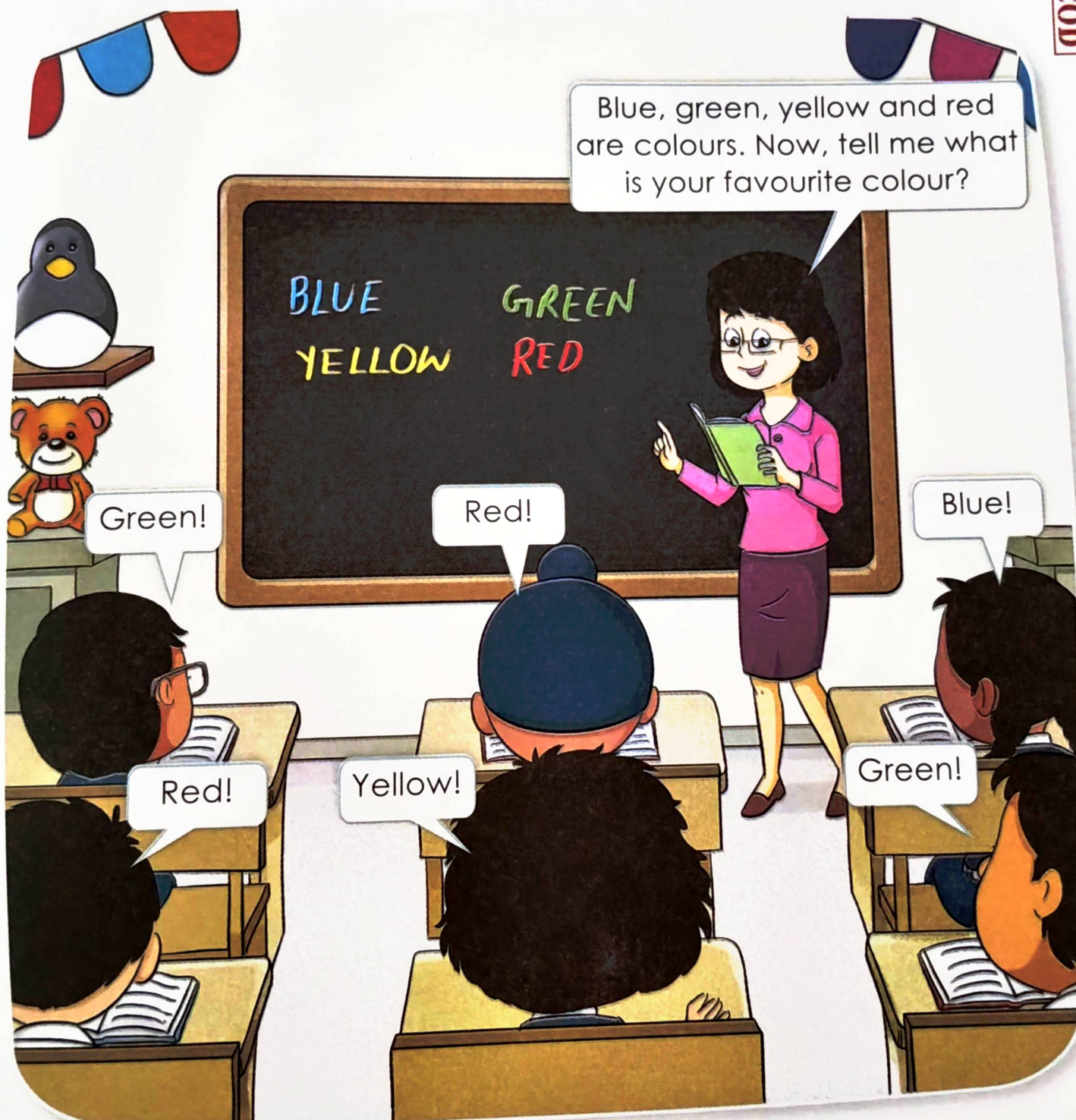
Physical Development	• draw and colour a thank you card
Socio-Emotional and Ethical Development	• respond positively to the community helpers
Cognitive Development	• observe the given pictures and identify the differences between the two • identify different occupations people follow
Language and Literacy 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

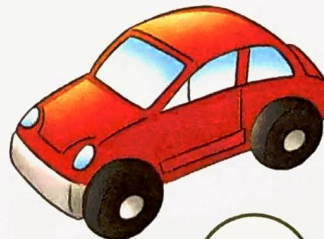
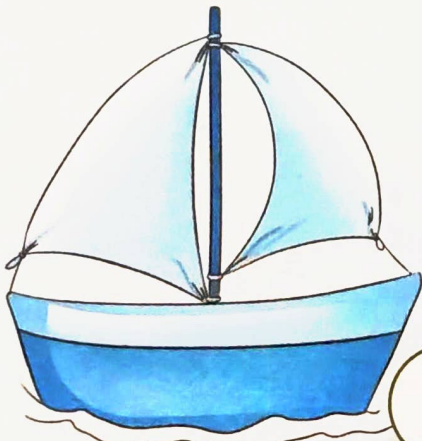
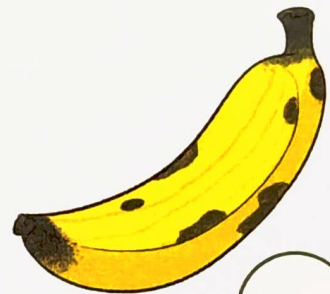
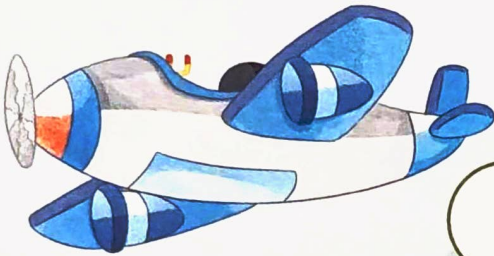
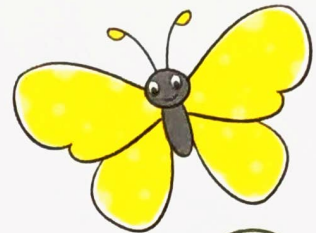
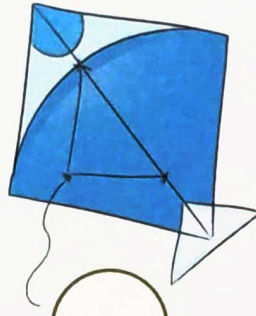
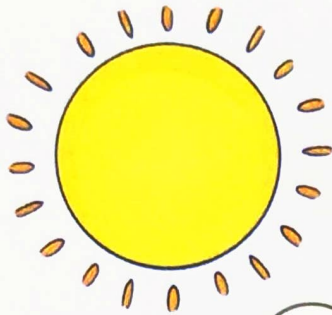
Green

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.



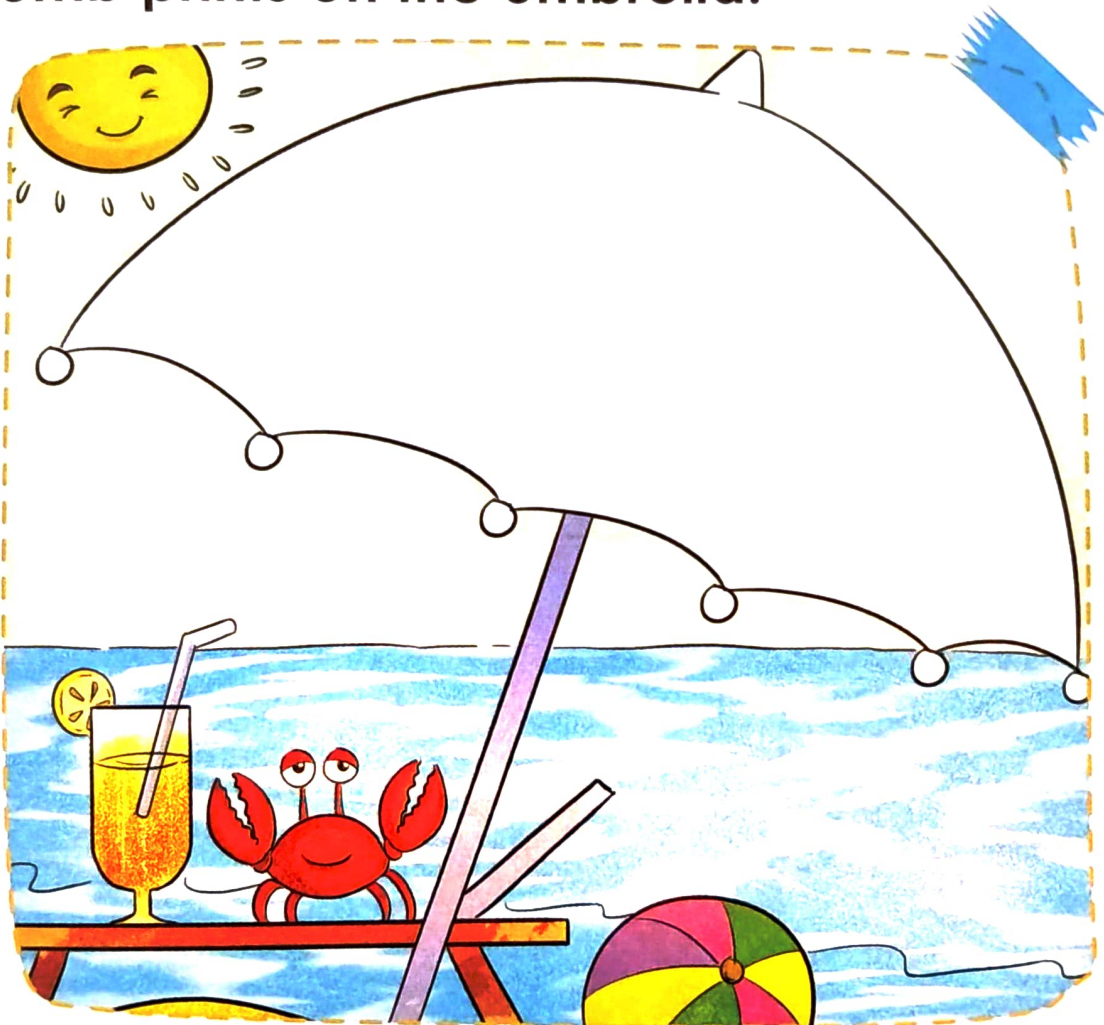
2. Draw something that is red in colour.

AL
Art!

What did you draw?

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

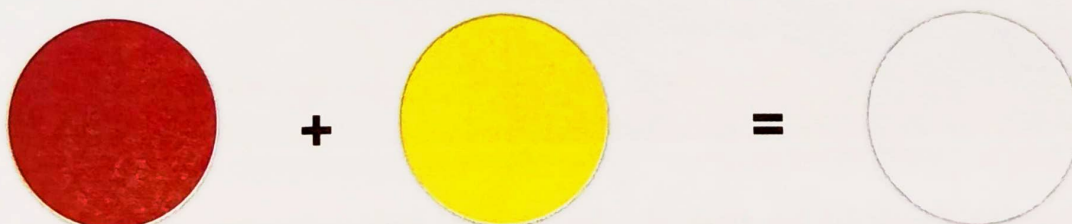
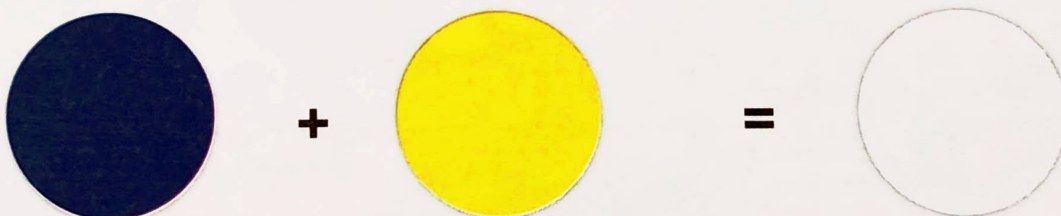
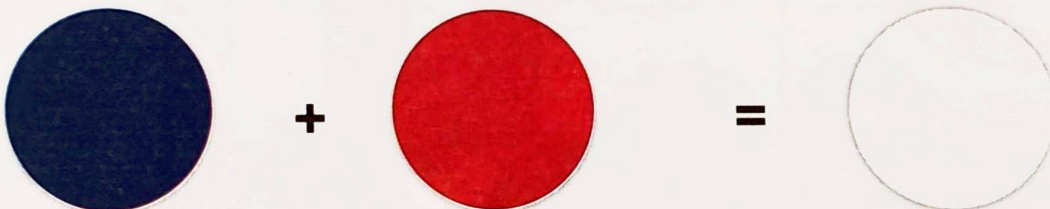
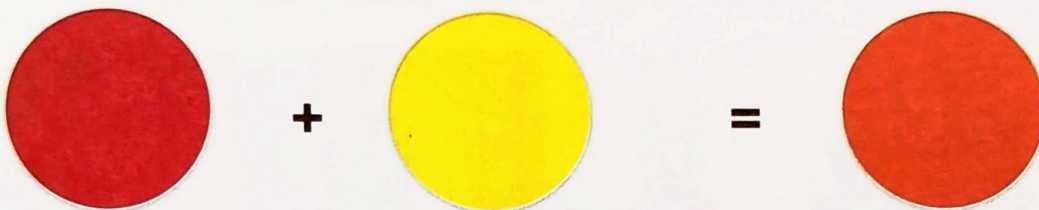
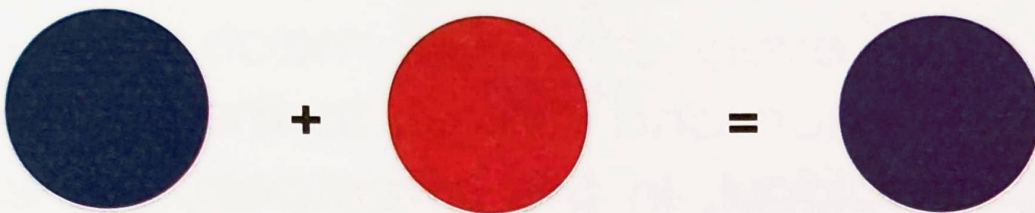
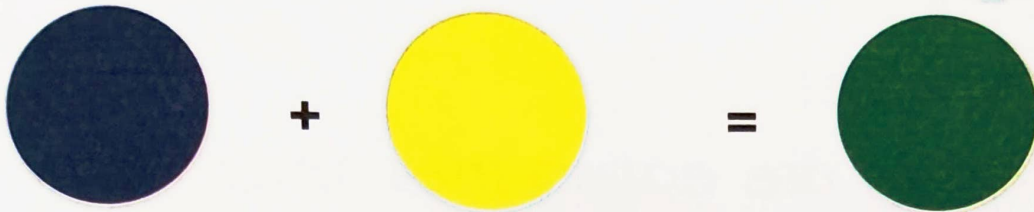
Art!





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.

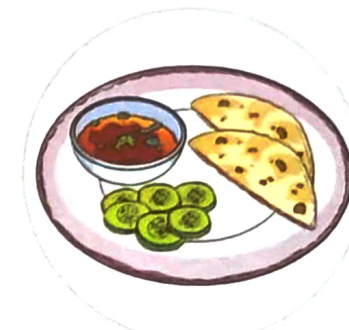
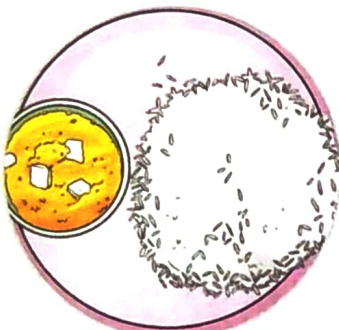
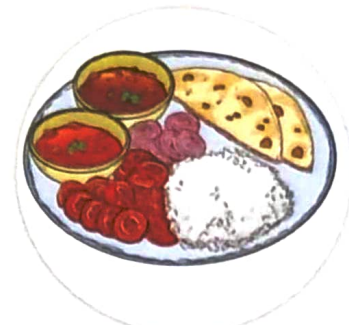
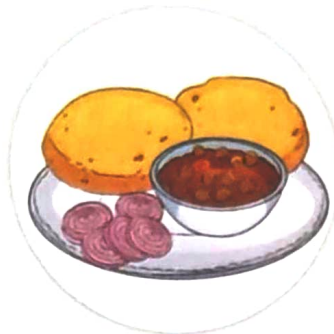
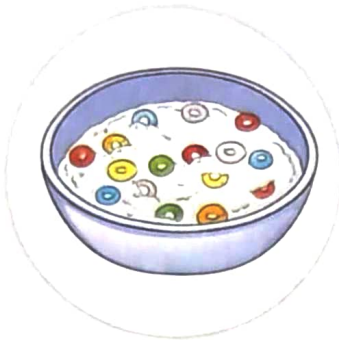
1. Colour your favourite food, as per the meal of the day.

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.



The juice is tasty.

It is healthy too.

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

A decorative header featuring a stack of colorful books on the left and a row of sharpened colored pencils in various colors (orange, green, yellow, black, purple, white, brown) on the right, set against a blue sky with a rainbow.

*Budha Dal Public School
Patiala*

Class Prep I

A large red pencil with a yellow eraser and a pink eraser, positioned vertically on the left side of the page.

**General Awareness
Planner**

Term 2

Session 2026-27



Formative Assessment II

Theme: I love Thursdays

**Living n Non living things*

**All about Flowers*

Theme: I love Fridays

**World of Animals, Birds, Insect*

Summative Assessment II

Theme : I love Fun Days

**Let's Go*

Theme: I love Saturdays

**Things that go together*

**Day and Night*

Theme: I love Sundays

**Seasons*

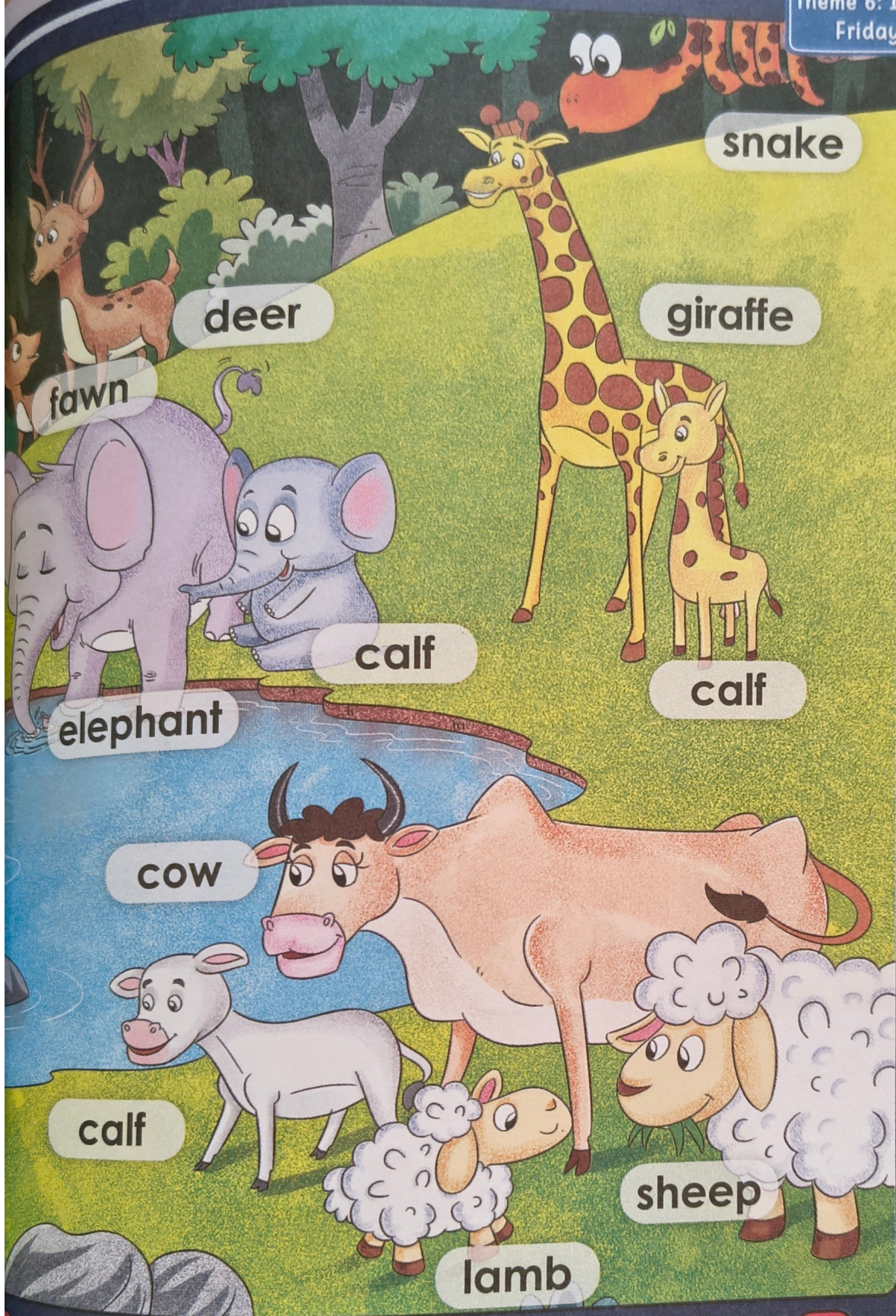
**Days of the week*





All the friends are at Ryan's home. It is film time. They are all watching a film.





snake

giraffe

deer

fawn

calf

calf

elephant

cow

calf

sheep

lamb

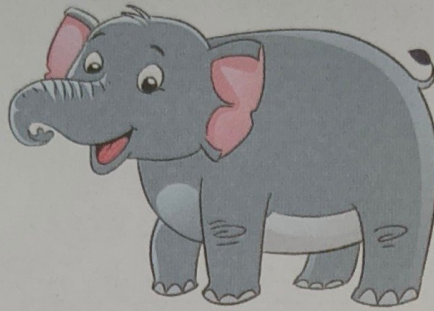
This section is aligned to the **SDG 15 Life on Land**: Teach the students that we should protect the animals and care for them.

COD

Wild animals live in jungles.



Deer



Elephant



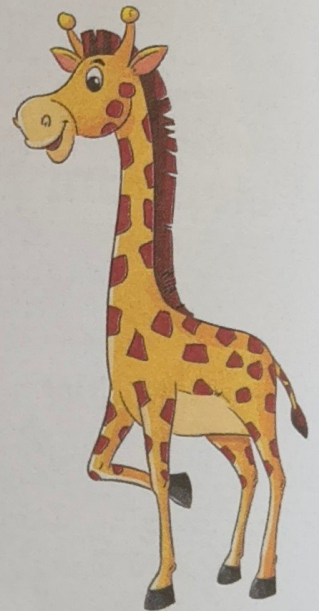
Monkey



Snake



Lion



Giraffe



Bear



Owl



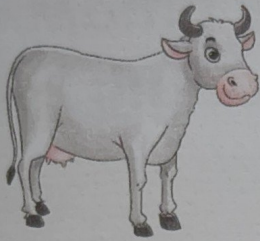
Horse



Tiger

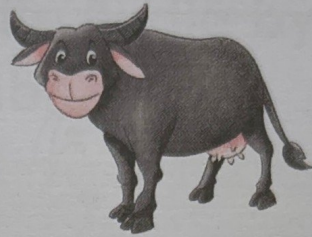
Teacher's Note: Read aloud the names of the animals.

4. Fill in the blanks with a, e, i, o or u.



a.

c u



b.

buffal



c.

h n



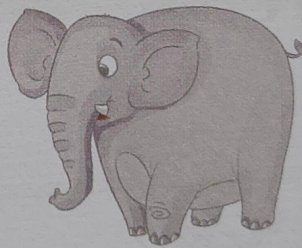
d.

she p



e.

hors



f.

el phant



g.

l on



h.

d g

6. It is raining heavily. Little Birdie is hungry. Help Mama Birdie reach Little Birdie by joining the same colour umbrellas.



LOTS



7. Create your own animal.



Art

Lesson 11: World of Animals

Theme 6:
I Love Fridays



5 Periods (40 minutes each) (Circle Time)



Main Coursebook, flashcards, crayons, glue, pictures of animals, CRM signs, Learning Kit, stick puppets, animal masks, stuff toys such as a cat, a dog, playdough



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine and gross motor skills
- develop effective verbal and non-verbal communication skills
- develop social, emotional and life skills
- develop cognitive skills and explore the physical and natural environment
- develop positive regard for the natural environment and creatures

Learning Outcomes

The students will:

Physical Development	• learn to hold writing tools such as crayons • knead playdough to create shapes of animals • perform simple activities with eye-hand coordination
Socio-Emotional and Ethical Development	• respond positively to the situation • show positive regard and care for animals
Cognitive Development	• follow CRM instructions • differentiate between wild, farm and pet animals • solve the riddles on animals
Language and Literacy Development	• understand and retell the story in simple words • describe the animals using the vocabulary learnt
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses • create animals using playdough • make/use stick puppet of animals
Positive Learning Habits	• participate in class activities



CL COD



owl

parakeet



eagle

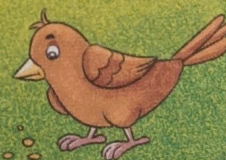
Uncle, tell us about
birds and insects.

Sure, Maria. Most birds
can fly. There are some
birds that cannot fly.

crow



pigeon



sparrow



2. Look at the birds. Trace their names.



a.

hen



b.

owl



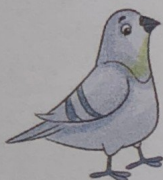
c.

duck



d.

eagle



e.

pigeon



f.

sparrow



g.

peacock



h.

parakeet

Lesson 12: World of Birds

Theme 6:
I Love Friday

 5 Periods (40 minutes each) (Circle Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, pictures/models of birds, feathers, twigs, old newspaper, paper bowl/ basket



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine and gross motor skills
- develop effective communication skills
- develop social, emotional and life skills
- explore the physical and natural environment
- develop positive regard for birds

Learning Outcomes

The students will:

Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• respond positively to the situation • show positive regard and care for birds
Cognitive Development	• follow CRM instructions • differentiate between birds that can/cannot fly • recognize the types of birds in their immediate environment
Language and Literacy Development	• describe the birds and related information using the vocabulary learnt
Aesthetic and Cultural Development	• display creativity and inventiveness in using a variety of materials
Positive Learning Habits	• adopt class norms and engage in class activities



CL COD After telling them about birds, Appa* flips the page of the book.

CL It is on insects.

Appa: Insects are small animals. Some of them have wings, just like birds.



Housefly



Butterfly



Spider



Ladybird



Ant



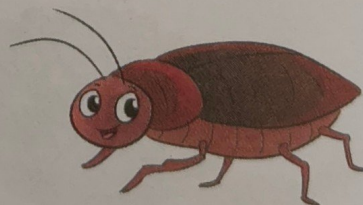
Grasshopper



Bee



Mosquito

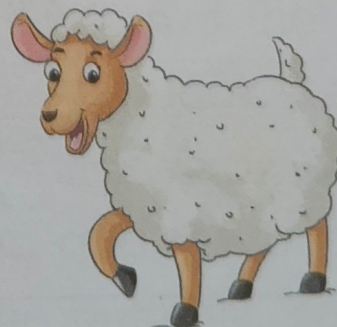
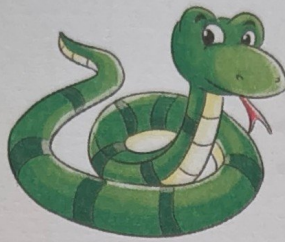


Cockroach

Teacher's Note: *Tell the students that Ryan calls his father 'Appa'.

1. Circle the insects.

COD
LOTS



My butterfly



STEP 1: Put dots of paint on one side of paper.



STEP 2: Fold the paper in half and press firmly.



STEP 3: Unfold your paper and let the paint dry completely.



STEP 4: Cut the paper to look like four wings. Draw the head and the body of the butterfly. Your butterfly is ready!

Lesson 13: World of Insects

Theme 6:
I Love Fridays



5 Periods (40 minutes each) (Circle Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, paints, pictures of insects



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine and gross motor skills
- explore the physical and natural environment
- develop positive regard for small animals/insects.

Learning Outcomes

The students will:

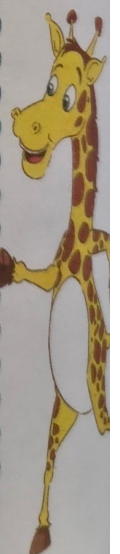
Physical Development	• show eye-hand coordination and muscle strength in performing simple activities
Socio-Emotional and Ethical Development	• respond positively during class activities
Cognitive Development	• follow CRM instructions • differentiate between animals and insects • identify and name common insects with support from teacher
Language and Literacy Development	• describe the birds and related information using the vocabulary learnt
Aesthetic and Cultural Development	• display creativity and inventiveness in using a variety of materials such as making a butterfly or a ladybird using paint, paper and pebbles
Positive Learning Habits	• adopt class norms and engage in class activities

3. Find the names of animals, birds and insects in the word search.

COW GOAT DEER LION DUCK
DOG BEE ANT CAT
OWL SNAKE SHEEP EMU HORSE



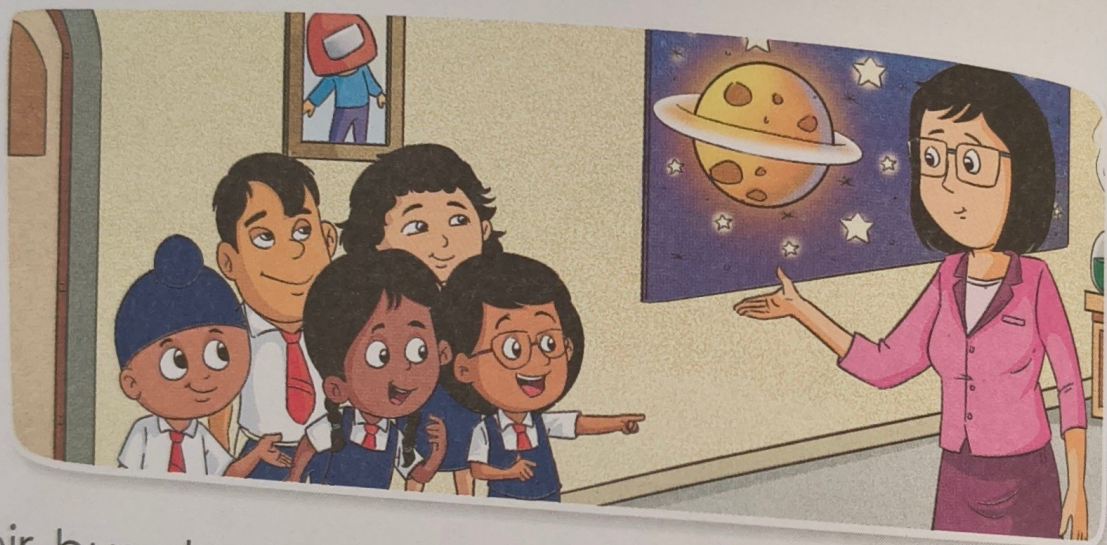
A	D	Z	E	L	I	O	N	E	L	T
C	O	W	H	T	Z	X	C	B	E	E
D	G	J	G	O	A	T	N	M	I	E
H	G	T	S	N	N	R	E	O	W	L
H	O	R	S	E	T	G	J	R	K	P
A	S	D	D	E	E	R	F	S	I	S
Q	W	E	U	R	T	Y	U	E	P	H
A	S	D	C	F	G	H	J	M	K	E
S	N	A	K	E	R	E	Z	U	C	E
C	A	T	A	R	C	E	M	R	T	P



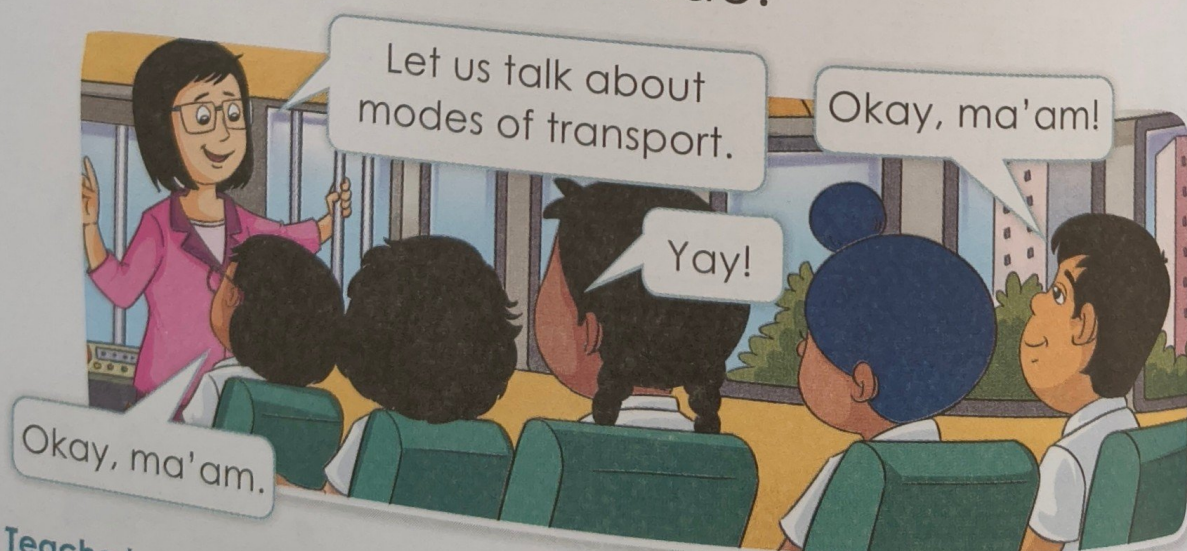


Let's Read

The children are on their way back home from the Science Museum.



Their bus stops at a traffic light. Lina and Jas look at the vehicles outside.

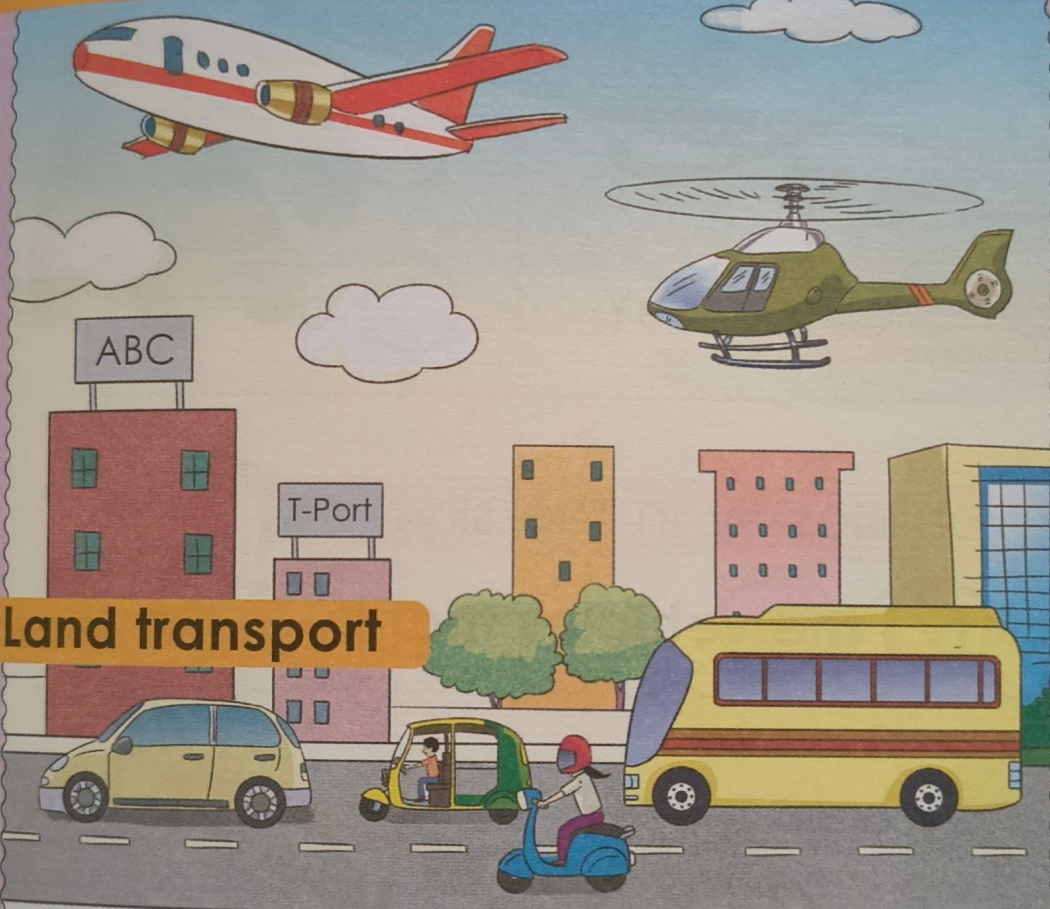


Teacher's Note: This section is aligned to the **SDG 12 Responsible Consumption and Production**: Teach the students that we should use public transport as much as possible.

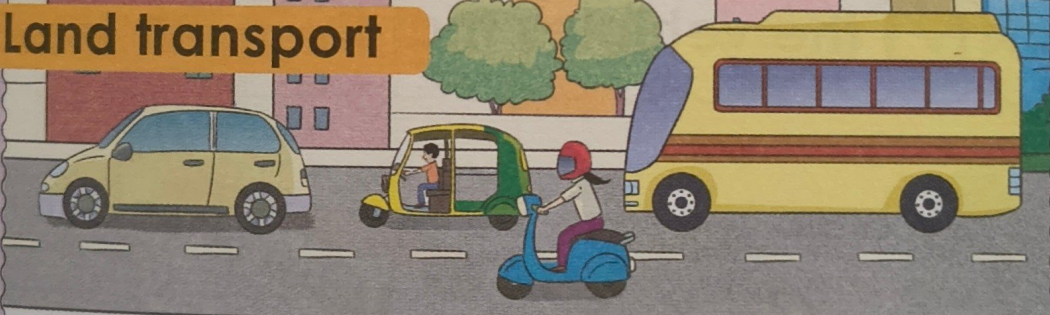
Let's Learn

Look at the picture. These are the three main modes of transport: air transport, water transport and land transport.

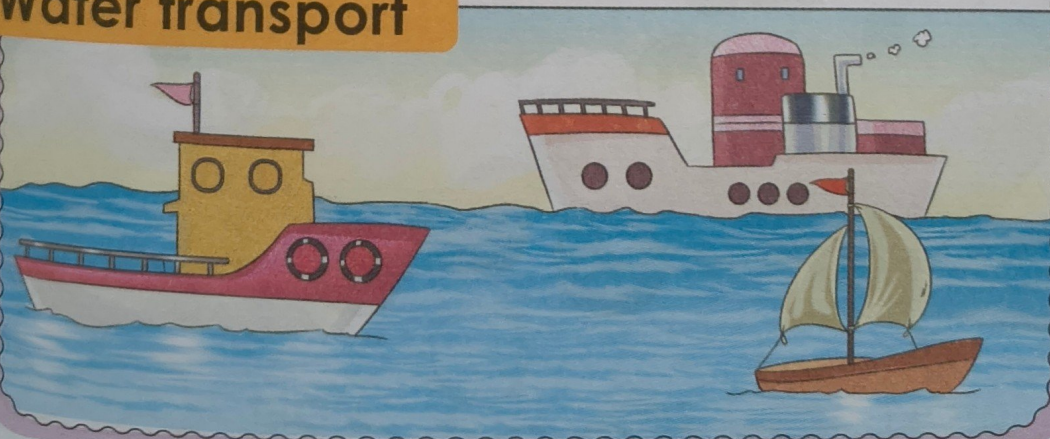
Air transport



Land transport



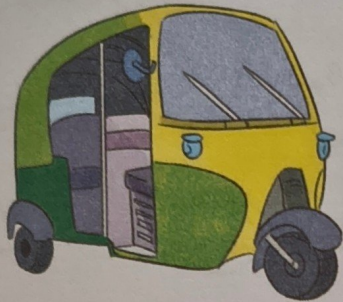
Water transport



Some vehicles help us cross rivers and seas.

3. Tick (✓) on 'Yes' if the vehicle helps you move on water. Tick (✓) on 'No' if the vehicle does not help you move on water.

a.



Yes ☐ No ☐

b.



Yes ☐ No ☐

c.



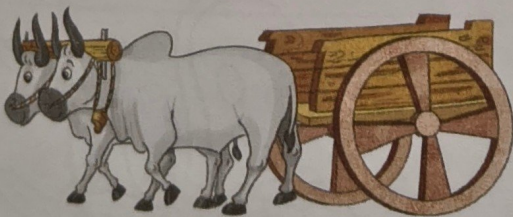
Yes ☐ No ☐

d.



Yes ☐ No ☐

e.



Yes ☐ No ☐

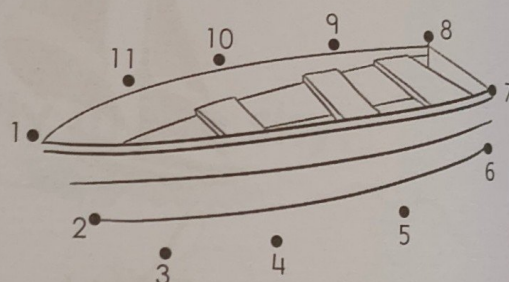
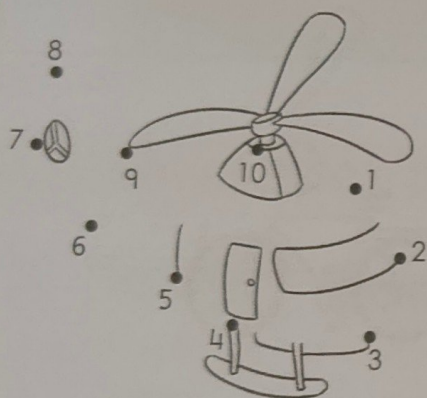
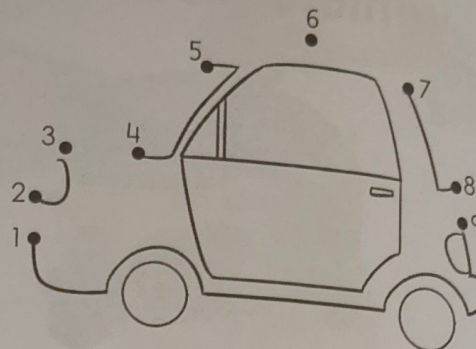
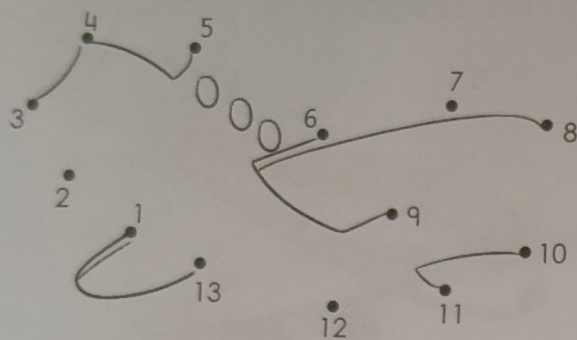
f.



Yes ☐ No ☐

LOTS
COD

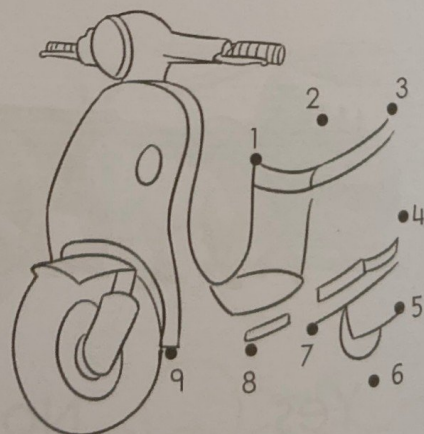
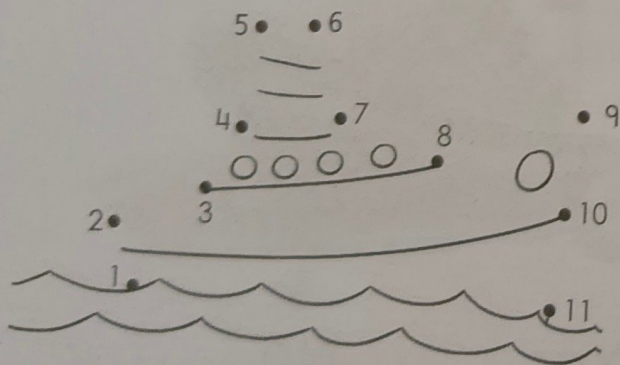
4. Join the dots. Colour the pictures. Where do they move? Match the words with the pictures.



Land

Air

Water



5. Fill in the blanks to complete the words.
Read the sentences aloud.



a. A *car* moves on
land.

b. An *airplane*
moves in the *sky*.



c. A *bicycle* moves on
land.

d. A *ship* moves on
water.



e. A *helicopter*
moves in the *sky*.

Lesson 14: Let's Go



5 Periods (40 minutes each) (Circle Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, pictures/models of modes of transport, sheets of old newspapers, building blocks, toy vehicles



Animation, Animated Activities, eBook, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine and gross motor skills
- explore the physical and natural environment
- demonstrate creativity and inventiveness with materials

Learning Outcomes

The students will:

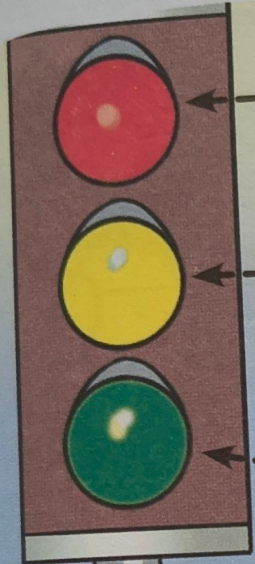
Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher
Cognitive Development	• follow CRM instructions • recognise the modes of transport

Language and Literacy Development	describe the modes of transport using the vocabulary learnt for land, water and air transport, respectively
Aesthetic and Cultural Development	display creativity in making boats and roads using ice-cream sticks
Positive Learning Habits	participate actively in class activities



Let's Read

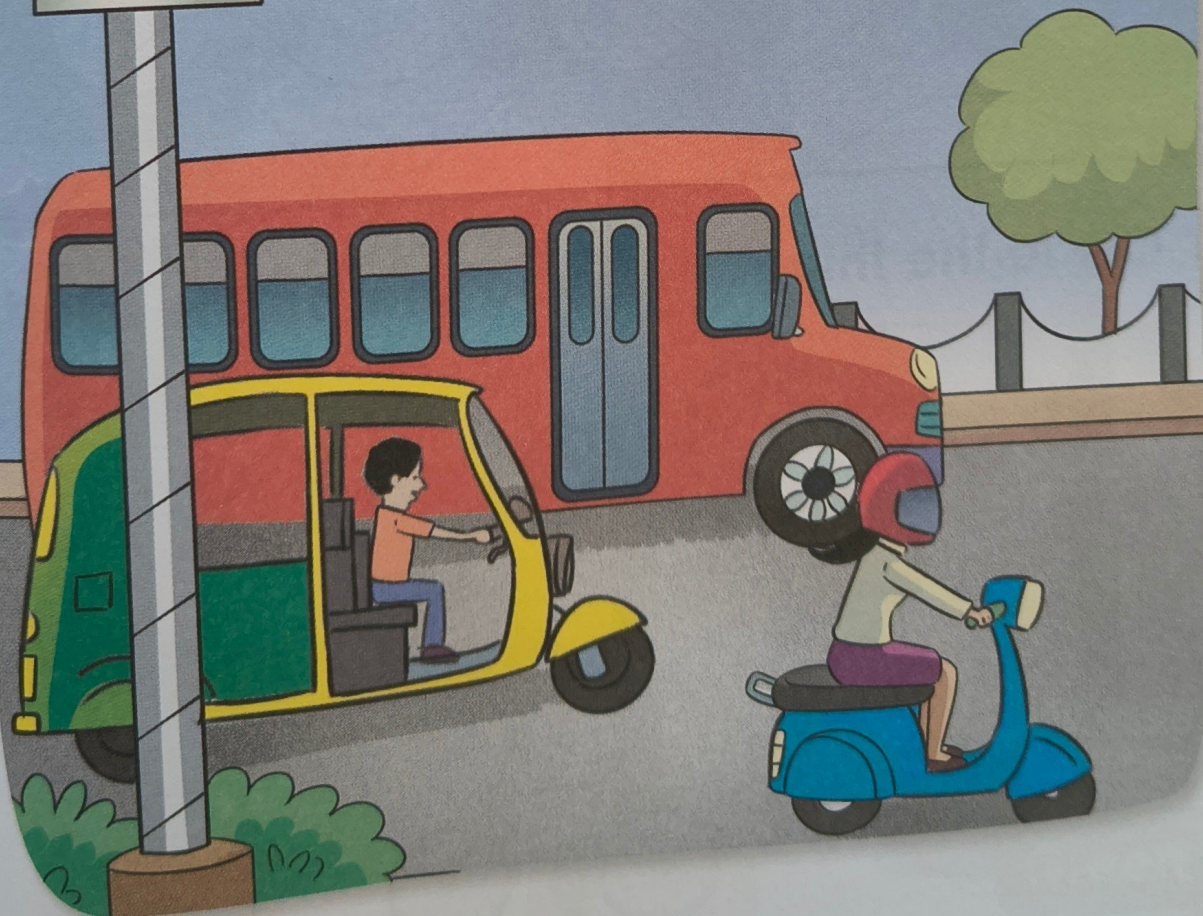
Traffic lights help us cross the road safely.



The **red** light says, 'STOP'.

The **yellow** light says, 'WAIT'.
Even if you are getting late.

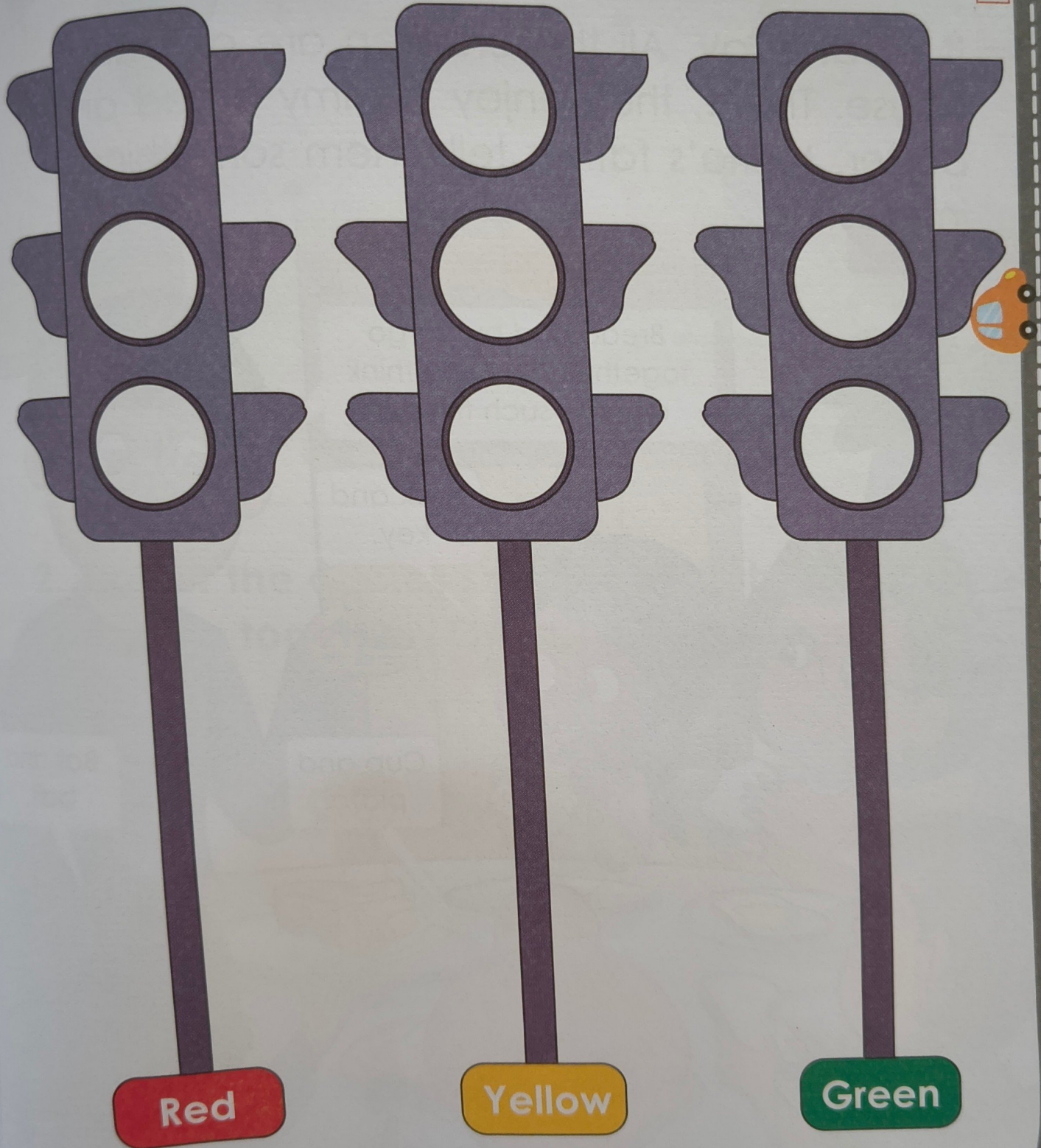
The **green** light says, 'GO'.



Let's Relax

3. Colour the traffic lights.

COD
HOTS



Lesson 15: Stop, Wait, Go!

Theme 7:
I Love
Fun Days



4 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, Red and Green cards, model of a traffic light



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of fine muscles
- use expressive and receptive communication skills
- develop cognitive skills and explore the physical and natural environment

Learning Outcomes

The students will:

Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• work collaboratively with peers
Cognitive Development	• follow CRM instructions • recognize the three colours of traffic light
Language and Literacy Development	• describe the use of three colours of the traffic light
Aesthetic and Cultural Development	• display creativity in making a traffic light using craft material
Positive Learning Habits	• participate actively in class activities



COD

Let's Read

CL

It is Saturday. All the children are at Maria's house. There, they enjoy yummy bread and butter. Maria's father tells them something interesting.

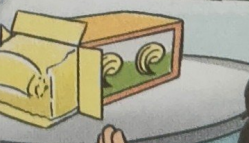
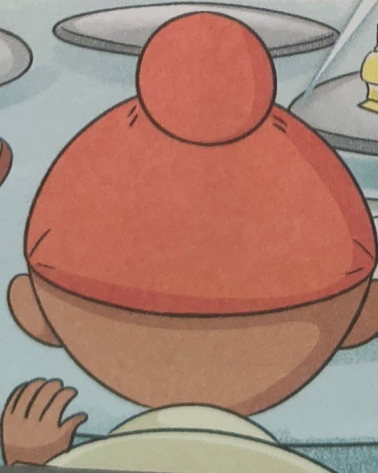
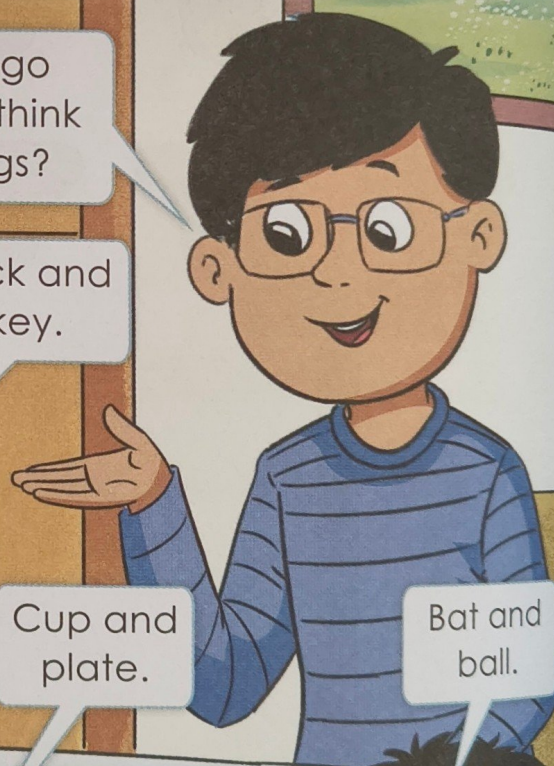


Bread and butter go together. Can you think of more such things?

Lock and key.

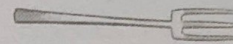
Cup and plate.

Bat and ball.



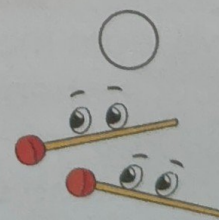
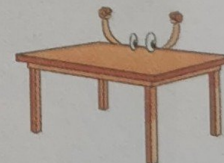
1. Draw lines to match the things that go together.

COD
HOTS

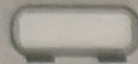


2. Colour the circles same to match the things that go together. One has been done for you.

COD
HOTS



Lesson 16: Things that Go Together!



2 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, character standees, pictures or objects



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills and fit and flexible body
- make sense of world around through observation and logical thinking
- develop cognitive skills and explore the physical and natural environment
- use emergent literary skills

Theme 8
I Love
Saturday

Learning Outcomes

The students will:

Physical Development	• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher
Cognitive Development	• follow CRM instructions • recognize the objects that go together and form pairs
Language and Literacy Development	• listen and follow short instructions
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• observe minute details and explore using various senses



CL Maria and her mother visit the market.



Later, at bedtime, Maria asks her mother, "Mumma*, why does it get dark at night?"



Teacher's Note: *Tell the students that Maria calls her mother 'Mumma'.

1. Write D if you do these things during the day.
Write N if you do these things at night.













Make your own night sky.



STEP 1: In a jar of water, add some dark blue paint.

STEP 2: Then, add some blue glitter and hand wash liquid.

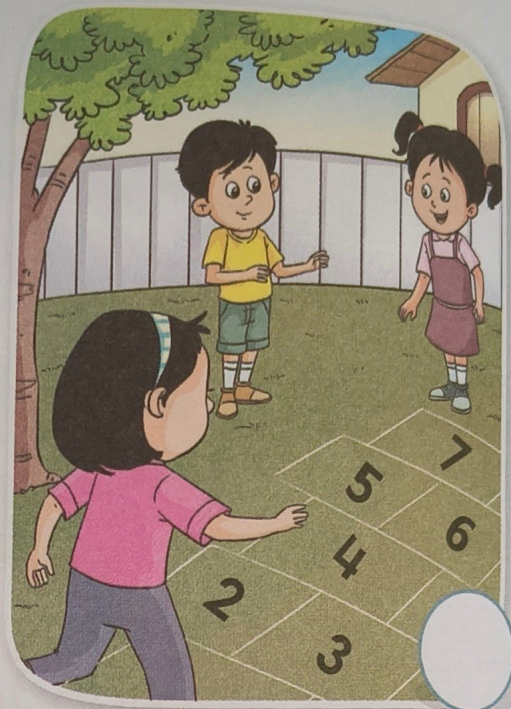
STEP 3: Shake the jar.

STEP 4: Look at your night sky!

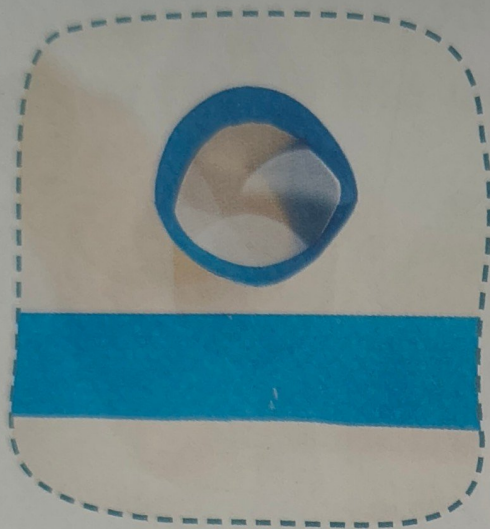


Let's Relax

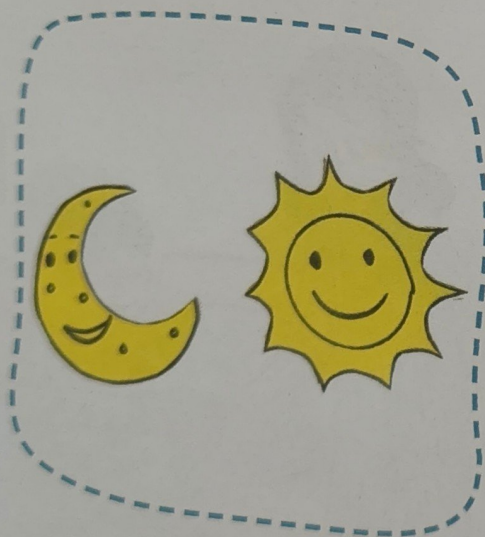
2. Tick (✓) for the activities you do in a day.
Cross (X) for the activities you do at night.



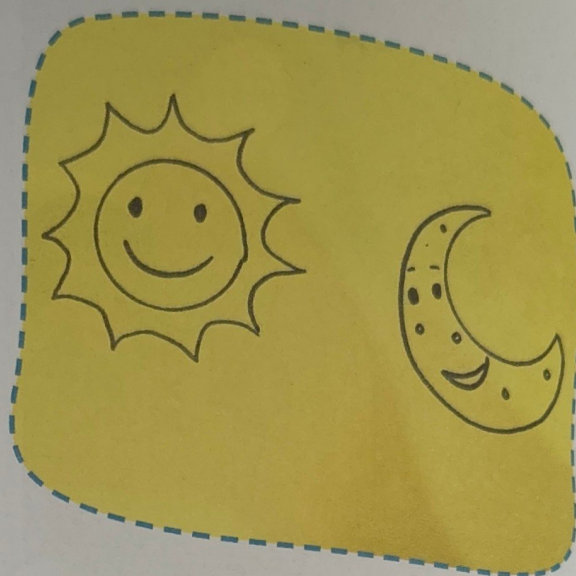
My Wristbands



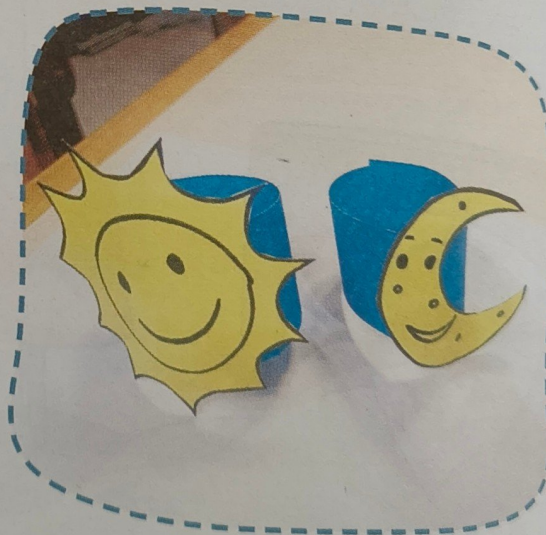
STEP 1: Cut out a strip of paper. Fold it to make a wristband.



STEP 3: Cut out the Sun and Moon. Take help of an adult.



STEP 2: Draw a Sun and a Moon on another sheet of paper.



STEP 4: Paste the cut-outs on the wristband. Your day and night wristbands are ready.

Lesson 17: Day and Night

Theme 8:
I Love
Saturdays

5 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, character standees, pictures or objects, chart papers, cut-outs of the Sun and the Moon, a jar, paint, water and glitter



Animation, Animated Activities, eBook, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills and fit and flexible body
- make sense of the world around through observation and logical thinking
- develop cognitive skills and explore the physical and natural environment
- develop effective verbal and non-verbal communication skills

Learning Outcomes

The students will:

Physical Development	• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	• work collaboratively with peers
Cognitive Development	• listen and follow short instructions • recognize the activities done during the day and at night
Language and Literacy Development	• describe the activities they like doing during the day or at night in simple words or their home language
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses • observe minute details and explore the options
Positive Learning Habits	• adopt class norms and engage in class activities



Let's Read

The children are in the park. It starts to rain. They run to take shade. There, they make paper boats. Later, when the rain stops, they see a beautiful rainbow in the sky.

1. Arrange the pictures in the correct order.



Teacher's Note: Point out at each image and explain what is happening.

2. Colour the monsoon, summer and winter items in the pictures. Tick (✓) the season.

a.



WINTER

☐

MONSOON

☐

SUMMER

☐


Arti

COD

LOTS

PMD

b.



WINTER ☐

MONSOON ☐

SUMMER ☐

c.

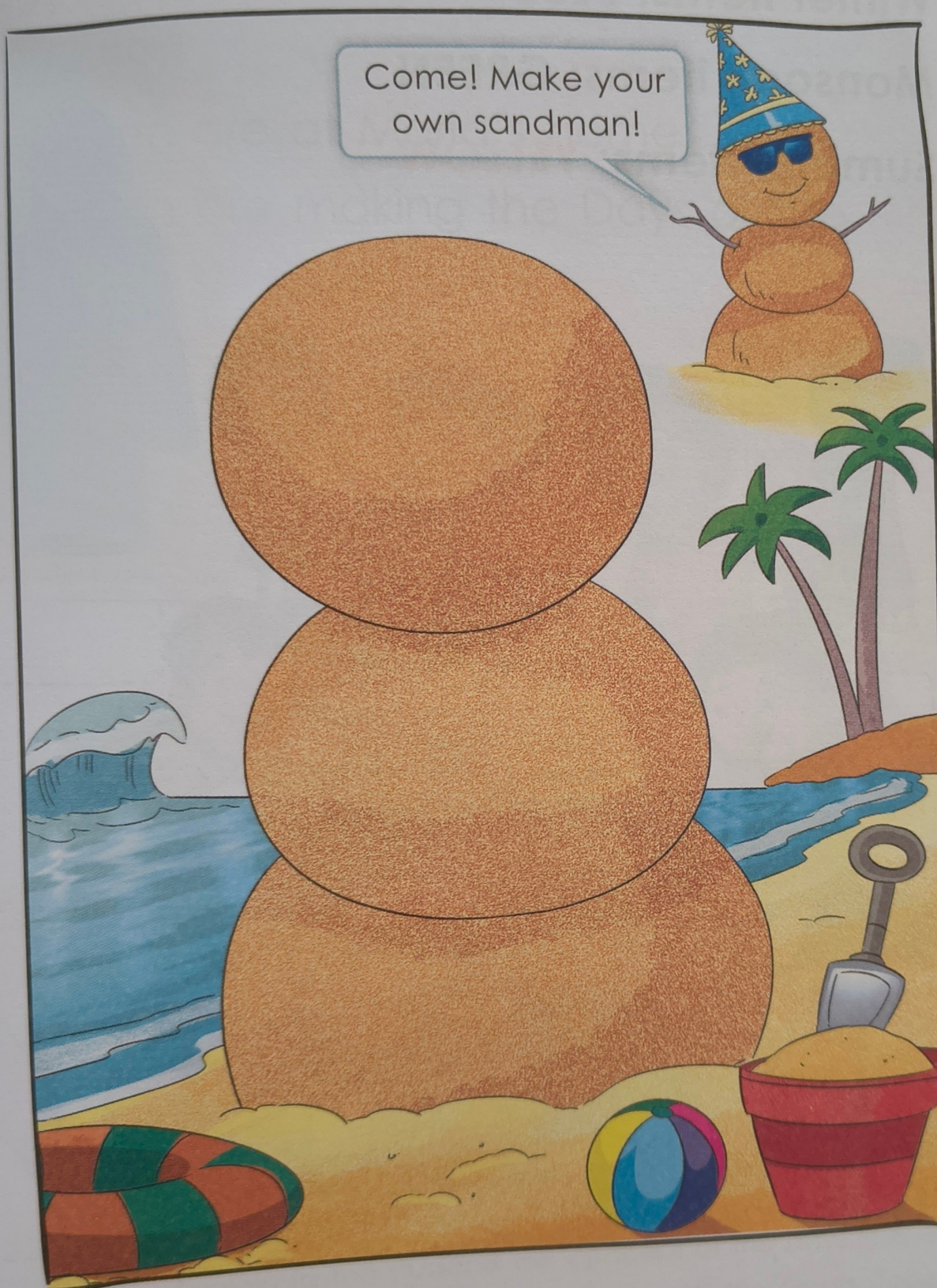


WINTER ☐

MONSOON ☐

SUMMER ☐

3. Draw the eyes, nose and hands of the sandman.

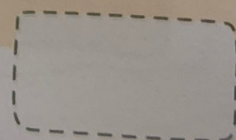
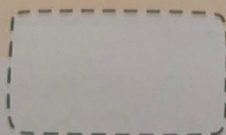
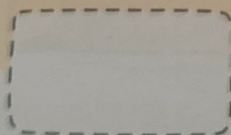
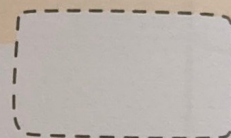
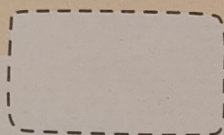
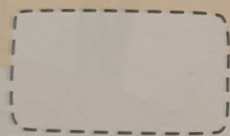


4. Colour the boxes. Use the colour code.

Winter items: **BLUE**

Monsoon items: **GREEN**

Summer items: **YELLOW**



Lesson 18: Seasons

Theme 9:
I Love
Sundays



6 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit, cut-outs of the Sun, raindrops and wind, pictures, construction paper



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- make sense of the world around through observation and logical thinking
- develop positive regard for the natural environment
- explore the physical and natural environment
- use emergent literary skills

Learning Outcomes

The students will:

Physical Development	• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher
Cognitive Development	• listen and follow short instructions • recognize the items used in different seasons • differentiate and describe the three seasons
Language and Literacy Development	• describe the seasons and things used in simple words or short meaningful sentences • describe the picture story in short words and phrases
Aesthetic and Cultural Development	• observe minute details and explore the options
Positive Learning Habits	• participate actively in class activities



Let's Read

The children are at Maria's home.

The children are making the Days of the Week Train.



Teacher's Note: Explain to the students the concept of the days in a week. This section is aligned to the **SDG 17 Partnerships for the Goals**: Teach the students the importance of working together as a team, both at home and in the school.

2. Draw a line to match the name of the days to its number in the week.

SUNDAY

2

MONDAY

1

TUESDAY

4

WEDNESDAY

3

THURSDAY

7

FRIDAY

5

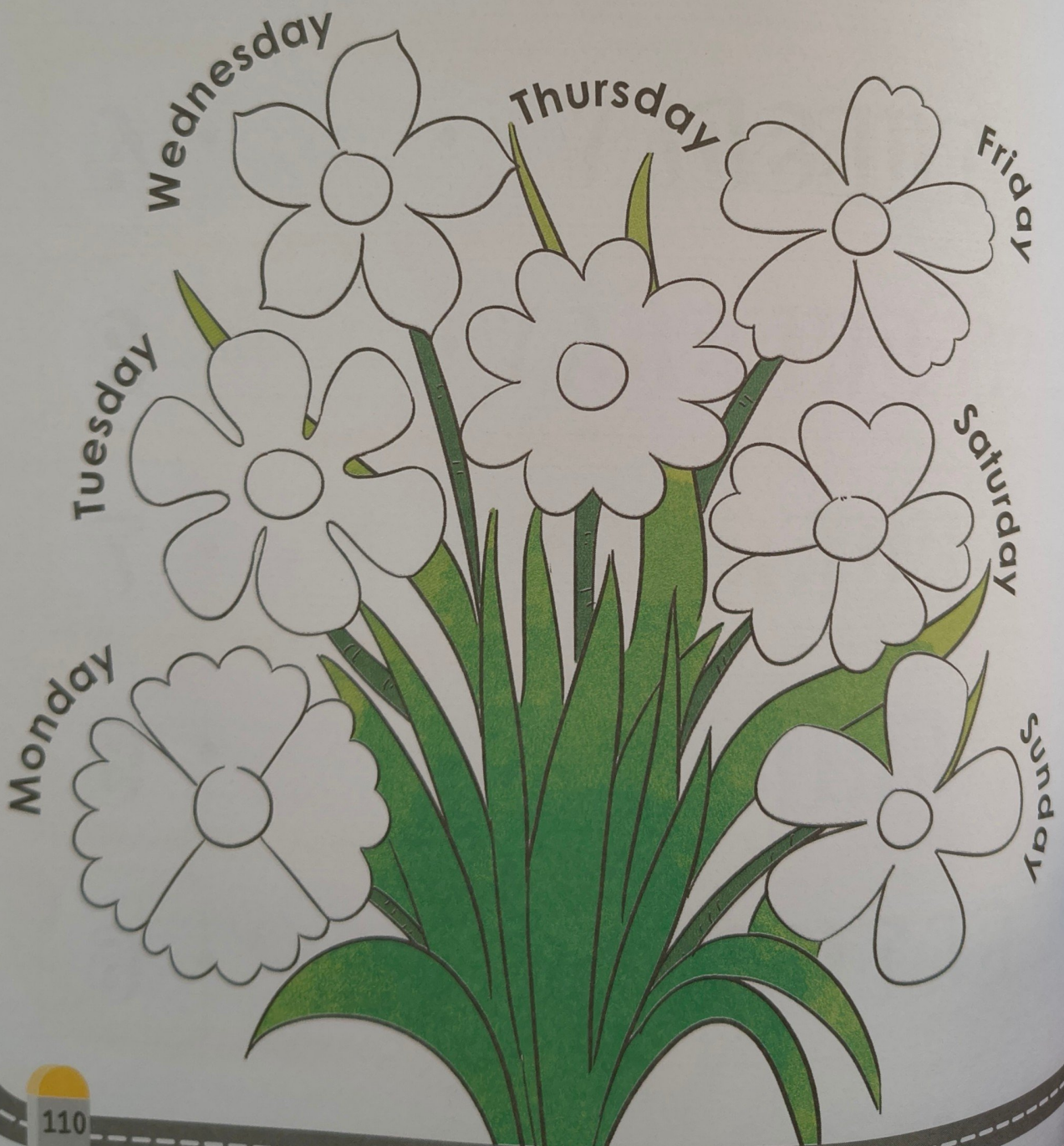
SATURDAY

6

Let's Relax

3. Colour the flowers. Follow the colour codes.

 Monday	 Tuesday	 Wednesday	 Thursday
 Friday	 Saturday	 Sunday	



Lesson 19: Days of the Week

Theme 9:
I Love
Sundays



2 Periods (40 minutes each) (Corner Time)



Main Coursebook, flashcards, CRM signs, Learning Kit



Animation, Animated Activities, eBook, Infographic, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills and fit and flexible body
- develop effective verbal and non-verbal communication skills
- use emergent literary skills

Home Task

- Parents can help the child to identify the days of the week using a calendar. Encourage the child to colour each day with a different crayon on the calendar.

Learning Outcomes

The students will:

Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• demonstrate willingness and participation in age-appropriate physical work towards helping others
Cognitive Development	• listen and follow short instructions • learn about the days of the week
Language and Literacy Development	• describe the picture in simple, short words and phrases • express their ideas about the days of the week, what they do on particular days, etc.
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• learn teamwork and enjoy class activities