

Personal, Social and Emotional development:

Young children need to be taught the vocabulary of emotions and feelings, and how to read facial expressions.

- Talk about their likes and dislikes.
- Understand the importance of sharing.
- Identify their own feelings
- Identify the feelings of others
- Expresses basic needs verbally (e.g., hunger, thirst, toilet needs).
- Begins to follow simple classroom rules and routines.
- Waits for their turn during activities and games.
- Demonstrates confidence while performing small tasks independently.
- Shows curiosity by asking simple questions about people and surroundings.
- Understand the need and importance of family and friends in their lives.
- Understand the importance of health and hygiene.
- Difference between herself/ himself and others, gradually come to differentiate herself/ himself as a person.
- Imitative actions, doll plays, various games, role play and play with imaginary companions.
- Taking care of their belongings, their uniform, toilet needs independently, feels good about self (away from parents), is comfortable in the school, cares for self cleanliness.
- Know about food, eating habits.
- Shares things with others, recognizes and respects authority.
- Talks easily, meets visitors without shyness.
- Able to stay in task, understand the differences between class room, music room, art room, computer lab.

Communication, Language and Literacy development - English

Listening :

- Jolly phonics(short vowels and long vowels)with actions.
- Alphabets recognition upper and lower case.
- Listen to and follow directions
- Listen to stories.
- Begin to understand why and how questions.
- Recognize beginning sounds of their name.
- Recognizing that letters have specific sounds.
- Attempts to speak in short sentences.
- Can respond with short answers during show-and-tell activities.
- Identifies common objects and pictures when named.
- Can repeat new words or phrases introduced during lessons.
- Awareness of the relationship of "letters to words" and "words to sentences".
- Developing a basic vocabulary set by listening to and identifying unknown words in stories.
- Responds to simple questions with one or two words.
- Recognizing basic sight words in text.
- Follows simple directions, listens to a short story, listens carefully and recognizes common sounds.
- To recognize upper and lower case versions of all letters and identify what sound they make.

Jolly phonics:

Group 1 - s a t i p n

Words - an, at, in, it, is, at, in, an, as, sat, pan, sap, tin, pat, ant, tap, sin, sip, tip, pit, nip, nap, pin.

Group 2 - ck e h r m d

Words - me, he, can, pet, hat, rip, map, and, act, pen, hit, ran, man, mad, sick, tick, deck, den, hem, red, bed, rod, dim

Group 3 - g o u l f b

Words-gap, hot, up, lip, fit, bus, not, mud, lot, fat, big, pot, cup, leg, fun, bit, stop, doll, bun, fog, log, hop, hug, cub, jug, dot, lug, bud

Group 4 - ai j oa ie ee or

Words -jug, bee, job, pie, see, aim, die, lie, for, rain, soap, horn, road, load, jam, jet.

Group 5 - z w ng v oo oo

Words - zoo, zig- zag, van, zap, win , book, look , zoom , hook, wing ,ring.

Group 6 - y x ch sh th the

Words - yak, you, x- ray, mix, tax, chips, cheek , lunch, Brush , dish, wish, yap, fish,ship,chat.

Group 7 - qu oi ou ue er ar

Words -out, jar, bar, car, oil, dark, shout, card, soil, boil, loud, star, boil, foil.

Speaking:

- Can recite short rhymes or poems from memory.
- Is able to pronounce the sounds of the Jolly Phonics Groups 1–7 correctly.
- Ask and answer simple questions
- Begin to share ideas.
- Participate in group discussions.
- Self introduction.
- Can imitate animal, bird, or vehicle sounds.
- Can repeat new words or phrases introduced during lessons.
- Talk about their likes ,dislikes and cleanliness.
- Discussions on favorite place, school/park/home, family, weathers, wild animals, farm animals, water animals, different types of plants, flowers, seasons, different means of transports etc...
- Meaning of the words heard in a story, looks at pictures and tells a story, tells the name of the objects and beginning sounds.

Reading:

- Reading from board and flash cards.
- Vocabulary words related to
- Jolly phonics group 1- 7
- alphabets, theme and stories.
- Can identify the first letter of familiar objects or their own name.
- Can identify objects in storybooks by pointing or naming them.
- Can repeat simple words or phrases from a story or rhyme after hearing them.
- Recognize familiar words and signs such as advertisement logos, school logo etc.
- Numbers and letters from the given pictures.

Writing:

- Can color inside the lines with guidance.
- Scribbling, Standing lines, sleeping lines, slanting lines, curved patterns.
- Draw patterns, shapes, lines, and free hand drawing.

Numeracy:

Counting is the primary Mathematics skill taught in kindergarten. Children will use objects around the classroom to begin, visualizing what it means to count. They may use cubes, candy, paper clips, or any other materials to count.

- Students may even begin to learn the basics of addition and subtraction through objects.
- In this area we have 0-20 counting and number recognition,
- 0-20 mental math, Understands the concept of forward and backward counting, more and less, big-small, same different, light heavy, tall/ short long/ short, empty and full, more and less, missing numbers, match the pictures, smallest and biggest numbers, subtraction and addition of the objects.
- Sort, match and group objects based on numbers.
- Exposures to number rhymes.
- Learn to count objects and things around them.
- Pair numbers (matching : 1 to 1 and 2 to 2).
- Explore and fix 3-6 pieces puzzles with the help of building blocks.
- Able to identify shapes like – circle, square, triangle, rectangle, star, heart.
- Understanding of positional words like- on/under, above/under, up/down, and forward/backward.
- Identifying numbers up to twenty.
- Expressing different ways to represent numbers up to twenty.

Hindi:

- Recognition and Identification of Hindi Swara (अ से अः)
 - Identification of Hindi Counting (0 to 10).
- Can recite simple Hindi rhymes.

Understanding the World Around:

- Visit to Fire Station, Police Station, Hospital, Gurudwara, Temples, Monastery, Aroma Nursery, Nature park and Bus Stand.
- Can identify and describe Myself, my body, body movements, feelings, my family, my home, my school, wild animals, domestic animals, water animals, birds, insects, clean habits, good habits, plants, flowers, fruits, vegetables, vehicles, seasons.
- Children's present or past experience.
- Identification of our five sense organs.
- Demonstrate an understanding that we all are unique.
- Can observe and talk about changes in the weather (sunny, rainy, cloudy).
- Can name and identify simple tools or objects used at home or school (spoon, bag, broom).
- Notice similarities and differences between school and home.
- Identification homes, families, other people, local environment and community through different types of play.
- Can identify safe and unsafe things in their surroundings.
- Understand the importance of hygiene.
- Understand the importance of being healthy.
- Understanding the difference between healthy and unhealthy food, smell, taste, bitter, salty and sour.
- Identify ways of keeping the surrounding clean.
- Enables children to communicate, interact and talk about what they want to do.
- Enables children to feel they are valued .
- Relates learning to themselves, their own lives and the real world.
- Incorporates opportunities to evaluate learning.
- Children begin to sit beside another child of the same age and play independently.
- They develop relation with others, learning how to get along, to lead and to follow and learning good habits.
- Understands day and night, knows age, birthday, days of the week.

Physical Development:

Fine Motor Skills :

- Draw dotted lines , patterns and shapes with crayons, copy simple shapes from the board.
- Free play with play dough to develop line motor skills and eye hand coordination.
- Can hold a crayon, pencil, or chalk correctly while drawing.
- Can use both hands in activities to develop hand coordination.
- Can decorate simple drawings with patterns or shapes.
- Clay moulding with play dough.
- Tear and pasting.
- Paper crumbing
- Assemble simple puzzles.
- Sand Tracing.
- Cotton pasting.
- Can thread large beads or pasta into strings.
- Can fold simple paper shapes like a triangle or square.

Gross Motor Skills:

To develop large and small muscles, children need to practice exercises, such as running, jumping, crawling, skipping and balancing which makes their body strong and skillful in different ways.

- Free play with a few simple items and taking care to provide enough space and time.
- Walk in a straight line, run, to jump, hop, stops, steps back, is able to throw a ball and catches the ball, pairs objects, claps, match simple objects, able to button up, zip a zipper, build with blocks, complete simple puzzles, Brush teeth, comb hair, and get dressed with little help.

- Use (child-sized) scissors to cut along a line.
- Pick up small items such as coins, toothpicks, and paperclips.
- Copy simple shapes, like a circle or square, paperclips, beads, and buttons, Thread beads or pasta, pom-poms
- Understands up and down, in and out, front and back, over on and under, top, bottom, middle, beside and next to, fast and slow.

Music and Dance:

Dance helps students to develop a good sense of rhythm, form, time and flow. Students will internalize the rhythmic movements and continue developing the understanding of a steady beat.

- Can recognize high and low sounds in music.
- Students will learn how to do warm up exercises using their body parts, hopping, jumping, left to right movements, up and down, side to side leaning back to front, front to back.
- Sing aloud- alankar, sargam ,National Anthem, and songs, rhymes, Gayatri Mantra

Expressive Art and design:

These activities help child to learn art skills, color recognition and to be patient. These activities will help to develop child's imagination and creativity.

- Can mix two colors to make a new color.
- Can decorate drawings with stickers.
- Can use sponges or brushes to make textures in painting.
- Can use different materials like fabric,
- ribbons, or leaves for collage work.
- Primary colors– red, yellow and blue
- and secondary colors- green, orange, purple.
- Cool colors and warm colors – cool colors- blue, violet, green. They remind us of things like water and grass.
- Warm colors- red, yellow, orange. They remind us of things like sun and fire.
- Creative activities such as drawing, cutting, painting and building all help to develop fine motor skills.
- Art and craft, coloring, painting, trace and color, thread painting, thumb painting, palm painting, spray painting, finger painting, marble painting, paper pasting, leaf painting, cotton ball, Vegetable printing.
- Origami.
- Recognizes shapes - circle, semi circle, star, triangle, square.

Cross-Cutting Themes :

- Feelings and Emotions – happy, sad, angry, surprised, calm.
- Friendship and Cooperation – sharing, helping, teamwork.
- Community and Neighborhood – places around us, neighbors, local shops.
- Plants and Gardening – seeds, flowers, trees, plant care.
- Water and Marine Life – rivers, ponds, sea animals, boats.
- Space and Sky – sun, moon, stars, clouds, planets.
- Time and Routine – day/night, morning/evening, daily activities.
- Clothing and Seasons – dressing for weather, cultural attire.
- Feelings Through Art – expressing mood with colors, drawing emotions.
- My Body and Movements – jumping, running, balancing, stretching.
- Celebrations Around the World – Diwali, Christmas, Eid, Holi, birthdays, Dussehra,
- Cultural Diversity - festivals, traditions.

Happy learning

Class Teacher