

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, grey, 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*

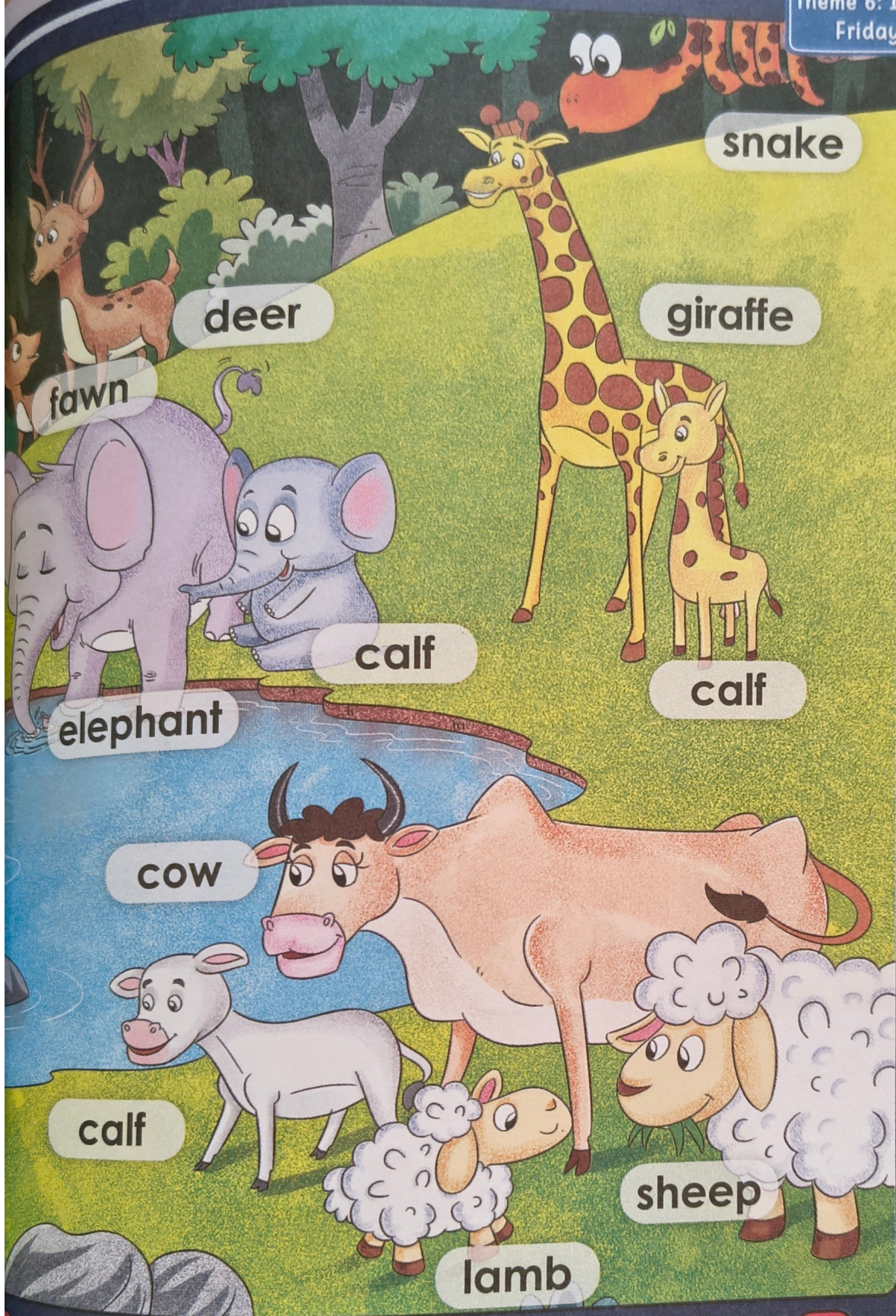
**Days of the week*





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





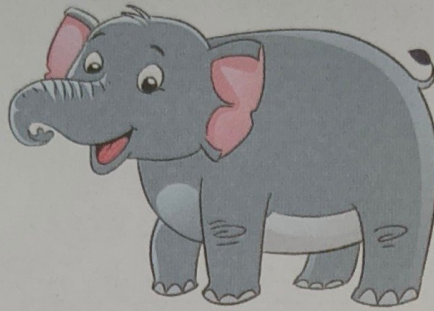
This section is aligned to the **SDG 15 Life on Land**: Teach the students that we should protect the animals and care for them.

COD

Wild animals live in jungles.



Deer



Elephant



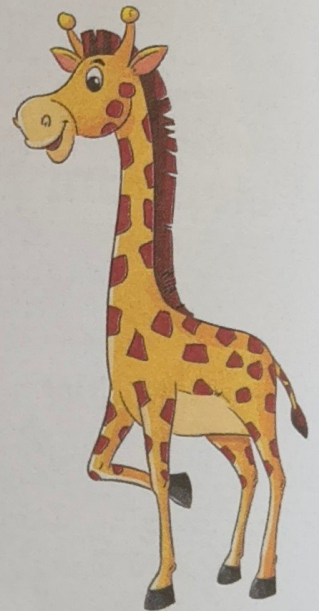
Monkey



Snake



Lion



Giraffe



Bear



Owl



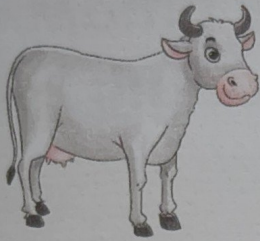
Horse



Tiger

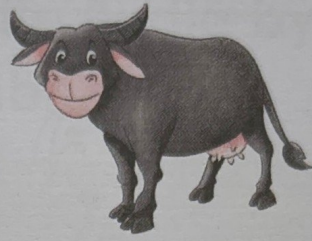
Teacher's Note: Read aloud the names of the animals.

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



a.

c u



b.

buffal



c.

h n



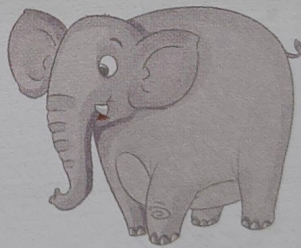
d.

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.

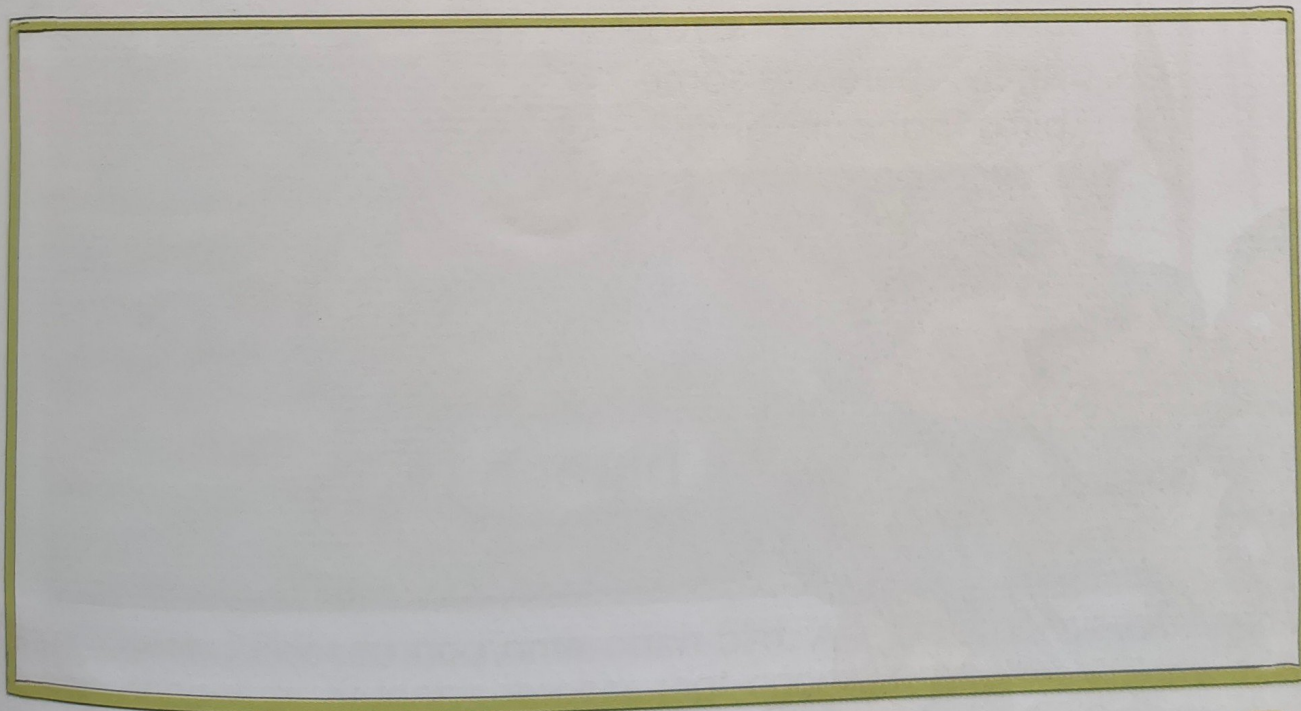


SEL

LOTS



7. Create your own animal.



Art1

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



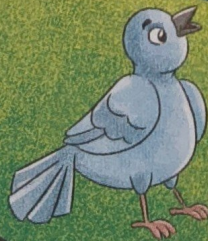
eagle

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



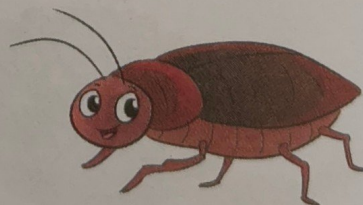
Grasshopper



Bee



Mosquito

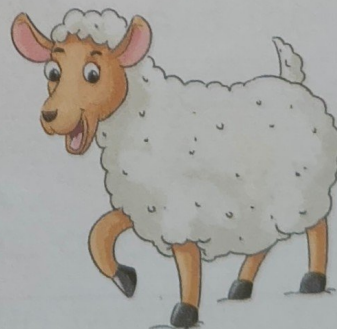
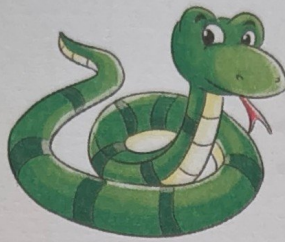


Cockroach

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.

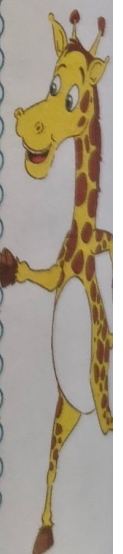
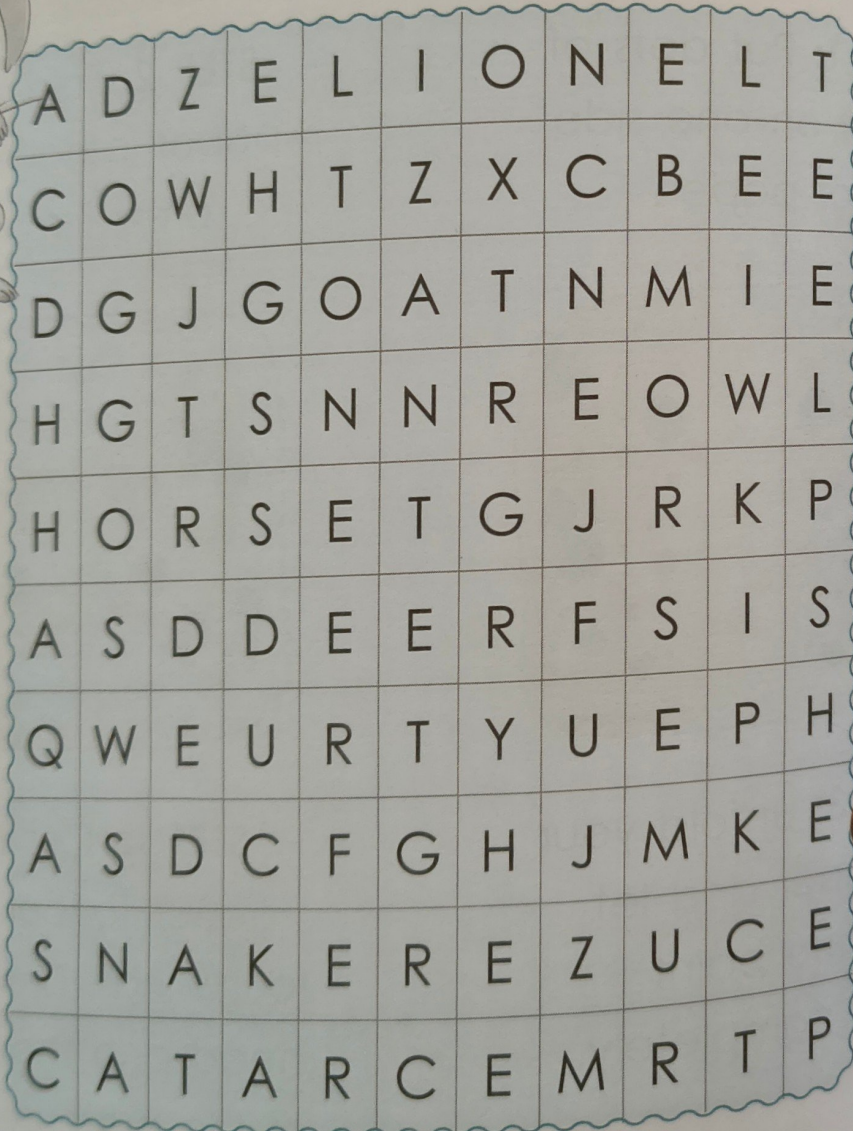
Learning Outcomes

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.

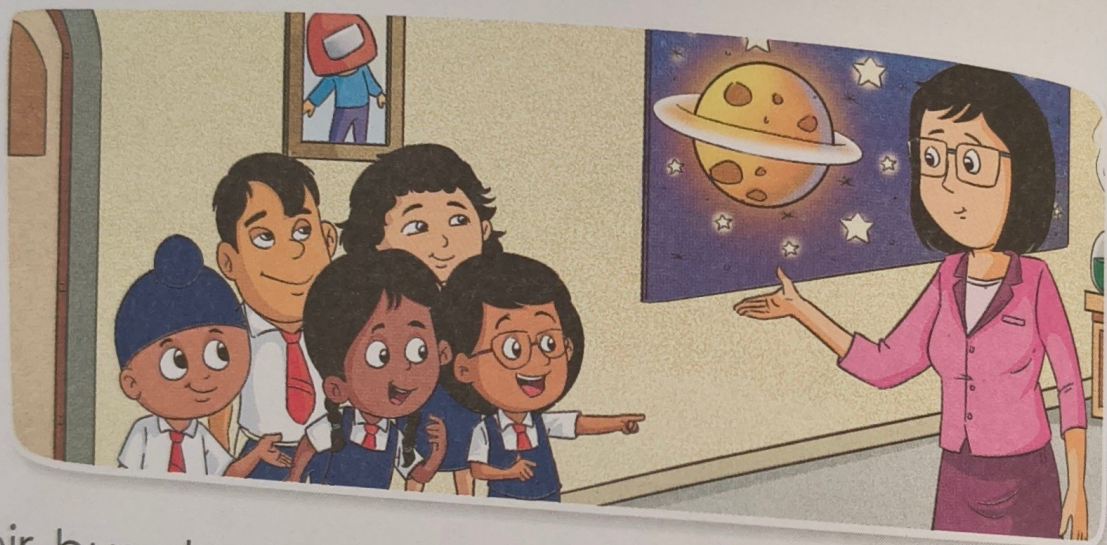
COW GOAT DEER LION DUCK
DOG BEE ANT CAT
OWL SNAKE SHEEP EMU HORSE



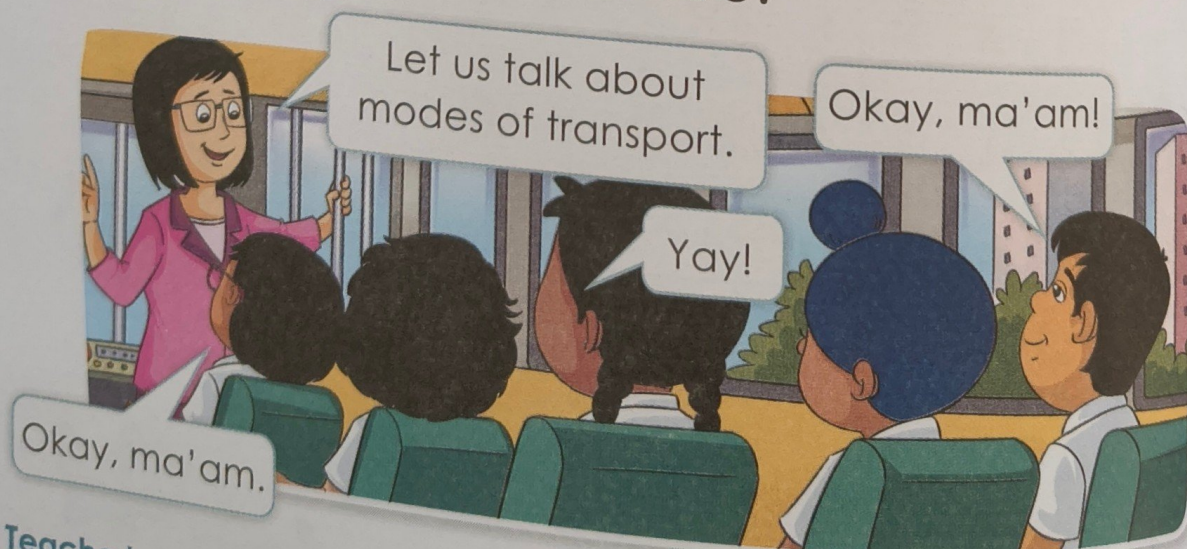


Let's Read

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.

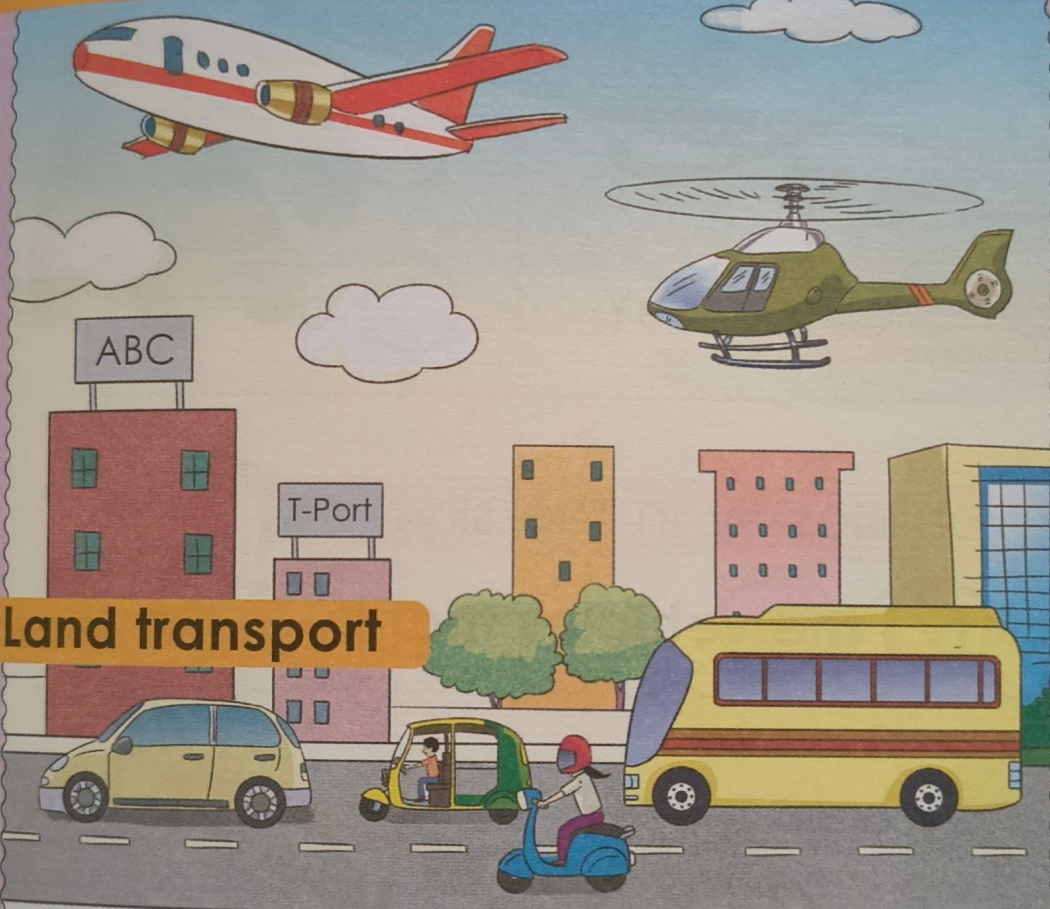


Teacher's Note: This section is aligned to the **SDG 12 Responsible Consumption and Production:** Teach the students that we should use public transport as much as possible.

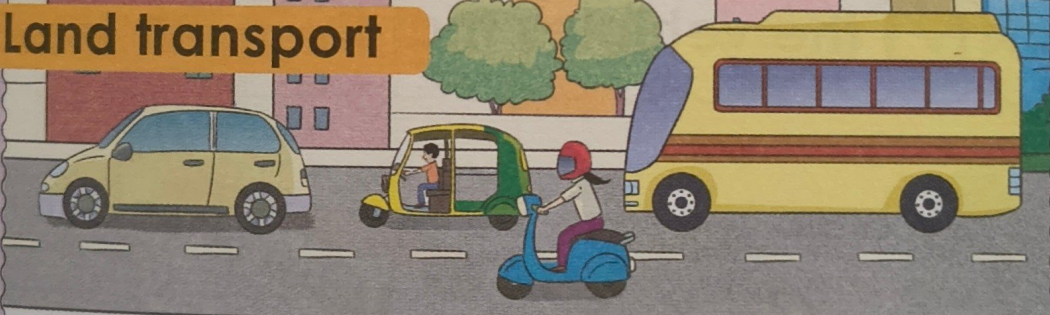
Let's Learn

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

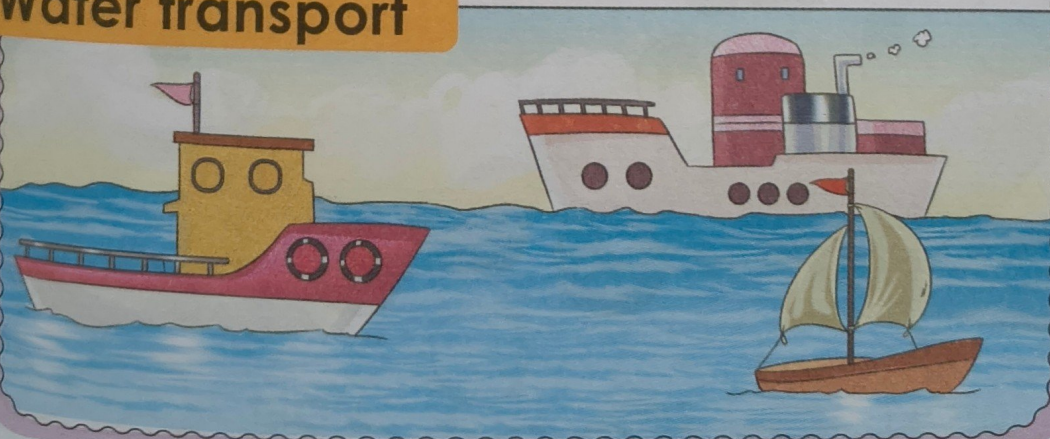
Air transport



Land transport



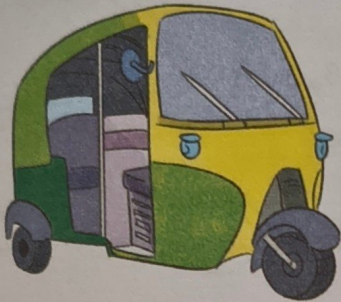
Water transport



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.



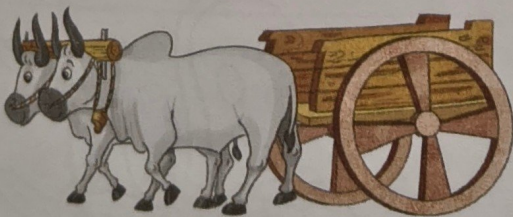
Yes ☐ No ☐

d.



Yes ☐ No ☐

e.



Yes ☐ No ☐

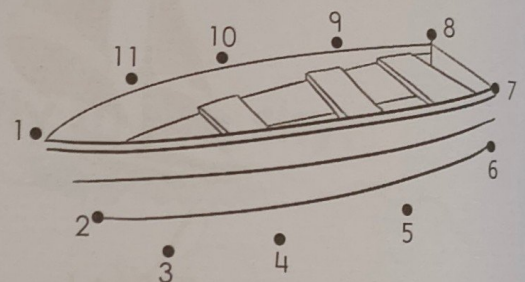
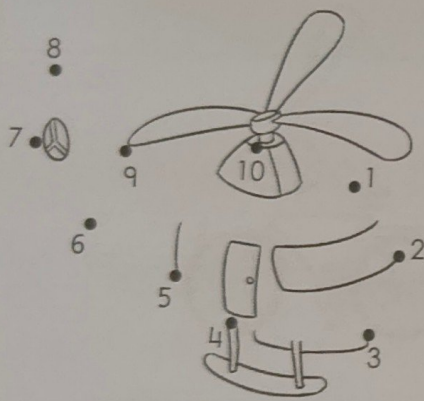
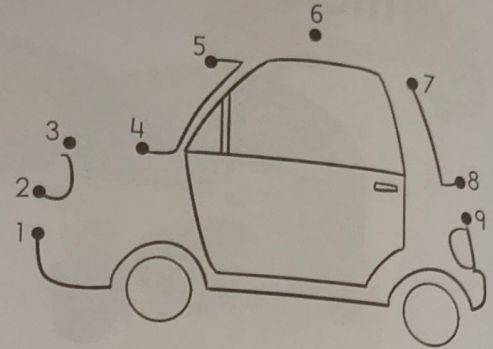
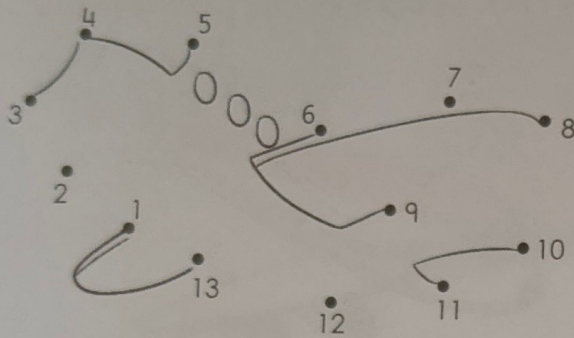
f.



Yes ☐ No ☐

LOTS
COD

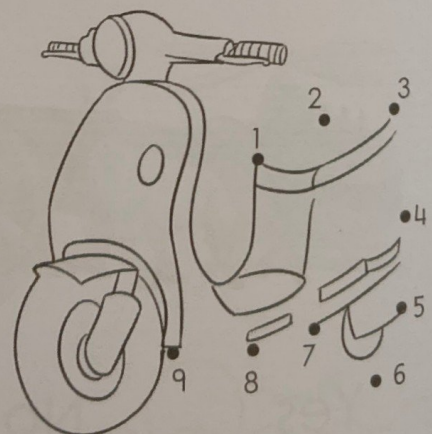
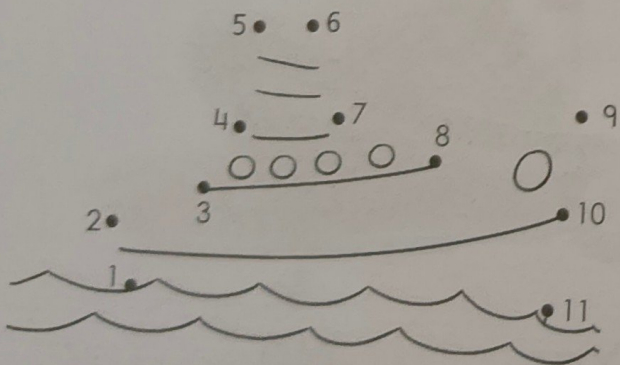
4. Join the dots. Colour the pictures. Where do they move? Match the words with the pictures.



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:

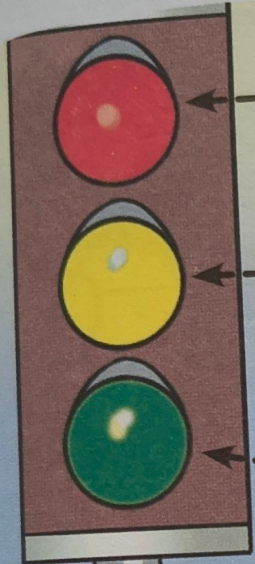
Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher
Cognitive Development	• follow CRM instructions • recognise the modes of transport

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

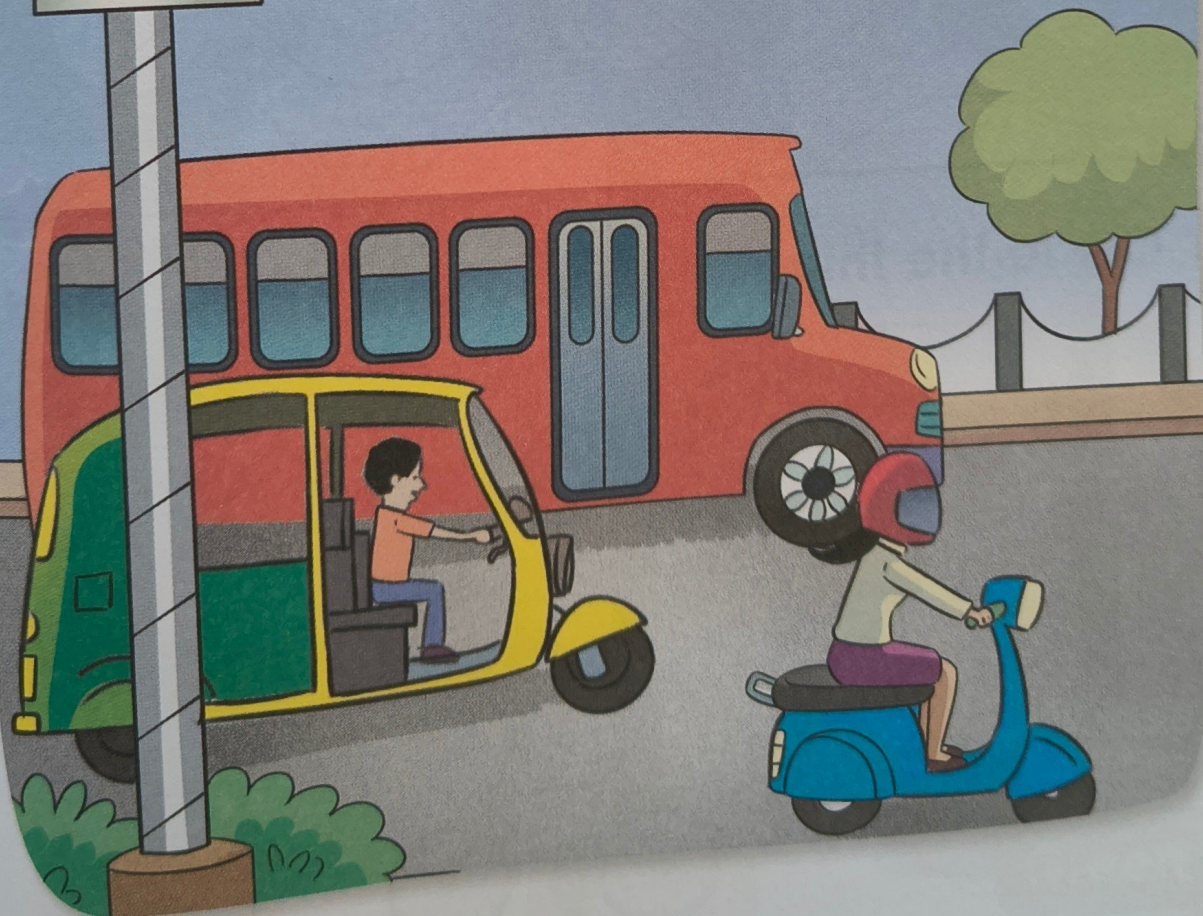
Traffic lights help us cross the road safely.



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?

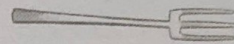
Lock and key.

Cup and plate.

Bat and ball.

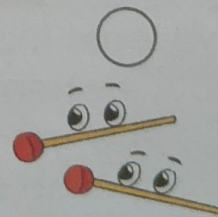
1. Draw lines to match the things that go together.

COD
HOTS

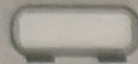


2. Colour the circles same to match the things that go together. One has been done for you.

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.

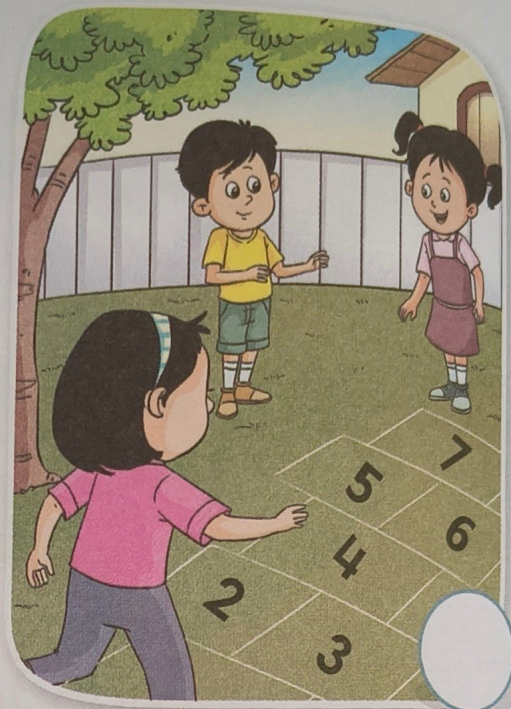
STEP 3: Shake the jar.

STEP 4: Look at your night sky!

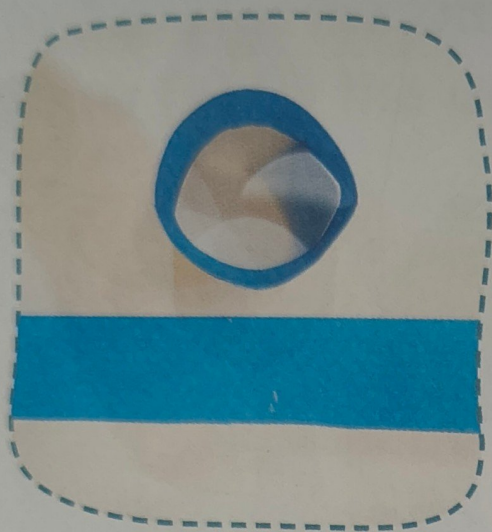


Let's Relax

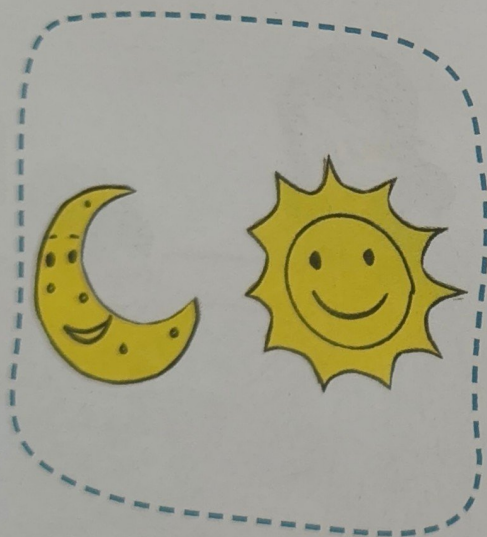
2. Tick (✓) for the activities you do in a day.
Cross (X) for the activities you do at night.



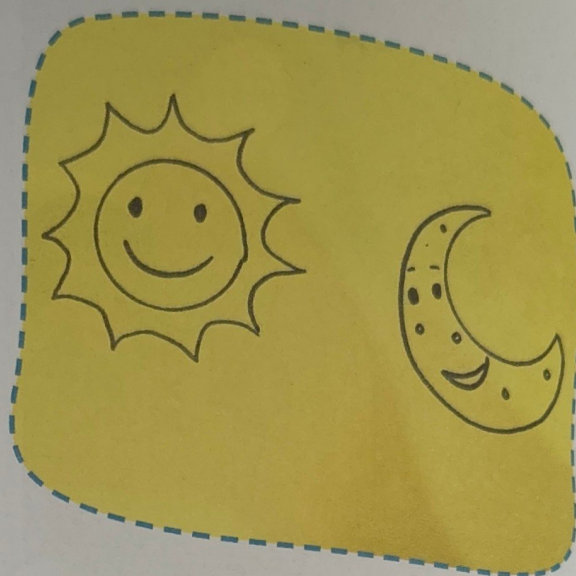
My Wristbands



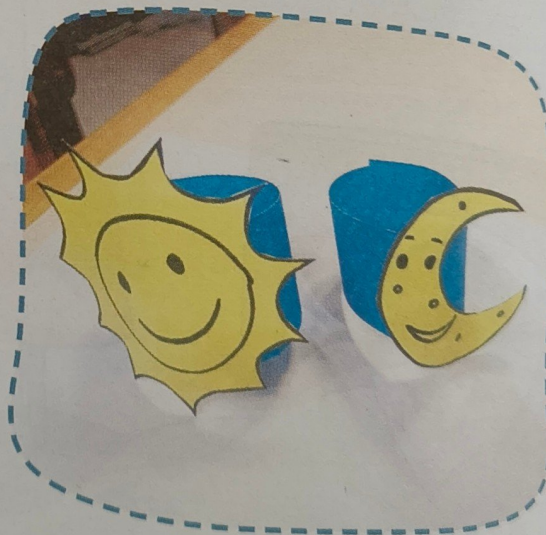
STEP 1: Cut out a strip of paper. Fold it to make a wristband.



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

☐

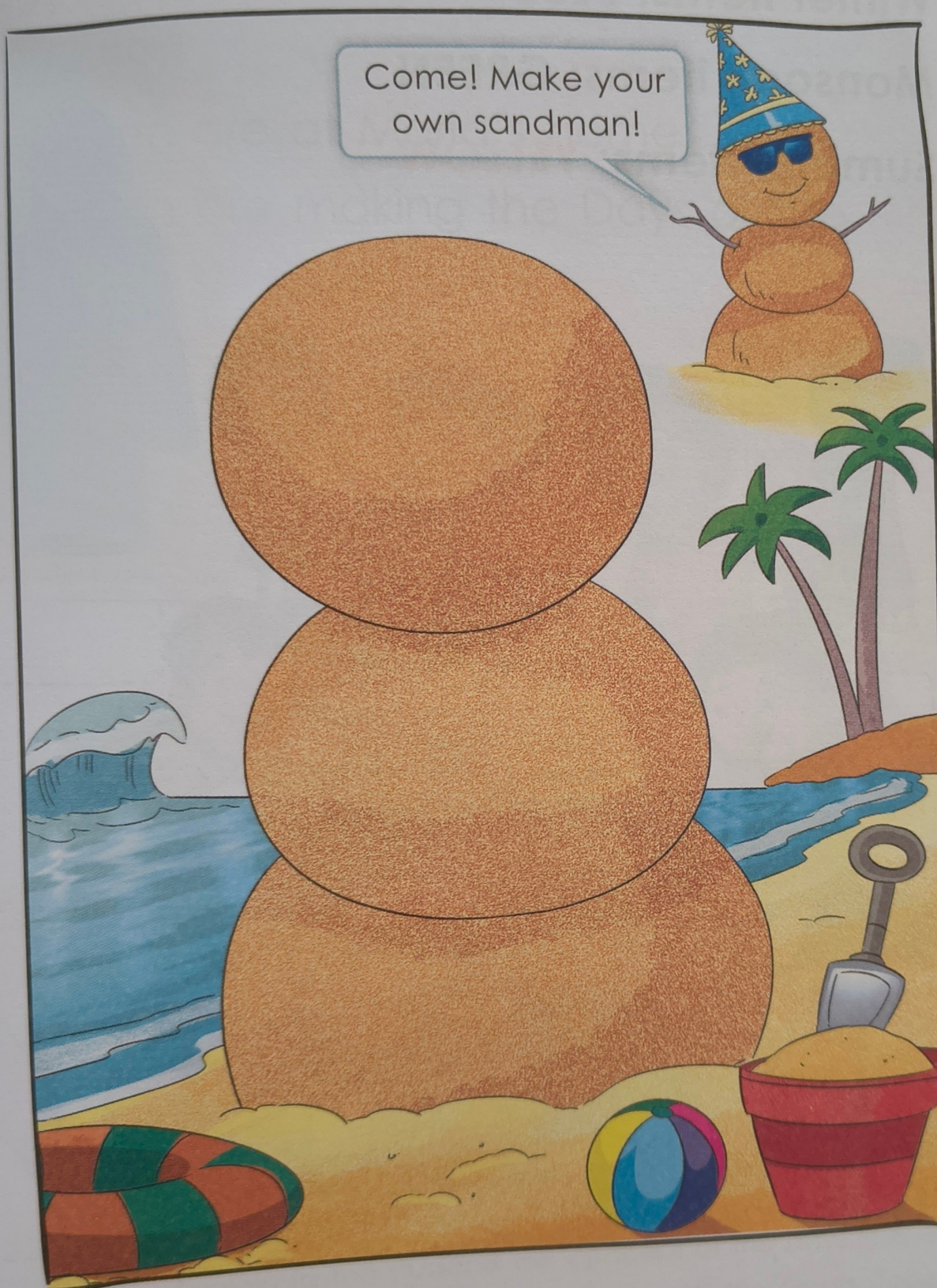
MONSOON

☐

SUMMER

☐

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

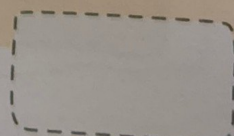
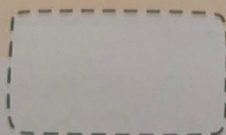
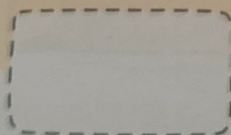
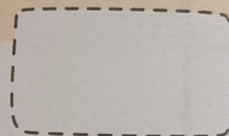
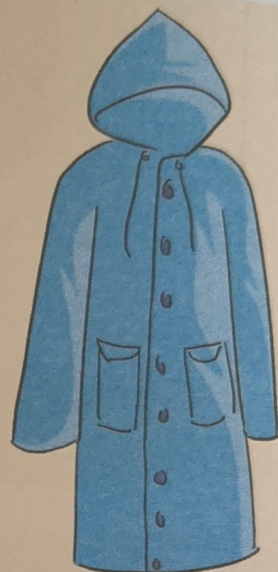
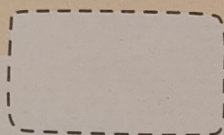
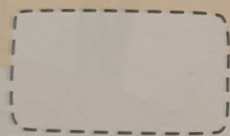


4. Colour the boxes. Use the colour code.

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

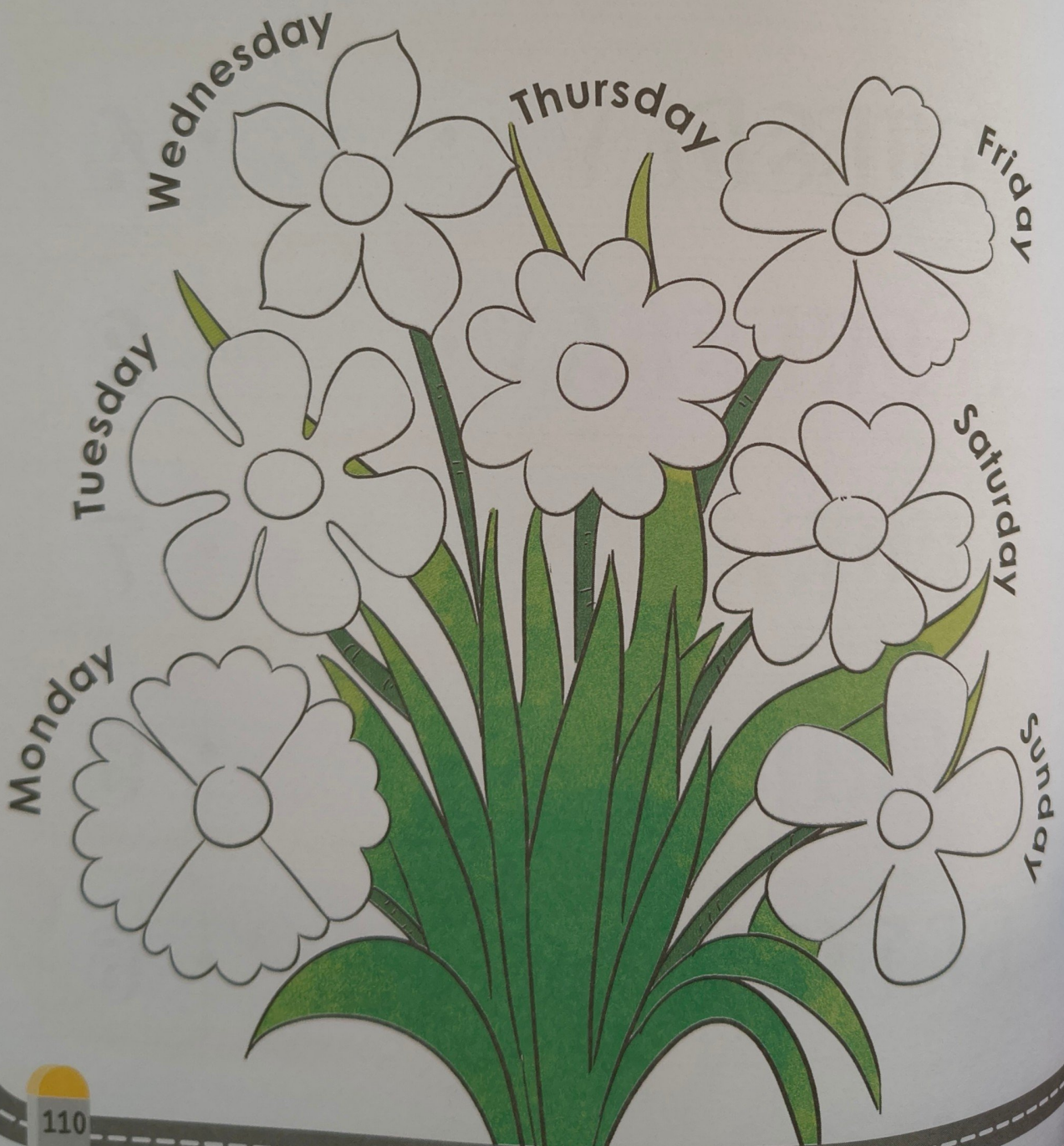
SATURDAY

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